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IHCC Institutional Overview

Mission, Vision, Values

OUR MISSION
Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.

OUR VISION
We will be an innovator in education, creating a vigorous intellectual environment for emerging leaders, scholars, and professionals. Through equity and inclusion, we will enrich individual lives and support our diverse communities, locally and globally.

OUR VALUES
- Student success
- Excellence and innovation in education
- Caring for our environmental, human, and financial resources
- Equity, inclusion, integrity and respect
- Continuous improvement

Inver Hills Community College (IHCC) is one of 31 institutions within the Minnesota State system. Our students come primarily from Minnesota and western Wisconsin, along with international students from a dozen or more countries. Most of our students reside within 20 miles of the campus, particularly in Dakota and Washington counties as well as the city of St. Paul. In fall 2016, there were 4,998 students enrolled taking courses for credit. This is the equivalent of 1,567 full-year equivalent students.

- 38 percent were new to Inver Hills
- 62 percent were continuing
- 33 percent were students of color
- 56 percent came from a home where neither parent held a bachelor’s degree
- 56 percent were classified low-income
- Average credit load for fall 2016:
  - Full-time students 13.7 credits
  - Part-time students 6.6 credits

Level/scope of academic offerings

Founded in 1970, Inver Hills Community College offers 35 two-year degree options, one diploma and 25 certificates, including an Associate of Arts degree with nine emphasis areas. The A.A. degree is an ideal choice for students planning on transferring to a four-year college or university.

Inver Hills offers an Associate of Science degree that is designed for both transfer and entering directly into the workforce. The A.S. is well-suited to students looking for a balance between a liberal arts education and learning the specific skills needed for a future career.

The Associate of Applied Science degree is designed for students wishing to launch a career as soon as possible. An A.A.S. at Inver Hills in an IT or business program provides the competence needed to quickly excel in these high-demand fields.

Designed for transfer, the Associate of Fine Arts, or AFA degree allows a student to become established in one of three fundamental artistic pursuits: Art, Music and Theatre. The Art department provides instruction in six important focus areas, including ceramics, photography and painting. Both the Music and Theatre departments deliver opportunities to participate in live performances, the former in ensembles, and the latter in college-production plays.

Campuses/locations

Inver Hills’ 90-acre campus features nine modern buildings set amid beautiful gardens surrounded by wooded hills and wetlands. The buildings are situated around a central mall in a...
Inver Hills Community College
January 2017

university-style setting. Inver Hills is located in Inver Grove Heights less than 10 miles from St. Paul just off U.S. Route 52. Inver Hills also provides classes at the South of the River Education Center, a partnership with the Minnesota Workforce Center, Metropolitan State University, and Dakota County Technical College. Students can earn an Associate in Arts (A.A.) degree at this location in three years’ time, providing flexibility and accessibility to busy adults. Courses at this location meet the Minnesota Transfer Curriculum (MnTC) goal areas and electives to meet A.A. graduation requirements as well as General Education requirements for A.S. and A.A.S. degrees at IHCC.

Distance delivery programs
Inver Hills is fully accredited for delivery of online programs, including the following programs available completely online:

- Associate of Arts (A.A)
- Contemporary Business (A.S.)
- Contemporary Business Practice (A.A.S.)
- Human Service Worker (A.S.)
- Child Care Teacher certificate
- Criminal Justice postgraduate certificate
- Customer Service certificate
- Human Resource Management certificate
- Human Services Assistant certificate
- Project Management certificate
- Sales and Marketing certificate

Key campus programs and resources

- Inver Hills Community College has one of the best veteran-friendly campuses in the nation
- There are community-focused student clubs, intramural sports and on-stage music and theatrical performances as well as art in a variety of media
- Faculty and staff are committed to delivering a world-class education by providing the one-on-one attention students need to succeed
- One of the most affordable higher education options in Minnesota; with costs reduced even further through financial aid and scholarships
- A bachelor or master’s degree on the IHCC campus is available through partnerships with The College of St. Scholastica, Metropolitan State University and Saint Mary’s University of Minnesota
- Non-traditional adult students are served additionally through ASAP (Adult Success through Accelerated Programs)
- Learning communities and community-based learning experiences are offered to students
- College credit can be earned as a high school student through Inver Prep and InCollege programs

Quality improvement experiences
Inver Hills Community College has, since submitting the 2014 Systems Portfolio review and receiving the Systems Appraisal Feedback report, undertaken a number of campus-wide initiatives that will be detailed throughout this addendum and the accompanying Quality Highlights Report. IHCC addressed the Strategic Challenges identified in the Feedback report in these initiatives, which include:

- The creation and implementation of a new Strategic Plan
The creation and implementation of an Integrated Planning process for non-academic areas of the campus
- Creation and implementation of a Program Prioritization process
- A redesign of Program Review into a five-year continuous cohort model
- Continued participation in the Academy for the Assessment of Student Learning (2013-2017)
  - Participation in two AAC&U VALUE rubrics projects to enhance College-wide outcomes assessment
- The launch of a Strategic Enrollment Management (SEM) initiative in fall 2016

**Key challenges, accomplishments, failures and future opportunities**
While all of the above quality improvement experiences are accomplishments for the college, there are also continuing challenges. IHCC did not formalize the above continuous improvement projects as multi-phased Action Projects. IHCC also did not operationalize two (communication, data-informed decision-making) of the last three Action Projects (Curriculum Mapping was completed) to the desired degree. This was due to several factors and has been addressed by IHCC in a new process and schedule for identifying, implementing and reporting on Action Projects.

Continued strong economic growth in the area has resulted in several years of decreasing enrollment, not only on this campus but across most Twin Cities metro-area campuses. The system-wide initiatives towards increased collaboration between campuses to improve efficiencies has resulted in Inver Hills Community College sharing services in multiple areas with Dakota County Technical College. As a relatively new process, the institution is still on a learning curve regarding how best to operationalize shared services.

**Framework for the Addendum:**
Inver Hills Community College last submitted an AQIP Systems Portfolio in June 2014 under the nine-category, SS, S, O, OO model. Due to changes in the accreditation cycle for participating AQIP colleges, IHCC was given the opportunity for this visit to submit an addendum to that portfolio as well as a Quality Highlights Report.

For this addendum, IHCC has chosen to focus on the Criteria for Accreditation and has organized this addendum around the five Criteria for Accreditation.

In the Systems Appraisal Feedback Report (Sept 23, 2014), the following was shared:

**Accreditation Evidence from 2014 System Portfolio**
Overall, there were no accreditation issues noted by the team. Evidence was **adequate but could be improved** in the following areas:

- **Criterion 4B** – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning
- **Criterion 5A** - The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- **Criterion 5C** – The institution engages in systematic and integrated planning

This addendum will provide additional evidence that IHCC meets the above criteria through the following initiatives that have been undertaken:

- Participation in the Academy for the Assessment of Student Learning and the subsequent redesign of Program Review
- Implementation of Program Prioritization in spring 2016
Institutional Overview

- Strategic Planning process that occurred during AY15-16 and development/implementation of Integrated Planning Process for non-academic areas

For those areas not cited above, IHCC will provide evidence that it continues to meet the Criteria.

Strategic Challenges (from 2014 System Portfolio)

Knowing that IHCC will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following strategic challenges:

Several initiatives exist, however, some gaps are apparent as it relates to setting of goals, tracking results over a period of time. As IHCC continues to focus on improving the continuous quality improvement process, the college has an opportunity to align the various initiatives to its strategic planning process and enhance the outcomes in the institutional effectiveness category. In this regard, the Senior Leadership Team is new and should consider developing the institutional will early in the team’s tenure to systematically plan for continuous organizational improvement.

This strategic challenge will be addressed in this addendum using the following initiatives/processes as examples:

- The Strategic Planning initiative undertaken during AY15-16
- The Integrated Planning process currently underway in FY17
- Alignment of planning with the budgeting process
- Action Planning procedural changes/timeline
- Strategic Enrollment Management (SEM) initiative underway

IHCC collects data in many areas; however, it is unclear from the portfolio if there are specific methods of analysis regularly used for each data set. Appropriate analysis, including the use of trends and comparative data, is an important component of turning raw collected data into useful information. The absence of these creates the potential for misinterpretation of the data.

This strategic challenge will be addressed in this addendum using the following initiatives/processes as examples:

- Program Prioritization
- Program Review
- Strategic Enrollment Management
- Strategic Framework Performance Metrics
- Integrated Planning
- Course Scheduling

As IHCC continues to meet the challenges of establishing its own identity and processes within the framework established by Minnesota State (formerly MnSCU), the college should consider taking steps to ensure that these processes are systematic and comprehensive. Such steps will increase the likelihood that changes will be synergistic and that advances in one area do not create problems in another.

This strategic challenge will be addressed in this addendum using the following initiatives/processes as examples:

- Strategic and Integrated Planning
- Program Review
- Assessment
Ss and Os from the 2014 System Portfolio

In its response to HLC following our System Feedback Report, IHCC indicated a comprehensive analysis of the feedback would take place. This analysis is shown below (see Table 1).

### Table 1: IHCC 2014 System Portfolio Ss And Os

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<td>CAT 9</td>
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</table>

Further breakdown across processes, results, and Improvements is shown below (see Table 2):

### Table 2: Breakdown Of IHCC 2014 System Portfolio Ss And Os

<table>
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HLC’s migration from S/O to levels of maturity on providing feedback indicated to the college that the focus should be on addressing the systemic issues identified vs. addressing each O/OO. From the analysis, the college is strong in creating processes, but not as strong in identifying the data sets that result from the processes, collecting feedback around the processes, and improving the process. The college has addressed this in the following ways:

- Results (also a strategic challenge) have been strengthened by the identification of existing data sets and the creation of new data sets that have been shared with faculty and administration primarily in the areas of scheduling, Program Review and Program Prioritization.
- Metrics and targets are being created for nonacademic units as part of the integrated planning process in its implementation year of FY17.
- Progress is being made to include a feedback loop for process improvement. This is demonstrated in Program Review, Program Prioritization and Integrated Planning.

IHCC’s Response Letter to Dr. Eric Martin (October 21, 2014)

In its response to Dr. Martin, IHCC indicated it would:
• Use the IEC to develop strategies around addressing the opportunities as well as celebrating the successes (The strategies are moving forward in the development phase; the IEC was repurposed for the last two academic years to prepare for the Comprehensive Quality Review visit).

• Use the Master Academic Plan planning process to improve communication channels, strengthen specific student learning strategies, provide direction on course mapping and assessment, and use an Action Project to implement curriculum mapping (Criterion Three, Quality Highlights Report)

• Create an Action Project around data-informed decision-making, with the goal of providing information to internal stakeholders to help them understand and use data (Quality Highlights Report)

• Program Review would use direct measures of learning (Criterion Four)

• There would be a campus-wide strategic planning initiative (Quality Highlights Report)

• Improve communication
  o The CAO holds open office hours monthly around the campus.
  o Deans moved from separate division meetings to joint meetings with breakout sessions as needed to improve communication with faculty.
    o Deans meet with department, work groups and individually as needed.

• At AD Days in fall 2015 all faculty and staff had the opportunity to participate in large-group campus conversations (two hours daily for three consecutive days) on the following topics: providing support to faculty and students, connecting everyone on campus to the mission, and providing information about the upcoming strategic planning process.

• Improved use of data (see Table 39)
Criterion One. Mission

The 2014 Systems Appraisal Feedback report found the evidence in this Criterion to be strong, clear and well presented. IHCC presents this summary of its evidence to that effect. The institution’s mission is clear and articulated publicly, it guides the institution’s operations.

1.A The institution’s mission is broadly understood within the institution and guides its operations.

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
1.A.2 The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
1.A.3 The institution’s planning and budgeting priorities align with and support the mission. (reference to Criterion Five.C.1)

The mission for Inver Hills Community College is, “Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.” The vision for Inver Hills Community College is: We will be an innovator in education, creating a vigorous intellectual environment for emerging leaders, scholars, and professionals. Through equity and inclusion, we will enrich individual lives and support our diverse communities, locally and globally.

Values:
- Student success
- Excellence and innovation in education
- Caring for our environmental, human, and financial resources
- Equity, inclusion, integrity and respect
- Continuous improvement

The mission, vision and values statements are reviewed approximately once every five years as part of the strategic planning process. During the recent (AY 2015-16) Strategic Planning process (described in the Quality Highlights Report) the Strategic Planning Committee reviewed the mission, vision and values and determined to keep the mission, but to revise the vision and value statements.

This process for reviewing the mission, vision and value statements is guided by Minnesota State Procedure 3.24.1 Chancellor’s Procedures and Guidelines for System and Institutional Missions and Policy 3.24 Institution Type and Mission, and System Mission.

Inver Hills Community College (IHCC) as an open-access institution is the gateway to a college education for many underrepresented students. The percentage of students of color (SOC) has increased since FY07 from 18.1% to 31.1% in FY16, an increase of 66.3%. The percentage of known Pell-eligible students has increased from 15.8% to 30.3%, a percentage change of 92%, in the same timeframe.

The program array at IHCC includes not only an associate degree in the liberal arts that allows for transfer to a number of four-year schools for those students who wish to continue their education, but also terminal degree career programs, including Nursing, Emergency Medical Services, Paralegal, and Law Enforcement that help build and sustain Minnesota’s workforce. IHCC students who transfer find their credits highly transferable, with 97.5% of credits accepted by receiving institutions in FY15, among the highest in the Minnesota State system.
Students at the college have a wide variety of programs and services available to them, including those aimed at non-traditional adult students: Adult Success through Accelerated Programs, or ASAP, Credit for Prior Learning through the use of Prior Learning Assessment, and a robust Veteran Services department. High school students have multiple pathways to prepare for college and earn college credit while still in high school through Inver Prep, InCollege, and PSEO programs. Once at IHCC, students can participate in learning communities, a wide array of Student Life activities, including those around leadership: Student Senate, Phi Theta Kappa, and student ambassadors. The Center for Experiential Learning offers community-based learning experiences as well as internships for students.

IHCC provides disability services, a newly renovated Learning Center with tutors, and counseling and advising services. The college has a fully subscribed TRIO Student Support Services program that offers another pathway of transfer to a four-year institution. The Financial Aid department offers students help with money management and financial literacy, and the college participates in TuitionMatch-MN, a savings program a 3:1 financial match for students who participate. The Inver Hills Foundation supports TuitionMatch-MN and also offers scholarships and emergency financial assistance.

IHCC’s recently implemented Integrated Planning process aligns annual work plans created by non-academic units with the annual budget cycle. Academic units create work plans and non-salary budgets through Program Review, and align their budget creation with the annual budget cycle. A diagram of how these plans align is contained in the Quality Highlights Report (Pages 12-17).

1.B. The mission is articulated publicly.

1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

1.B.2 The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission is found on the website, as part of the Strategic Plan, in the college catalog and in other official publications as well as being posted in the entryways of buildings across the campus.

The Strategic Plan (QHR page 3) contains four strategic directions aligned with the mission and focused on the intended constituents – 1) Student & Academic Success, 2) Diversity, Equity & Inclusion, 3) Growth & Sustainability, 4) Innovation and Partnerships. Each strategic direction has 3-5 goals that are intentionally broad, allowing departments and divisions to develop their own annual plans that will operationalize the Strategic Plan. This bottom-up approach to planning empowers all members of the campus community to see how daily tasks and actions contribute to the larger goals of the college.

In the non-instructional annual planning process, each area links their initiatives to one or more of the long-range campus plans, which allows leadership to see the progress being made towards achieving the goals and directions set forth. Additional detail around the Integrated Planning Process is found in the Quality Highlights Report (pages 12-17).
This new Strategic Plan emphasizes the commitment to the college’s increasingly diverse student population through goals around narrowing the achievement gap (how successful are SOC compared to white students) and the opportunity gap (defined as the inequitable distribution of resources and opportunities). The college is also committed to helping students become financially literate, connecting students with resources that can help them succeed, making it easier for students to receive credit for prior learning experiences, and increasing the diversity of faculty and staff.

The new strategic plan also brings to the forefront the college commitment to external constituents as an essential component to carrying out the college mission and helping students succeed. Goals in this area include becoming the partners of choice for K12, community and employers.

1.C. The institution understands the relationship between its mission and the diversity of society.

1.C.1 The institution addresses its role in a multicultural society.
1.C.2 The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Inver Hills Community College embodies what Chancellor Steven Rosenstone said in his address to the Minnesota State Board of Trustees in October 2016. Minnesota State’s Strategic Framework: 1) ensure access to an extraordinary education for all Minnesotans; 2) be the partner of choice to meet Minnesota’s workforce and community needs; and 3) deliver to students, employers, communities and taxpayers the highest value, most affordable option, is the overarching structure for Inver Hills Community College, as well as Minnesota State.

“Everything we do, everything we believe in, is focused on providing an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

“This core belief is what binds us together. We live this core value every day because we know that outstanding, accessible, affordable, and relevant education is the best path to success for people and communities across Minnesota. A great education has never been more important. For everyone. All ages. All communities. All over our state. There is no greater vehicle for driving individual accomplishment than higher education. No better path to a fulfilling life.

No better way to move out of poverty. No better way to stimulate community health and prosperity. And that’s why we’re all here.”

The college serves many diverse populations, offering services and activities to meet their needs. Examples of this include:

- Developmental courses and First-Year Experience (FYE) courses for students who may not be college-ready.
- Required orientation to ensure students receive information about available services
- Learning Center offering tutoring in math, English and writing with related discipline faculty co-located in the center to increase access
- Disability Services
Inver Hills’ recently completed Strategic Plan (QHR page 3) points out the commitment to meeting the needs of its diverse populations, particularly:

- Goal 1.2, Narrow the Achievement Gap (defined as the inequitable distribution of educational results and benefits which exists because of the opportunity gap, described below in Goal 2.2),

- Strategic Direction Two, Diversity, Equity & Inclusion and its goals
  - 2.1 Create an equitable and inclusive environment that meets the social, cultural, and academic needs of diverse communities;
  - 2.2 Expand the ability to serve new and existing diverse communities to narrow the opportunity gap (defined as the inequitable distribution of resources and opportunities). This includes the Title III grant, a joint initiative with Dakota County Technical College to improve the persistence and completion of non-traditional adult students
  - 2.3 Increase efforts to recruit, hire, and retain qualified, culturally competent faculty and staff.

- In the FY17 Annual Plans Strategic Direction Goal 1.2 is being addressed in the following ways:
  - TRIO has three initiatives:
    - Review, improve, and clearly document TRIO’s proactive advising model
    - Refine Summer Bridge and Summer Bridge cohort programming
    - Improve the TRIO Student Mentor program.
  - Student Affairs has two initiatives:
    - Revamp new student orientation
    - Add It Up Scholarship Initiative
  - Student Life has an initiative around increasing the current offerings of college diversity offerings
  - Academic Affairs has an initiative around PSEO students
  - The Inver Hills Foundation has an initiative called TuitionMatch-MN, which matches every dollar saved by students towards tuition with $2 in matching funds
  - Program Prioritization data measures the ratio of course success of SOC compared to white students by course subjects

- Around Strategic Direction #2: Diversity, Equity and Inclusion, there are multiple scholarship initiatives from the Foundation, Academic Affairs has initiatives around...

- Veterans Resource Center to accommodate the unique needs of veterans
- Program directed at nontraditional adult students, Adult Success through Accelerated Programs (ASAP), that utilizes accelerated courses to allow students to complete faster
- Variety of student clubs and organizations – twenty civic, social, multicultural and language clubs
- Leadership opportunities through Phi Theta Kappa, the international honor society for two-year college students, Student Senate, and the Student Activities Budgeting Committee
- Cultural activities including a yearly disaster relief trip, music ensembles, and theatre

Inver Hills Community College
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PSEO and Perkins, and the previous initiatives in Student Life and Student Affairs also serve this direction.

Inver Hills Community College has a Center for Diversity and Equity. The center’s work is split between Student Life, which manages the Cultural Center on campus and implements the majority of diversity programming and the Diversity Council. Examples of the work done by the Cultural Center includes: at least one multicultural program each semester designed to allow students on campus to share their own culture and allow others to experience cultures outside their own. In addition, we have presented a monthly antiracist / antidiscrimination program designed to increase cultural sensitivity on campus. Diversity related faculty breakout sessions are offered at annual development days throughout the academic year.

Faculty and staff partner with Dakota County Technical College (DCTC) to send up to 15 IHCC students to the annual Power in Diversity conference, and have sent student club members to other high-profile equity trainings and conferences. The Cultural Center has advocated on campus for LGBTQ+ resources, and has been successful in creating a LGBTQ+ Resources page on our website that highlights campus and community resources, advocated for relabeling bathrooms throughout campus to be gender neutral, and have created a process for students looking for gender neutral shower facilities in the Recreation Center.

The Diversity Council is tasked with creating a Diversity Plan for the college as part of the work of Charting the Future mentioned earlier. Minnesota State has a set of metrics around diversity, part of the aforementioned Strategic Framework that guides the work of the system. The metrics are:

- Employee Diversity – Employees of Color
- Student Diversity – Students of Color (SOC)
- Student Success – Students of Color (Ratio to White students)
- Completion Rate – Students of Color
- Campus Diversity Climate

Targets were calculated by the system office for each of these metrics at the campus level, and these performance metrics are updated yearly by the System Research Office. Inver Hills does well with these metrics, exceeding the number of SOC, and making great progress in closing the achievement gap between white students and SOC. As a part of Program Prioritization (pages 100-103), the student success ratio is calculated for each program/Minnesota Transfer Curriculum/AA course offering.

Student Success – Students of Color (Ratio to White students)

IHCC’s commitment to the success of students of color (SOC) is evidenced not only by the actions described above but in the progress demonstrated in the data below. IHCC’s SOC population increased significantly between FY07 and FY16. Table 3 below shows Strategic Framework Performance Metric (SFPM) Student Success – Students of Color Ratio to White Students. This metric is expressed as a ratio, with the numerator being the persistence and completion rate (second fall persistence/completion) for students of color, and the denominator being the persistence and completion rate (second fall persistence/completion) for white students. Students who have unknown race/ethnicity are not included. The goal is to achieve a ratio of 1.0, indicating no gap between performance of students of color and white students.
Table 3: SFPM Student Success (IHCC) – Students Of Color Ratio To White Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>0.90</td>
<td>0.91</td>
<td>0.98</td>
<td>1.00</td>
</tr>
<tr>
<td>Target</td>
<td>0.87</td>
<td>0.89</td>
<td>0.91</td>
<td>0.09</td>
</tr>
<tr>
<td>Variance</td>
<td>0.02</td>
<td>0.02</td>
<td>0.07</td>
<td>0.06</td>
</tr>
</tbody>
</table>

^ A positive or 0 variance indicates that the goal was met

Table 4 below shows the comparison across three entering fall cohorts on this metric for metro-area community colleges.

Table 4: SFPM Student Success: Students Of Color Ratio To White Students, Metro Colleges, Fall Cohorts.

<table>
<thead>
<tr>
<th></th>
<th>YRTR</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td></td>
<td>1.01</td>
<td>0.78</td>
<td>0.91</td>
<td>0.97</td>
<td>0.95</td>
<td>0.91</td>
<td>0.85</td>
<td>0.94</td>
<td>0.88</td>
<td>0.82</td>
</tr>
<tr>
<td>Fall 2013</td>
<td></td>
<td>0.98</td>
<td>0.74</td>
<td>0.89</td>
<td>0.81</td>
<td>0.90</td>
<td>0.98</td>
<td>0.86</td>
<td>0.99</td>
<td>0.96</td>
<td>0.79</td>
</tr>
<tr>
<td>Fall 2014</td>
<td></td>
<td>0.86</td>
<td>0.90</td>
<td>0.95</td>
<td>0.87</td>
<td>0.89</td>
<td>1.00</td>
<td>0.85</td>
<td>0.99</td>
<td>0.93</td>
<td>0.84</td>
</tr>
</tbody>
</table>

IHCC is performing the highest among the metro colleges on this metric in the latest cohort year (Fall 2014)

Table 5 below shows SFPM Completion Rate – Students of Color Ratio to White Students. This metric is expressed as a ratio, with the numerator being the completion rate (complete in three years) for students of color, and the denominator being the completion rate (complete in three years) for white students. Students who have unknown race/ethnicity are not included. The goal is to achieve a ratio of 1.0, indicating no gap between performance of students of color and white students.

Table 5: SFPM Completion Rate (IHCC) – Students Of Color Ratio To White Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>0.72</td>
<td>0.79</td>
<td>0.80</td>
<td>0.83</td>
</tr>
<tr>
<td>Target</td>
<td>0.84</td>
<td>0.85</td>
<td>0.87</td>
<td>0.89</td>
</tr>
<tr>
<td>Variance</td>
<td>-0.12</td>
<td>-0.06</td>
<td>-0.07</td>
<td>-0.06</td>
</tr>
</tbody>
</table>

^ A positive or 0 variance indicates that the goal was met

Table 6 below shows the comparison for three fall cohorts on this metric for metro-area community colleges. IHCC has made progress in closing the gap and is performing third-highest among the metro colleges on this metric in the latest cohort year.

Table 6: SFPM Completion Rate: Students Of Color Ratio To White Students, Metro Colleges, Fall Cohorts

<table>
<thead>
<tr>
<th></th>
<th>YRTR</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td></td>
<td>0.85</td>
<td>0.79</td>
<td>0.57</td>
<td>0.76</td>
<td>0.87</td>
<td>0.72</td>
<td>0.75</td>
<td>0.72</td>
<td>0.84</td>
<td>0.62</td>
</tr>
<tr>
<td>Fall 2011</td>
<td></td>
<td>0.81</td>
<td>0.75</td>
<td>0.62</td>
<td>0.88</td>
<td>0.74</td>
<td>0.79</td>
<td>0.66</td>
<td>0.70</td>
<td>0.89</td>
<td>0.67</td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td>0.93</td>
<td>0.55</td>
<td>0.68</td>
<td>0.80</td>
<td>0.67</td>
<td>0.80</td>
<td>0.70</td>
<td>0.78</td>
<td>0.79</td>
<td>0.65</td>
</tr>
<tr>
<td>Fall 2013</td>
<td></td>
<td>0.91</td>
<td>0.71</td>
<td>0.67</td>
<td>0.62</td>
<td>0.75</td>
<td>0.83</td>
<td>0.65</td>
<td>0.79</td>
<td>0.84</td>
<td>0.57</td>
</tr>
</tbody>
</table>

Table 7 below shows SFPM Student Diversity - Students of Color. This metric is expressed as student of color credit students as a percent of total credit headcount. The numerator is fiscal year unduplicated number of students of color enrolled in credit courses and the denominator is
fiscal year unduplicated number of students enrolled in credit courses. The goal direction is to increase the percentage of students of color.

Table 7: SFPM Student Diversity (IHCC) – Percentage Of Students Of Color By Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>25.9%</td>
<td>27.7%</td>
<td>27.8%</td>
<td>28.8%</td>
<td>29.7%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Target</td>
<td>27.8%</td>
<td>28.0%</td>
<td>28.3%</td>
<td>28.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance^</td>
<td>0</td>
<td>0.8</td>
<td>1.4</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 below shows the comparison for three fiscal years on this metric for metro-area community colleges. IHCC’s percentage of students of color is increasing across time, with an increase of 13 percentage points from FY07 (not shown) to FY16, but overall being seventh in the metro schools for % of students of color. This is most likely due to IHCC’s suburban location vs. those schools in more densely populated urban areas (the two highest schools are in downtown St. Paul and Minneapolis).

Table 8: SFPM Student Diversity – Percentage Of Students Of Color, Metro Colleges By Fiscal Year

<table>
<thead>
<tr>
<th>YRTR</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>19.0%</td>
<td>18.4%</td>
<td>36.0%</td>
<td>16.9%</td>
<td>36.7%</td>
<td>27.8%</td>
<td>55.9%</td>
<td>41.0%</td>
<td>31.7%</td>
<td>60.6%</td>
</tr>
<tr>
<td>FY14</td>
<td>19.9%</td>
<td>19.4%</td>
<td>37.0%</td>
<td>19.3%</td>
<td>39.1%</td>
<td>28.8%</td>
<td>55.2%</td>
<td>43.5%</td>
<td>32.9%</td>
<td>59.8%</td>
</tr>
<tr>
<td>FY15</td>
<td>20.2%</td>
<td>20.1%</td>
<td>37.7%</td>
<td>19.9%</td>
<td>42.1%</td>
<td>29.7%</td>
<td>56.1%</td>
<td>44.5%</td>
<td>33.5%</td>
<td>60.2%</td>
</tr>
<tr>
<td>FY16</td>
<td>20.5%</td>
<td>21.0%</td>
<td>38.5%</td>
<td>20.9%</td>
<td>42.9%</td>
<td>31.1%</td>
<td>56.4%</td>
<td>46.0%</td>
<td>34.5%</td>
<td>61.1%</td>
</tr>
</tbody>
</table>

1. D. The institution’s mission demonstrates commitment to the public good.
   1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
   1.D.2 The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
   1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Inver Hills Community College, as an open-access institution and part of Minnesota State, does not have investors or provide financial returns. Tuition from students attending the college is retained by the college, not returned to the system for redistribution. In its mission statement, the college recognizes its public obligation to “strengthen communities and build careers,” thus serving the public good, not only the institution. In its vision statement, the college acknowledges its aspirations to “enrich lives and support our diverse communities, locally and globally.”

There are many ways the college demonstrates commitment to the public good, including:

Campus-focused:

- In the recent strategic planning process, external stakeholders were invited to participate in an environmental scan, a SWOT analysis, and to review/provide feedback on the draft of the plan
- The college hosts cultural events that are open to the community, including speakers and theatre events
- The Open Door's Mobile Pantry visits our campus regularly to provide food to students in need of assistance
- The college hosts a TRIO Upward Bound high school program

Community-focused
- The college president serves on the Scott County 50 by 30 and Tri-S (three high schools) groups in the community
- The college is represented on the Burnsville Breakfast and Eagan Rotary Club, the Chamber of Commerce in Burnsville, River Heights, Dakota County, and the Hastings Area
- An agreement with the Inver Grove Heights Library allows their patrons access to the college materials and location
- Partnerships with the K12 school systems in the south metro area

Workforce-focused
- The college collaborated with the Dakota County Work Force Center on the South of the River Education Center (SOTR) site to provide courses to students in the geographic area
- Programs have advisory boards to guide their curriculum

Community-Based Learning and Experiential Learning
Inver Hills Community College has a robust Community-Based Learning program through its Center for Experiential Learning, which connects students with volunteer experiences, academic clubs and professional associations, and helps students prepare for jobs and internships in the community. Additional information is available on pages 17-18.

Community-based learning (CBL) is an important aspect of many academic programs at Inver Hills, offering students opportunities to gain hands-on experience in their field while providing assistance to area communities. Community-based learning happens when students and faculty enhance their course experience by applying the concepts and skills they have acquired in their coursework to a real-world context that meets a community need. A wide variety of possibilities exist for community-based learning collaborations between classrooms and community partners. Model shown in Figure 1.

Figure 1: Community-Based Learning Model

Criterion One 14
Inver Hills Community College was named to the 2014 President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service (CNCS). The Honor Roll’s Presidential Award is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement. CNCS has administered the award since 2006 in collaboration with the U.S. Department of Education and the U.S. Department of Housing and Urban Development, as well as the American Council on Education, Campus Compact, and the Interfaith Youth Core — Courtesy of the CNCS website.

With new leadership in the Center, there has been more intentional tracking around participation (see Table 9). Overall, participation is growing.

### Table 9: Students Participating In Center For Experiential Learning Programs

<table>
<thead>
<tr>
<th></th>
<th># of students participating through events</th>
<th># of students participating in CBL</th>
<th>Academic Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>600</td>
<td>1000</td>
<td>27</td>
</tr>
<tr>
<td>FY16</td>
<td>1600</td>
<td>800</td>
<td>55</td>
</tr>
</tbody>
</table>

### Inver Hills Foundation

The Inver Hills Community College Foundation’s overall mission is to build partnerships and cultivate resources that support IHCC students and college programs. To support the mission, the foundation embarked on a comprehensive fundraising campaign FY14-16. After a series of interviews with foundation board members and other community stakeholders (including employers), addressing workforce needs and college accessibility (in terms of paying for college) were identified as priorities.

Partnerships facilitated through the foundation serve a variety of purposes at the college. The foundation’s strategy focuses on forming business and industry relationships that align with programs at the college and support emerging pathways to employment. Employers are key financial supporters for student scholarships and serve as advisory board, job shadow and internship prospects. For example, the D3M is a partnership among over 18 donors and has raised almost a half million dollars to support STEM students at the college. A summary of these important partnerships is shown below in Table 10.

### Table 10: Summary Of Partnerships

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Purpose</th>
<th># of Partners</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3M</td>
<td>To create three to five STEM pathways, which may include advanced degrees, for students at DCTC and IHCC to become employed in the transportation industry and address the industry’s desire to attract more well-prepared employees into the field.</td>
<td>15 partners from the transportation and construction industries, IHCC and DCTC, and multiple smaller donors</td>
<td>In FY15, $487,000 raised in donations to support scholarships, internships and student organizations related to Engineering</td>
</tr>
</tbody>
</table>
Community Garden

Another example of a collaboration beyond the campus is the Inver Hills-Metro State Community Garden and Orchard. The garden has three components: communal garden, communal orchard, and community plots.

The communal garden and orchard contain food plots and trees maintained by volunteers, assisted by college staff. This season, volunteers included 120 students, 40 faculty/staff, and 30 community members.

All green waste from the garden is composted. Fruit and vegetables grown in the garden are donated to local food shelves in the area, including the Mobile Pantry.

The garden provides opportunities for hands-on learning experiences. Not only do students participate in day-to-day maintenance, but classes use the garden for lab activities such as soil testing and experiments. The communal garden also functions as an outdoor classroom and performance space. It contains a small, handicapped-accessible amphitheater that seats 30. Administrative leadership, faculty, and staff use this space to hold office hours, teach their classes, and for other events such as concerts. Classes use the garden as a reflective space, for creative writing inspiration, and as a place to showcase their visual art work.

For the third component, 30 gardeners, residents of Inver Grove Heights and surrounding areas, grow food in 10x10 plots. Some gardeners choose to donate all they grow, and each plot has a wide array of veggies, plants and flowers. Former farmers, master gardeners and novice gardeners alike learn from one another.
Table 11 below shows the pounds per year of produce donated to six local and regional food pantries:

<table>
<thead>
<tr>
<th>Table 11: Community Garden Donations (In Lbs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
</tr>
<tr>
<td>Donations (lbs.)</td>
</tr>
</tbody>
</table>

**Internships**

At IHCC, internships are coordinated through the Center for Experiential Learning, (CEL) which helps students gain structured, off-campus, work-based experiences that integrate the theory and knowledge of classroom learning with real-world applications. The CEL also coordinates community-based (service) learning, another High-Impact Practice (HIP).

As a recognized HIP, internships provide students with direct experiences in a work setting, usually related to their career interests, giving them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member. (Source: [http://www.aacu.org/leap/hips](http://www.aacu.org/leap/hips)) Additionally, research indicates that employment offer rates to students upon graduation are higher when a student has completed a paid internship and salary rates are $6000-10,000 higher.

Students encounter many challenges obtaining and completing internships at the two-year college level, with financial possibly the greatest obstacle. Requiring an internship has been viewed as a barrier to completion because students may be unavailable for other paid work while completing their internship and may incur a substantial financial burden.

To address this concern, IHCC has partnered for several years with Travelers Insurance, through the Travelers EDGE (Empowering Dreams for Graduation and Employment) program. The program includes the following components:

- Students receive $15/hour while in their internship.
- Students are expected to attend all scheduled events (approximately four or five events per month).
- Students complete a supervised internship of a minimum of 80 hours and participate in EDGE Scholars Discussion Meetings during the spring semester.
- Students meet with a faculty mentor regularly and complete academic requirements for internship.
- Students must maintain a minimum cumulative GPA of 3.0 and 75% completion rate.
- Students must commit to fulfilling all program requirements, graduating, and transferring to earn a bachelor's degree.
- Students must meet with an EDGE academic advisor at least three times each semester.

One of the limitations of the program is its restrictions to internships only in the government/non-profit sector. To address this issue, the college sought and received a second grant, a one-year, $159,000 grant from Great Lakes Corporation. Funding 61 new internships, this grant will support internships in human services, accounting, business, education, paralegal, and IT. Spring semester 2017 will be the preparation semester and the internships will occur in summer/fall 2017, and in spring 2018. Other features of the Great Lakes grant include:
• $13-$17/hour wage, depending on market range in that sector.
• Transportation reimbursement to and from internship site.

Requirements for participation include:
• Need based (determined by Financial Aid office)
• Internship orientation
• Bi-weekly reflection

To help students succeed in their internships, both of these programs require a semester of preparation prior to their participation in the internship. Preparation topics include; resumes and cover letters, developing workplace competencies, addressing internship issues and challenges, establishing internship learning goals. Table 12 displays the schedule for preparing and implementing internships across the next 18 months. For results see Table 13.

### Table 12: Internship Development Schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2018</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelers</td>
<td>Prep</td>
<td>Internship</td>
<td>Prep</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Great Lakes</td>
<td></td>
<td>Cohort 1 Prep</td>
<td>Cohort 1 Internship</td>
<td>Cohort 3 Prep</td>
<td>Cohort 3 Internship</td>
</tr>
<tr>
<td>Great Lakes</td>
<td></td>
<td>Cohort 2 Prep</td>
<td>Cohort 2 Internship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 13: Traveler's EDGE Student Results, FY 14-16

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Fall to Fall Education Persistence*</th>
<th>Transfer to Partner Schools</th>
<th>Persisted at IHCC</th>
<th>Internships Completed</th>
<th>Withdrew from Program</th>
<th>Total In Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>100%</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>FY15</td>
<td>100%</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>FY16</td>
<td>100%</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

*Persistence at any institution of higher education, includes those who transfer away from IHCC.

D3M (Doug Differt Difference Makers)

The D3M partnership is a venture with transportation construction industries and DCTC and IHCC to provide scholarships and a career pathway for students interested in entering STEM careers and the transportation construction field in particular. Its purpose is to create pathways (which may include advanced degrees) for students at IHCC and DCTC to become employed in the transportation industry and address the industry’s desire to attract more well-prepared employees into the field.

Begun in 2015, there are multiple partners in the construction and transportation sectors who have contributed in $487,000 in FY15 alone.

Objectives of the program include:
• Identify the high-need career pathways for the transportation industry that align with IHCC and DCTC college programs
• Identify industry recognized skills and credentials for each pathway
• Conduct curriculum mapping exercises to identify gaps in DCTC and IHCC curriculum and where industry-recognized skills and credentials can be added or made available to students.
• Identify components to support each pathway
• Work with advisors and counselors, in collaboration with program faculty, to create a defined advising & intake experience modeled after TRIO for prospective students in defined pathways at IHCC
• Identify additional industry partners to support the pathway components
• Communicate the impact of the partnership with scholarship investors:

Aspire, Accelerate, Advance! Program
IHCC hosts an Agricultural Sciences Career Pipeline Program, “Aspire, Accelerate, Advance!” in partnership with CHS, a leading global agribusiness cooperative. The three main activities include:

• Aspire: Roadshow for Careers in Food, Agriculture, & Environmental Sciences
• Accelerate: Summer Academy for Environmental, Food & Agricultural Sciences
• Advance: CHS A3 Scholarships for Agriculture Careers

This program’s main objective is to increase student interest in environmental and agricultural sciences. Below is a brief summary of the objectives and outcomes of each activity.

Aspire: Roadshow for Careers in Food, Agriculture, & Environmental Sciences

Aspire Objectives

• Middle school students will be able to identify multiple careers available and necessary in agriculture
• Students will recognize the current shortage of qualified graduates to fill positions Agriculture, Food & Environmental Sciences
• Middle school students will recognize 4-H is a group for all youth, with myriad opportunities

Aspire Outcomes

• 1,376 student participants
  o 53% male; 47% female
  o 68% 6th grade; 32% 7th grade
  o 53% White; 23% Black; 14% Hispanic; 9% Asian; 1% Native American
• Received many informal, voluntarily submitted assessments in the form of hundreds of thank-you notes

Accelerate: Summer Academy for Environmental, Food & Agricultural Sciences

Accelerate Objectives

• Students will complete the academy with improved awareness of, and increased interest in, the diversity of agricultural opportunities. This includes recognizing pathways through secondary education (4-H/FFA), postsecondary education (community college and universities), and careers
• Minnesota agricultural educators will gain experience with students of diverse backgrounds in a new setting
• Academy coordinators will use this smaller scale start-up year to identify ways to improve future academies

Accelerate Outcomes

• 17 student participants
  o 35% 10th grade; 35% 12th grade; 29% 11th grade
  o 59% female; 41% male
  o 65% White (non-Hispanic); 18% White (Hispanic); 12% Asian; 6% Black
• Students received a survey on the last day of the academy. The project helped to improve student knowledge of agriculture, their awareness and interest in careers, as well as their knowledge about 4-H

Advance!: CHS A3 Scholarships for Agriculture Careers

Two IHCC students received $1,000 CHS Aspire, Accelerate, Advance! Scholarships for Agriculture Careers for use during AY16-17. The scholarship is awarded to students pursuing careers in agriculture, food and natural resources. Criteria include evidence of commitment to agriculture, clear career goals, academic achievement, challenging life circumstances, leadership and volunteerism.

Advisory Boards

The college engages external constituencies for programs through the use of advisory boards. Inver Hills Community College is guided by MN State Board Policy 3.0 and Procedure 3.30 related to the formation and operation of academic program Advisory Committees. Inver Hills Community College has created an integrated review of advisory committee composition and operations in the annual program review process and also routinely surveys advisory committee members about their experiences. Review of the advisory board related components of the program review process has revealed an uneven implementation of the policy and procedures. In AY2016-2017 an action project will be undertaken to clarify the policy requirements for advisory committee formation, assess current gaps in policy implementation, and remediate gaps. In addition, the action project is designed to identify strategies, resources and training essential to high quality, policy aligned advisory committee operations and engagement.

Criterion One Summary

Inver Hills Community College is guided by a well-articulated mission clearly recognized and understood across a diverse campus community that reflects the multicultural composition of the Twin Cities metro area. In following its mission, IHCC continues to express an adamant obligation to advance the public good.
Criterion Two. Integrity: Ethical and Responsible Conduct

The 2014 Systems Appraisal Feedback report found the evidence in this Criterion to be strong, clear and well presented. IHCC presents this summary of its evidence to that effect. The institution acts with integrity; its conduct is ethical and responsible.

2. A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Financial

Each year of the college’s annual budgeting process, the college demonstrates significant integration of the core financial, academic, personnel and auxiliary functions. Annual budget cycles are linked directly to planning across the college in both personnel and non-personnel planning. Annual plans are reviewed by a cross-functional team of academic, business and student service leaders, as well as the Minnesota State Office of Internal Auditing which focuses on all system records, physical properties and personnel relevant to any services provided according to board policy 1D.1. Furthermore, the academic prioritization data provided to faculty includes multiple financial and cost measures which allow for widespread college review for data integrity.

Board Policy 1C.2, Fraudulent or Other Dishonest Acts, establishes the responsibilities for investigating potential incidents of fraud or other dishonest acts, taking remedial actions, and reporting evidence to the Legislative Auditor and other appropriate authorities. An additional site lists fraud awareness information including relevant state statutes governing a variety of topics, including telephone service, misappropriation of money, acceptance of advantage by state employee, and others.

Board Policy 1D.1 Office of Internal Auditing, exists to provide independent, objective assurance and consulting activity designed to add value and improve the operations of Minnesota State by bringing a systematic, disciplined approach to evaluate the effectiveness of risk management, control, and governance processes.

Procedure 1C.0.1 Employee Code of Conduct addresses ethical behavior (including conflict of interest) and compensation, benefits or gifts from other sources.

Academic Integrity

IHCC maintains the integrity of its online programming through adherence to the official course outline and identified learning outcomes, professional development of instructors in Quality Matters principles, student evaluation of online courses, and dean “attendance” at online courses. Trend data shows that the percentage of credits offered through traditional courses since FY12 has decreased. Online/hybrid success data are compiled and tracked in comparison to face-to-face data in the same subject areas during program review (see Table 14 and Table 15)
Table 14: Percent Of Credits Sold By Delivery Method By Semester 2012-2017

<table>
<thead>
<tr>
<th>Term</th>
<th>% Of Face to Face Credits</th>
<th>% Of Online Credits</th>
<th>% Of Hybrid Credits</th>
<th>% Hybrid &amp; Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>66.0%</td>
<td>21.9%</td>
<td>12.1%</td>
<td>34.0%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>66.9%</td>
<td>22.8%</td>
<td>10.3%</td>
<td>33.1%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>64.8%</td>
<td>24.3%</td>
<td>10.9%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>62.7%</td>
<td>25.5%</td>
<td>11.8%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>60.6%</td>
<td>26.4%</td>
<td>13.0%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>68.5%</td>
<td>23.4%</td>
<td>8.1%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>65.8%</td>
<td>24.0%</td>
<td>10.3%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>58.8%</td>
<td>27.9%</td>
<td>13.3%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>59.7%</td>
<td>29.0%</td>
<td>11.3%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>39.6%</td>
<td>48.8%</td>
<td>11.6%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>36.9%</td>
<td>51.3%</td>
<td>11.8%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>35.0%</td>
<td>50.5%</td>
<td>14.6%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>29.4%</td>
<td>53.8%</td>
<td>16.8%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>23.4%</td>
<td>57.2%</td>
<td>19.4%</td>
<td>76.6%</td>
</tr>
</tbody>
</table>

Table 15: Percent Change In Credits Sold By Delivery Method By Semester 2012-2017

<table>
<thead>
<tr>
<th>5 Year % Change</th>
<th>Face-to-Face</th>
<th>Online</th>
<th>Hybrid</th>
<th>Hybrid &amp; Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012-2016</td>
<td>-8.20%</td>
<td>20.70%</td>
<td>7.50%</td>
<td>16.00%</td>
</tr>
<tr>
<td>Spring 2013-2017</td>
<td>-17.40%</td>
<td>28.90%</td>
<td>64.10%</td>
<td>37.90%</td>
</tr>
<tr>
<td>Summer 2012-2016</td>
<td>-40.90%</td>
<td>17.30%</td>
<td>67.00%</td>
<td>26.80%</td>
</tr>
</tbody>
</table>

Sensitive to the effectiveness of timely degree completion, IHCC also offers courses in an accelerated format. These courses are offered in the evening or on Saturday across an eight-week window both on campus, off campus, or online. The accelerated format allows students to complete two courses in one semester, taking one accelerated course the first half of the semester and another class the second half of the semester. The pace is rapid and requires students to meet deadlines. The quality and integrity of these courses is ensured by adhering to Carnegie unit guidelines, reviewed by the scheduling analysis upon initial creation or changes in course meeting time/format. The learning outcomes of the official course outline are delivered and assessed. Student success rates in accelerated courses have been comparable or higher in nearly all semesters to the success of students in traditional courses (see Table 16 through Table 18).

Table 16: Success Rates For Full-Term Vs. Accelerated Course Format, Fall Semesters

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-term</td>
<td>69.70%</td>
<td>73.10%</td>
<td>73.10%</td>
<td>72.60%</td>
<td>72.70%</td>
</tr>
<tr>
<td>Accelerated</td>
<td>78.20%</td>
<td>78.80%</td>
<td>77.80%</td>
<td>73.70%</td>
<td>75.30%</td>
</tr>
</tbody>
</table>
Teaching and Learning

At IHCC, effective teaching is documented and communicated in several ways. Faculty review is a tiered process composed of classroom visits, formal supervisor evaluation, the development of a professional growth plan, and formal course evaluation by students. Every student has the opportunity each semester to evaluate all of their courses. In the summer of 2012, IHCC fully adopted the Individual Development and Educational Assessment (IDEA) course evaluation instrument, which provides individualized reports to align with the instructor’s selected learning objectives and offers recommendations for improvement based on national benchmarking.

For new faculty, communication of teaching and learning expectations first takes place at the New Faculty Orientation, which was designed by a collaborative team of faculty and administrators. In addition, new faculty receive a binder with a variety of materials that introduce them to IHCC processes and are connected to the faculty best practices D2L BrightSpace site.

For all faculty, a faculty development coordinator position was created. A faculty member receives Reasonable Credit Equivalence (RCE) for this position (page 50).

Responsibilities:

- Supporting the use of media in curriculum and integration of new technologies in teaching
- Conducting faculty workshops in a variety of teaching and learning topics
- Providing support for faculty utilizing the learning management system and the integration of instructional technologies across delivery modes

Lastly, all new faculty are strongly encouraged to participate in the Faculty Mentor Program (FMP). The semester-long FMP provides a structured system of relationship-based supports designed to engage faculty in critical self-reflection related to their instructional themes and patterns.

Freedom of Expression

IHCC believes that at the heart of “a vigorous intellectual environment” is freedom of expression. The labor agreement between Minnesota State and the faculty articulates this “right”: Article 23, Section 3. Academic Freedom states:
The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching. Article 23 121 In the exercise of academic freedom, the faculty member may, without limitation, discuss his/her own subject in the classroom. The faculty member may not, however, claim as a right the privilege of persistently discussing in the classroom any matter that has no relation to the course subject. There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction. A faculty member must follow course outlines as developed by and with colleagues in the department(s). The faculty member shall have the right to freely discuss the faculty member’s subject in teaching, to choose teaching methods consistent with available resources, to evaluate student performance, to select library and other educational materials consistent with available resources, and to research and publish. The faculty member is entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties. When a faculty member speaks, writes or endorses products or candidates as a citizen, s/he is obligated to make certain that such endorsements or statements imply no endorsement by the college.

Inver Hills demonstrates its commitment to student freedom of expression through the campus-wide learning outcomes (critical thinking, communication and civic engagement), the MnTC learning competencies, and the use of active learning strategies. In addition, IHCC offers venues for freedom of expression to students through a variety of events and activities including Annual Research Conference, the Fine Arts Festival, diversity events sponsored by the Cultural Center, and leadership training and other opportunities offered through Student Life.

The college promotes academic freedom and responsible teaching and learning in its Academic Integrity Policy: “In each class students will be notified about that class’ process regarding academic dishonesty. That notification is most often stated in the class syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college’s Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences in the class for any infraction.” This policy covers plagiarism, cheating, fabrication, enabling academic dishonesty, deception or misrepresentation, and multiple submissions (CC 3B5, 3D5).

Integrity and Appropriate Use of Research

To ensure the integrity and appropriate use of research, IHCC has an Institutional Review Board (IRB) chaired by a faculty member who reports to the CAO. There is also a Human Subjects Research policy that states, “All research conducted by, sponsored by, or involving as a subject any member of IHCC (i.e., faculty, student, staff, or administrator) that involves humans must be reviewed and approved by the IRB prior to the initiation of subject recruitment. Research activities that are conducted by students within the confines of a course, and for the sole purpose of achieving the academic goals of that course, are typically exempt from IRB review. However, it is strongly advised that the instructor check with the IRB prior to initiating the research project in a course. Proposals for human-subjects research must be submitted via IRB-approved forms prior to the initiation of subject recruitment or data collection. Proposals may be approved for a specific duration of time not to exceed one year; ongoing research may be re-approved by the IRB. Denials by the IRB are final.”
Personnel
Minnesota State maintains a list of Employee Training Requirements & Resources that outlines all mandatory training. Training centers on Human Resources and Business Process Training Requirements and Safety and Compliance Training Requirements for Employees (based on job role). All new employees upon hire are required to complete training on: Data Privacy and Security, Employee Code of Conduct, Sexual Harassment Prevention, and Sexual Violence Awareness. New students also complete this last training. These trainings are all available online, and are tracked through the system HR Department. Both in-person and online training are required based on job roles. These requirements are based on Board of Trustees and Minnesota State policies, state regulations, and federal regulations.

When hiring, IHCC HR follows the handbook for Search Advisory Committees created by Minnesota State. The college ensures that staff have the required qualifications, skills and values by using multi-layered hiring practices that include the following; Minnesota State Career Opportunities, NeoGov, and Recruiting Solutions for job postings. Each job posting is reviewed by HR at the system office to ensure accuracy and consistency in the required qualifications and essential functions of the position. The IHCC HR team reviews and screens each application to ensure the candidate meets minimum qualifications. Interview teams are required to participate in interview and candidate selection training prior to participating on a Search Advisory Committee.

The college addresses the academic credentialing standards for faculty at Minnesota State using Board Policy 3.32 College Faculty Credentialing, and the IHCC Faculty Credentialing Policy 3.33 which establish a process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals teaching credit-based courses and for counselors and librarians. The same credentialing standards are used for full-time, part-time/adjunct faculty and concurrent enrollment high school teachers.

Auxiliary
Auxiliary services follow the same policies as the rest of the organization. In addition, there is a Minnesota State Procedure on Auxiliary Operations (7.3.2) and Guidelines on Auxiliary Multi-Year Financial Planning (7.3.2.1).

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The college website is a comprehensive source of information for employees, students and the public. Academic program and course content on the website is closely linked with changes as approved by the college academic and standards council. Program and college accreditation status is also communicated for the academic programs that maintain third-party accreditation or alignment. Faculty and staff information is readily available and linked to programs and courses. Additionally, Inver Hills Community College maintains an intranet site, Invernet that utilizes SharePoint as an additional platform for information sharing, primarily for faculty/staff. The Marketing department executes all content updates to the website, working closely with faculty and staff, who monitor their own sections for accuracy. At the beginning of each semester, a campus-wide communication is sent, asking all to review the pages that relate to their areas. The process for confirming curricular information between the course catalog and the Academic Standards and Affairs Council is shown below for the current year in Figure 2 and Figure 3.
**Figure 2: Process For Confirmation Of Curricular Information – AY16-17**

- **October 28, 2016**
  - RESPONSIBLE PARTY: Faculty
  - Regular curricular changes due (After consultation with respective Academic Dean or Director)

- **November 2016**
  - RESPONSIBLE PARTIES: AASC, Assistant to the Provost, Marketing, Program or Enrollment designee
  - Document changes, submit to marketing, editing/proothing/finalization process

- **November 30, 2016**
  - RESPONSIBLE PARTY: Faculty
  - Program prioritization curricular changes due
  - New programs due

- **DEC 2016 FEB 2017**
  - RESPONSIBLE PARTIES: AASC, AASC editing sub-committee, Assistant to the Provost, Marketing, Counselor/Advisor editors
  - Document changes, submit to marketing, editing/proothing/finalization process

- **March 2, 2017**
  - RESPONSIBLE PARTIES: AASC, Policy Committee
  - All Academic and Policy changes finalized, submitted to marketing

- **March 2017**
  - RESPONSIBLE PARTIES: Assistant to the Provost, Marketing, Counselor/Advisor editors
  - Document changes, submit to marketing, editing/proothing/finalization process

- **Mar-Apr 2017**
  - RESPONSIBLE PARTY: Marketing
  - Website review to ensure program pages match AASC-approved updates
  - Finalized electronic catalog on website

- **April 7, 2017**
  - RESPONSIBLE PARTY: Marketing
  - Printed catalog in hand

- **June 15, 2017**
  - RESPONSIBLE PARTIES: College leadership, Marketing
  - Continuous quality review of catalog process
2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

2.C.1 The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Minnesota State

Minnesota State is governed by a 15-member Board of Trustees (BOT) appointed by the governor. There are three student representatives (one from a community college, one from a
technical college, and one from a state university) on the board. The board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. This is further outlined in Board Policy 1A.2, Part 3, subpart A. General Statutory Authority. The general authority of the board is set forth at Minnesota Statutes chapter 136F.06, subdivisions 1 and 2, which state:

"Subdivision 1. General authority. The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions. Sections 14.01 to 14.47 do not apply to policies and procedures of the board.

Subdivision 2. Governance authority. The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency."

Board of Trustees meetings are public and are live-streamed from the Minnesota State website. Meeting materials (schedule, agenda, Board Packet, meeting minutes and summary) are posted to the Minnesota State website, as are Board Policies and Procedures.

The board members are considered public officials under the ethical practices laws of the state of Minnesota (Minn. Stat., sec. 10A.01). Inclusion as a public official means that these people must take the following actions if they would be required to take an action or make a decision that would substantially affect their financial interest:

- Give a written statement describing the potential conflict to the person's superior
- If possible, assign the matter to another employee who does not have a conflict
- If the matter cannot be reassigned and the public official cannot abstain from the matter, the official must file a statement with the Campaign Finance and Public Disclosure Board, describing the conflict and the action taken. (Minn. Stat., sec. 10A.07).

A person defined as a public official also must file an annual statement of economic interest with the Ethical Practices Board. This statement lists sources of income and certain investments held by the official. (Minn. Stat., sec. 10A.09).

A public official also is forbidden from accepting a gift from a lobbyist or from an individual or association who hires a lobbyist. A gift includes, among other things, any property, service or promise of future employment that is given without the giver receiving consideration of equal or greater value. (Minn. Stat., sec. 10A.071).

State law provides a code of ethics for executive branch employees. Among other things, the code:

- Forbids employees from receiving gifts for activity related to employment;
- Forbids employees from using confidential information to further the employee's private interests;
• Forbids use of state time or property for the employee's private interests, or for any other use not in the interest of the state; and
• Requires employees to attempt to avoid specified conflicts of interest. (Minn. Stat., sec. 43A.38).

A June 2016 report from Minnesota State, “Report of the Workgroup on Long-Term Financial Sustainability,” addressed the issues of declining funding appropriations from the state of Minnesota, legislation that has frozen tuition, and flat/declining enrollments. Without real, systemic change to the system, it will become unsustainable by 2025, with a projected shortfall of $66-475 million. The recommendations from this workgroup were:

1. Act as an enterprise – harness the collective power of the colleges and universities and marshal more effective and efficient campus-based leadership dedicated to improving student success
2. Consolidate the delivery of core functions for more cost-effective operations where knowledge and services are shared and redundancies are minimized
3. Build partnerships that prepare students for a successful college or university experience and help eliminate opportunity and achievement gaps
4. Adopt more creative and flexible labor practices in response to the changing needs and expectations of students and the system’s communities, as well as the organizational structures and faculty and staff roles and assignments
5. Re-calibrate physical plant and space capacity to address regionally disproportionate surpluses, as well as to accommodate new academic and administrative organizational structures.

In November, the Minnesota State chancellor presented his “Strategy Roadmap” to the Board of Trustees, outlining what he described as having both material and recurring impacts on campus finances.

The roadmap includes (1) strategies to grow our resources (see Table 19); (2) strategies to further reduce costs (see Table 20); and (3) the steps the state of Minnesota should take to restore its investment in higher education, and in particular, its investment in our colleges and universities (see Table 21).

Table 19: Revenue Strategies

<table>
<thead>
<tr>
<th>Strategies to Grow Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase student persistence and completion</td>
</tr>
<tr>
<td>2. Increase the likelihood that students with associate degrees will transfer to baccalaureate programs in our state universities</td>
</tr>
<tr>
<td>3. Increase the number of high school graduates prepared for and on track to postsecondary education</td>
</tr>
<tr>
<td>4. Increase undergraduate and graduate enrollments</td>
</tr>
<tr>
<td>5. Increase customized training and continuing education enrollments</td>
</tr>
<tr>
<td>6. Increase private giving to provide scholarships and resources to support research, academic programs, faculty, and the cost of new facilities</td>
</tr>
</tbody>
</table>
Table 20: Cost Savings Strategies

<table>
<thead>
<tr>
<th>Strategies to Further Reduce Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve the efficiency by which we manage the curriculum and academic programs while protecting an appropriate range of student choice and program specialization</td>
</tr>
<tr>
<td>2. Reduce facilities costs</td>
</tr>
<tr>
<td>3. Reduce administrative costs</td>
</tr>
<tr>
<td>4. Hold compensation increases to the increases in new recurring revenue</td>
</tr>
</tbody>
</table>

Table 21: State Of Minnesota Responsibilities

<table>
<thead>
<tr>
<th>Steps to restore its investment in higher education (our colleges and universities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restore state investment in higher education at least to the national average</td>
</tr>
<tr>
<td>2. Fully fund the recurring cost of compensation increases negotiated by the state</td>
</tr>
<tr>
<td>3. Provide the HEAPR resources needed to maintain our college and university academic facilities</td>
</tr>
<tr>
<td>4. Provide the funds and leadership needed to decommission and demolish facilities that are obsolete, no longer needed to meet academic program needs, that cannot be effectively repurposed, and that community organizations do not want to use</td>
</tr>
<tr>
<td>5. Fully fund the direct costs of the Postsecondary Educational Opportunities (PSEO) program</td>
</tr>
<tr>
<td>6. Partner with Minnesota State colleges and universities to identify additional sources of public revenue beyond the general fund.</td>
</tr>
</tbody>
</table>

IHCC College Leadership

At the time of the last portfolio in June 2014, the IHCC president had been requested by the system chancellor to also serve as interim president of Dakota County Technical College (DCTC). The two colleges are in the same area geographically, serving the same population, but with distinctly different missions. This interim appointment was made permanent by the Minnesota State Board of Trustees in June 2015. As Inver Hills and DCTC continued to work and grow together, additional areas have become “shared services” where departments have responsibilities for both campuses. This has led to increased collaboration through cross-college partnerships, and increased efficiencies in operations resulting in major cost savings to both colleges, both of which are strategies outlined above in the chancellor’s recommendations. Administrators at both institutions strived to be cognizant of the alignment’s impact on the students and employees, how that alignment impacts planning, and how to effectively communicate across two campuses. To most effectively govern while keeping these factors in mind, the presidential cabinets of both colleges were joined in 2015.

The joint cabinet is made up of the president of the two institutions, the IHCC provost/vice president of academic affairs, the DCTC vice president of academic and student affairs, the IHCC vice president of student affairs, the DCTC associate vice president of student affairs, the shared positions of vice president/chief financial officer, vice president of strategic alignment, associate vice president of strategic initiatives and chief human resources officer. These members provide the communication conduit to and from their areas, resulting in strong communication linkages, participatory decision making to achieve consensus, and enhanced opportunities for meaningful faculty and staff roles in shared governances. The joint cabinet meets weekly and also participates in all strategic planning activities. All major campus decisions are discussed and reviewed by the joint cabinet.
Much of the leadership structure related to faculty at the college is spelled out in the Minnesota State College Faculty (MSCF) Master Agreement (2015-2017). The contract denotes MSCF rights, including but not limited to representation, work year and work week, work assignments and workloads, professional development, appointments and credentials fields. The contract also identifies wages, insurance and expense allowances.

**Academic Standards and Affairs Council**

Leadership in the area of academics is conducted via the Academic Standards and Affairs Council. This council is contractual (Article 8, Section 2). All proposals regarding academic affairs and standards are brought before this council. The purpose of this council is to provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings. The council consists of two-thirds faculty members and one-third administrators and/or other staff.

The academic affairs and standards council develops procedures for all curriculum matters to be discussed. At IHCC, the chair sets the agendas and academic year meeting dates in cooperation with the Provost/Vice President of Academic Affairs and determines the fall deadline for the annual curriculum related requests and submissions. Proceedings of this council are circulated college-wide via the minutes, which are also available on Invernet.

**Faculty Shared Governance Council**

From the MSCF contract, (Article 8, Section 1. Subd. 1. Purpose of the Council): “The council is established to make recommendations to college leadership in the following areas; personnel, student affairs, facilities, fiscal matters and general matters. Membership on the council at each college shall consist of the MSCF chapter leadership team, and the elected MSCF members in good standing representing a cross section of disciplines.” The faculty identify the council president who serves as an administrative liaison to the council. The college president or designee may appoint up to three administrators from outside the MSCF bargaining unit as participants in the council. According to the MSCF contract, the council will have full authority to present the views of the faculty in meetings with the college president or provost. Agendas are prepared and distributed by the council president with the Chief Academic Officer at least one week before the meeting. Minutes are distributed to all faculty within two weeks of the meeting, following their review and approval.

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

The discussion of freedom of expression and pursuit of truth in teaching and learning is addressed in Core Component 2.A. Freedom of Expression.

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

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
2.E.2 Students are offered guidance in the ethical use of information resources.
2.E.3 The institution has and enforces policies on academic honesty and integrity.

Information about faculty and staff members’ responsible acquisition of knowledge is addressed earlier in Core Component 2.A.
Students are offered guidance in the ethical use of information and resources via college policy and direct instruction from faculty librarians. Librarians provide students with research assistance, information literacy instruction, and access to resources that support the curriculum. Faculty librarians provide customized bibliographic instruction to classes working on research projects upon request. Faculty librarians offer research instruction sessions to individual classes and reference services in person, by appointment, and via chat, email or phone. Virtual 24/7 chat reference is provided through Ask MN, a statewide online service for research help. During FY15-16, library faculty supported 22,209 individual inquiries and provided direct instruction in 121 courses.

The responsible acquisition, discovery and application of knowledge by students is guided by college policies: Policy 3.6 Student Code of Conduct (includes 3.6.1 Academic Integrity Policy and 3.6.2 Academic Renewal Policy) and Policy 3.64 Human Subjects Research.

Criterion Two Summary

Inver Hills Community College acts with integrity and is committed to ethical and responsible conduct in all institutional functions. IHCC adheres to processes and polices that require administrators, faculty and staff to behave in a fair and ethical manner. IHCC considers transparency paramount when communicating with students and the public on matters ranging from accreditation, tuition costs, academic programs and more.

As a member institution of the Minnesota State system, the college is governed by a Board of Trustees (BOT) appointed by the governor of Minnesota and regarded as public officials. College leadership, working with the Faculty Shared Governance Council and Academic Standards and Affairs Council, follows a decision-making process aimed at advancing the best interests of the institution.

IHCC believes in a vigorous intellectual climate as the means to promote freedom of expression. Clearly defined policies ensure that campus constituents acquire, discover and apply knowledge in responsible ways.
Criterion Three. Teaching and Learning: Quality, Resources, and Support

The 2014 Systems Appraisal Feedback report found the evidence in this Criterion to be strong, clear and well presented. IHCC presents this summary of its evidence to that effect. The institution provides high-quality education wherever and however its offerings are delivered.

3.A. The institution’s degree programs are appropriate to higher education.

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

IHCC has multiple methods for ensuring courses and programs/disciplines are current, including community advisory boards, program-specific accreditations, licensing exams, program review, and processes to review transfer credit.

Advisory Boards

Programs that grant degrees receive feedback during their two required community advisory board meetings each year. Advisory board members are recruited from partner K12 and four-year schools, regional business community members, workforce development, alumni members and current students. Advisory board members review information and provide feedback related to program recruitment, student success, financial costs for the program, job placement rates and community engagement strategies.

Following advisory board meetings, a survey is sent to all members to gather feedback. The reports are distributed to the deans of the respective programs and are used in continuous quality improvement efforts related to each program.

Program-Specific Accreditation/Approval

IHCC also has multiple programs that are third-party accredited. A list of third party accreditations are maintained on the college website. In addition, some programs require licensing exams. Licensing exams demonstrate required levels of performance. Student success/pass rates on these exams are used as measures of course and program coherence with external performance standards. For example, the A.S. in Law Enforcement prepares students for a career in law enforcement. As a graduate of the program, students are qualified to take the Minnesota Board of Peace Officer Standards and Training (P.O.S.T.) licensing exam. Annual review of the pass rates on industry and licensing exams reinforce program specific standards and rigor.

Licensure Exam Pass Rates

One of Minnesota State’s Strategic Framework Performance Metrics (SFPs) centers on the Licensure Exam Pass Rate. This measure is defined as the percent of a cohort of students or graduates that passes a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: nursing, teaching, peace officer and radiography. IHCC grads are reflected in the nursing and peace officer exams. Reporting is at the institutional level, and data is collected from state or national licensing boards. The goal
direction is to increase the licensure rate. Figure 4 shows the college's performance on this metric by calendar year.

**Figure 4: SFPM: IHCC Licensure Exam Pass Rate**

<table>
<thead>
<tr>
<th>Licensure Exam Pass Rate</th>
<th>Percent Passing Exams</th>
<th>Change from CY2006 to CY2015</th>
<th>-5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change from CY2006 to CY2015</td>
<td>-5.5</td>
<td>-10.2</td>
<td>-3.6</td>
</tr>
</tbody>
</table>

When compared to the other Twin Cities metro-area colleges, IHCC has the third highest licensure rate for the most current calendar year (CY) as shown in Table 22 below.

**Table 22: SFPM Licensure Exam Pass Rate: Comparison To Metro Colleges**

<table>
<thead>
<tr>
<th>CY</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY13</td>
<td>83.7%</td>
<td>94.8%</td>
<td>95.1%</td>
<td>87.0%</td>
<td>93.0%</td>
<td>81.4%</td>
<td>77.7%</td>
<td>85.5%</td>
<td>84.2%</td>
<td>85.7%</td>
</tr>
<tr>
<td>CY14</td>
<td>81.8%</td>
<td>83.7%</td>
<td>92.3%</td>
<td>81.4%</td>
<td>87.0%</td>
<td>87.9%</td>
<td>85.5%</td>
<td>88.3%</td>
<td>88.7%</td>
<td>77.8%</td>
</tr>
<tr>
<td>CY15</td>
<td>77.9%</td>
<td>82.8%</td>
<td>94.8%</td>
<td>79.1%</td>
<td>77.4%</td>
<td>85.7%</td>
<td>76.1%</td>
<td>83.3%</td>
<td>91.3%</td>
<td>79.6%</td>
</tr>
</tbody>
</table>

All programs at the college participate in the annual program review cycle. This process is described in detail in Criterion Four, Core Component A.1.

**Credit Transfer**

Inver Hills participates in the Minnesota Transfer Curriculum (MnTC). Public colleges and universities in Minnesota have developed a common liberal arts education curriculum called the Minnesota Transfer Curriculum. When students complete this defined transfer curriculum of 40 credits, they are able to receive credit for all lower-division general education requirements on admission to any other Minnesota public institution. Individual courses from the transfer curriculum goal areas are also widely accepted in transfer agreements in Minnesota and across the United States at public and private colleges.

Many of the college courses are identified as accepted in transfer in Transferology (pages 39-42). First created in 2014, Transferology is a nationwide network designed to help students explore their college transfer options. Inver Hills has a staff position dedicated to transfer. The scope of the position, examples of transcripts with accepted transfer and explanations about the college’s process are also included in the Federal Compliance information.

Students can answer the question "Will my courses transfer?" by adding coursework, exams, and/or military learning experiences to see how many schools in the Transferology network have matching courses that may be awarded when they transfer. Of students enrolled in the 2016 fiscal year, more than 940 IHCC students transferred to colleges and universities across the United States in fall of the 2017 fiscal year.
Inver Hills credits transfer at a higher or comparable rate to system peers as shown below. Successful transfer is one of the Strategic Framework Performance Metrics for Minnesota State. IHCC consistently exceeds the targets for successful transfer of credits established for it by Minnesota State (see Figure 5).

![Figure 5: SFPM: IHCC Transfer Rate](image)

Successful Transfer: Percent Credits Accepted in Transfer at Receiving Institutions

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>90.2%</td>
<td>87.2%</td>
<td>86%</td>
<td>86.4%</td>
<td>94.6%</td>
<td>96.5%</td>
<td>96.7%</td>
<td>98.4%</td>
<td>98.2%</td>
<td>98.2%</td>
</tr>
<tr>
<td>Goal</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Variance(^a)</td>
<td>0.7</td>
<td>8.4</td>
<td>8.2</td>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Total Credits Accepted**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13,207</td>
<td>12,038</td>
<td>11,061</td>
<td>13,053</td>
<td>17,355</td>
<td>14,988</td>
<td>14,275</td>
<td>15,608</td>
<td>14,811</td>
<td>12,465</td>
</tr>
</tbody>
</table>

When compared to metro-area colleges, IHCC is second highest in the portion of credits that successfully transfer. See Table 23 below.

![Table 23: SFPM Transfer Of Credits: Comparison To Metro Colleges](image)

Table 23: SFPM Transfer Of Credits: Comparison To Metro Colleges

<table>
<thead>
<tr>
<th>FY</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>83.3%</td>
<td>61.2%</td>
<td>98.5%</td>
<td>39.2%</td>
<td>30.2%</td>
<td>98.4%</td>
<td>78.5%</td>
<td>86.0%</td>
<td>56.7%</td>
</tr>
<tr>
<td>FY15</td>
<td>86.9%</td>
<td>61.5%</td>
<td>98.5%</td>
<td>34.0%</td>
<td>32.2%</td>
<td>98.2%</td>
<td>89.2%</td>
<td>90.5%</td>
<td>50.7%</td>
</tr>
<tr>
<td>FY16</td>
<td>85.4%</td>
<td>54.9%</td>
<td>98.3%</td>
<td>34.2%</td>
<td>32.3%</td>
<td>96.2%</td>
<td>90.3%</td>
<td>90.1%</td>
<td>61.4%</td>
</tr>
</tbody>
</table>

3. A. 2 The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

The college offers the following associate degrees: Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.) and Associate of Fine Arts (A.F.A.). The college also offers a number of certificates across several subject areas. The requirements for each by program are listed in the current year’s catalog and on individual program pages on the website. Each degree is explained in detail with descriptions of the liberal arts and program-specific course requirements. Each degree program has identified program outcomes and provides information on what students can do with the degree.

At Academic Development (AD) Days in January 2013, faculty identified program/department learning outcomes for each degree/certificate offered and submitted these outcomes. They listed a measurable learning outcome, the method of assessment (direct or indirect and what the method was), the metric(s) used to measure, targets, and how faculty would make improvements based on results of outcomes assessment. These documents are housed on the Program Review SharePoint site. Each year in Program Review, faculty refer back to that document to select one program outcome to assess each year, with the assessment results reviewed by the dean as part of the Program Review process.
Approved course outlines guide course design across settings. These are clearly articulated through the Academic Affairs and Standards Council and are used regardless of the delivery mode or setting. Further, for each course option identified, from a semester specific list, a link to the course outline is provided through the course schedule. An example of how the link to the course outline appears to students in the course schedule is shown in Figure 6 (pages 39-40).

Each fiscal year since 2012, the percentage of traditional (face-to-face) courses has decreased, with growth seen each fiscal year in both online and hybrid course offerings, giving students the opportunity to complete multiple degrees and certificates in the online environment. IHCC maintains the integrity of its online programming through adherence to the official course outline and identified learning outcomes, professional development of instructors in Quality Matters principles, student evaluation of online courses, and dean review as part of the overall observation and evaluation of faculty.

Online/hybrid success data are compiled and tracked in comparison to face-to-face data in the same subject areas during program review.

Each year during Program Review, faculty are asked to review these success rates by delivery as part of their overall Program Health, and during one cohort year, faculty do a deeper dive into analyzing their success by delivery mode and identify factors that might contribute to differences in success (A, B, C, P).

The college has twice conducted five-year reports around online learning, the latest looking at data from FY11-15. Success in online and hybrid courses was examined by course and student characteristics, and provided overall and by semester (fall, spring, summer). Quality Matters (QM) certified courses were excluded from the main analysis.

Overall Trends for Online/Hybrid Delivery Options

- The most frequently offered online/hybrid subject areas were ENG, BIOL, BUS, COMM, and ART, accounting for one-third of all sections offered.
- Female students succeeded at a higher rate than male students
- Students who held a previous degree or were unclassified were the most successful at online/hybrid courses
- White and Asian students were generally the most successful at online/hybrid courses
- Success rates generally increased with age, with the exception of 15-17-year-old students who are neither PSEO nor concurrent enrollment
In general, success rates tended to be highest in summer semesters compared to fall and spring semesters.
The highest percentage of courses have been offered in the online asynchronous format, followed by blended/hybrid format. Online synchronous classes are the least frequently offered.
In general, hybrid courses experienced the highest success rates.
Success rates were lowest in developmental level courses. Developmental level success was higher in summer semesters than in fall or spring semesters. However, there may be a difference in the students who take summer developmental courses.

Online/Blended/Hybrid Student Success
Student success varied across delivery methods, and was the most consistent between 2014 – 2016 in blended/hybrid and completely online courses. Findings in the Table 24 below identify that the most significant dip was in completely online synchronous courses, but the N for these courses is exceedingly small.

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>FY14 Total</th>
<th>FY14 N</th>
<th>FY15 Total</th>
<th>FY15 N</th>
<th>FY16 Total</th>
<th>FY16 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended/Hybrid</td>
<td>75.70%</td>
<td>164</td>
<td>76.80%</td>
<td>191</td>
<td>76.60%</td>
<td>193</td>
</tr>
<tr>
<td>Completely Online-Asynchronous</td>
<td>71.60%</td>
<td>333</td>
<td>71.40%</td>
<td>346</td>
<td>71.60%</td>
<td>360</td>
</tr>
<tr>
<td>Completely Online-Synchronous</td>
<td>83.20%</td>
<td>6</td>
<td>78.90%</td>
<td>6</td>
<td>69.20%</td>
<td>7</td>
</tr>
<tr>
<td>Interactive TV Receiving</td>
<td>100.00%</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Interactive TV Sending</td>
<td>62.50%</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Predominantly Online</td>
<td>67.00%</td>
<td>19</td>
<td>59.20%</td>
<td>22</td>
<td>63.30%</td>
<td>19</td>
</tr>
<tr>
<td>Face to Face</td>
<td>75.50%</td>
<td>882</td>
<td>74.50%</td>
<td>815</td>
<td>76.10%</td>
<td>809</td>
</tr>
</tbody>
</table>

Resulting actions
Following the FY11-16 data analysis;

- The faculty in the Developmental Education programs decreased delivery in modes where students experienced the least amount of success.
- Detailed data by course delivery type was enhanced in the Program Review process. Program Review processes now include a consistent evaluation, tied to action planning, focused on increasing student success each year in the cycle.
- The college routinely includes topics related to the learning management platform (D2L BrightSpace) in the offerings during annual faculty development days.

Quality Matters (QM) is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing online courses and in training faculty. This initiative was begun at the college in 2011 as a means to provide continuous improvement for online programming. The college currently has 38 QM-certified courses with the largest number in business (12), followed by English and math with seven certified courses each. In addition, the college has hosted training and supported faculty attendance at Quality Matters faculty professional development events. Historically, high-performing online instructors with already high success rates have been the ones who have
embraced Quality Matters, so in these cases, identifying changes that can be attributed to QM are difficult to tease out. Math, with seven courses, has a comparable success rate for QM as well as non-QM courses. Institutional Research contacted several other peer institutions as well as system office QM coordinators to see if any comparison data existed around student success, but no comparison data has been identified. The college is currently rethinking its strategy for utilizing QM and if those funds could be re-allocated for continuous improvement of online learning.

Minnesota State is currently crafting a strategy for online education across the system and campuses were asked to collect data from various constituent groups around a series of questions that probed what was currently being done on campuses as well as asking for feedback and suggestions on what the system can do collectively in support of online education. The college did this in November 2016 by having two discussions open to all staff/faculty, and creating an online feedback tool that was sent via email link to all faculty/staff. Thirty-four faculty/staff submitted responses via the online tool, and 15 faculty/staff attended the in-person sessions. Minnesota State is establishing a workgroup in February 2017 to review the information collected from all colleges and universities and to create a plan for online education across the system.

Sensitive to the effectiveness of timely degree completion, IHCC offers courses in an accelerated format. These courses are offered across an eight-week window at on-campus and off-campus sites as well as online. While the courses are aimed primarily at the adult learner, participation in the classes is open to all students. The accelerated format allows students to complete two courses in one semester, taking one accelerated course the first half of the semester and another class the second half of the semester. The pace is rapid and requires students to meet time-compressed deadlines. The quality and integrity of these courses is ensured by adhering to developed Course outlines, Carnegie unit guidelines and providing course planning resources aligned with adult learning principles, accelerated course design and recommended by the industry leader, CAEL (Council for Adult and Experiential Learning). All courses, regardless of delivery method, use the same learning outcomes as identified in the official course outline. Students who participate in courses in accelerated formats are consistently more successful than students who enroll in full-term courses as shown in figure X. (see Table 25 and Table 26). This is attributed to the courses being primarily targeted to non-traditional adult students, who succeed at a higher rate overall in online courses at the college.

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Success by Year Term and Session Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Success</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Full Term</td>
<td>14</td>
<td>53.85%</td>
</tr>
<tr>
<td>First Half (accelerated)</td>
<td>710</td>
<td>83.53%</td>
</tr>
<tr>
<td>Second Half (accelerated)</td>
<td>265</td>
<td>74.23%</td>
</tr>
<tr>
<td>Other</td>
<td>7783</td>
<td>76.73%</td>
</tr>
<tr>
<td>Total</td>
<td>8772</td>
<td>77.10%</td>
</tr>
</tbody>
</table>

Table 25: Success (A, B, C, Pass) In Online & Hybrid Courses By Year Term And Session Type (FY12-16)
Support in identifying and achieving program outcomes is provided for faculty as they use common course outlines as the basis for developing courses using various delivery methods. As mentioned above, the college maintains an internal network (SharePoint) site page containing resources for faculty. The page includes resources for course set up, class management, campus resources and college calendars.

Any course offered via dual credit (concurrent enrollment) must be approved by the academic dean. Offering a department course in the high school setting must also be broadly supported by department faculty. The high school instructor must meet the same credentialing requirements as all other college faculty. This process is described in detail in Criterion 3.C.2 (pages 46-48). Further, to ensure consistency, IHCC is currently pursuing accreditation via NACEP (National Association for Concurrent Enrollment Partnerships), and under this accrediting body, professional development related to both pedagogy and course delivery are required. Side-by-side comparisons of syllabi used at the college and high school are one required component designed to ensure consistent quality and learning outcomes.

3.B. The institution demonstrates that the exercise of intellectual inquiry and acquisition, application, and integration of broad learning and skills are integral to its education programs.

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

As a member of the Minnesota State system, IHCC follows the Minnesota Transfer Curriculum (MnTC), which is the 40-semester-credit, lower-division general education curriculum and is included in the 60 credit AA degree. The MnTC was developed by a statewide group of faculty from all levels of Minnesota public higher education. The curriculum is built on 10 learning goals, each with accompanying goal area outcomes. Six of the goals are content focused: Communication; Critical Thinking; Natural Science; Mathematical/Logical Reasoning; History, Social Sciences, and Behavioral Science; and Humanities, Fine Arts, and Literature; and four
are centered on themes: Human Diversity; Global Perspective; Ethical and Civic Responsibility; and People and the Environment. For each goal, there are learning competencies that students should achieve. Please see Figure 7: MnTC Goal Areas below for a description of each. (Page 36)

Figure 7: MnTC Goal Areas

MnTC Goal Areas
Goal 1: Communication
Develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. To help assure success in other coursework, students are encouraged to fulfill introductory communication requirements as early as possible in their collegiate studies.

Goal 2: Critical Thinking
Develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking is taught and used throughout the general education curriculum to develop students’ awareness of their own thinking and problem-solving procedures.

Goal 3: Natural Science
Improve students’ understanding of natural science principles and methods of scientific inquiry.

Goal 3B: Physical Sciences

Goal 4: Mathematical/Logical Reasoning
Increase students’ knowledge of mathematical and logical modes of thinking in order to appreciate the breadth of mathematical applications, evaluate arguments, and detect false reasoning.

Goal 5: History, Social Sciences, and Behavioral Sciences
Increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas.

Goal 6A: Humanities, Fine Arts, and Literature
To expand students’ knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values as expressed in works of human imagination and thought.

Goal 6B: Humanities

Goal 7: Human Diversity
Increase students’ understanding of individual and group differences (e.g. race, gender, and class) and their knowledge of the traditions and values of various groups of the United States.

Goal 8: Global Perspective
Increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to utilize a comparative perspective across cultural, social, economic and political experiences.

Goal 9: Ethical and Civic Responsibility
Develop students’ capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life, and to understand responsible and productive citizenship.

Goal 10: People and the Environment
Improve students’ understanding of today’s complex environmental challenges.

Since the MnTC is built on competencies rather than specific courses, the courses and distribution of credits in the MnTC are specific to individual institutions. Consistency is maintained by the institutions guaranteeing that students who have completed the courses have
met the competencies. When a student at a Minnesota State institution transfers to another Minnesota State institution, the courses within the MnTC transfer and fulfill the goal areas as specified by the sending institution (Board Policy 3.37 and Procedure 3.37.1). The MnTC goal area outcomes structure is designed to ensure that through participation in the general education curriculum, students pursue courses that ensure learning focused on outcomes across a range of areas.

Beginning in AY 16-17 as part of Program Review, faculty who teach in MnTC goal areas or who teach in a program graduating fewer than 10 students in a fiscal year will assess learning outcomes each year for one of the MnTC goal areas aligned with their SUBJ. Goal area assessment is assigned each year by cohort year in Program Review. This is described in more detail in Criterion 4.A.1 (pages 62-67).

In addition to the learning goals and goal area outcomes of the MnTC, Minnesota State has established Board Policy and Procedure guidelines mandating how many goal areas and the minimum number of credits in general education that must be fulfilled for the various degrees offered at the Associate Level (Policy 3.36 and Procedure 3.36.1).

IHCC ensures that the purposes, content, and learning outcomes of the MnTC general education requirements are clearly articulated through the work of the Academic Affairs and Standards Council (AASC). The AASC reviews course proposals and asks faculty to justify the inclusion of a course within a goal area. The course outline for the proposed course identifies the competencies that are met by students who are successful in the course. The outline also identifies measures that are used to assess the MnTC competencies and other course learning outcomes.

In addition to the organization of general education courses into goal areas described above, selected degree programs are working on common curriculum mapping via a system-wide initiative called Transfer Pathways. Transfer Pathways was mandated in 2015 by the Minnesota Legislature to ensure that students in the Minnesota State system who complete associate degree programs (AA, AS, and AFA) at the colleges can transfer to Minnesota State universities as a junior and graduate by earning an additional 60 credits. The curriculum plan is designed for a student who plans to pursue a bachelor's degree after completing an associate degree. An example of this would be a college developing an A.S. degree in biology that would be accepted for entry into the major at any state university.

Transfer pathways are being developed for 30 majors and programs in Minnesota State institutions, using the following: Transfer Pathway Coordinating Teams (TPCT), one for each pathway, composed of faculty, students, staff and administrators, co-chaired by two faculty (one college and one university), and Transfer Pathway Teams (TPT), who create the pathway. The process includes one semester to develop the pathway and a year to implement locally. The 12 pathways developed beginning in September 2016 will be available for student enrollment beginning fall semester 2018. Pathways developed in spring semester 2016 must be available for students by fall semester 2017.

The purpose of the Transfer Pathway is to build on existing equivalencies and agreements to create complete associate degrees (with both general education and program specific courses) that prepare students to succeed in a bachelor's major. This transfer pathways design ensures relevant general education courses for a number of specific degree programs. In most instances, new degrees will be created at the colleges, with the previous degree being retired, except in cases where there are significant differences between the A.S. degree and the newly
designated Associate of Science-Pathway (AS-P) degree. In this case, both may be kept, but the differences must be made clear to students. The college must offer and student must complete the entire approved transfer pathway to guarantee acceptance at a Minnesota State university.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The learning outcomes for the Minnesota Transfer Curriculum (MnTC), a 40 credit liberal arts core, were developed at the system level via the Transfer Curriculum Oversight Committee and are adopted from an established system-wide framework. For each degree, the MnTC distribution of courses is identified (the credit requirements in each goal area). The common course outcomes and distribution of courses aligned with each goal area is designed to develop broad student competencies and ensure students develop broad knowledge, skills and attitudes. In the catalog, a complete list of IHCC courses that meet MnTC goal areas is provided (page 40).

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

With each degree program requiring the 40 credits of the Minnesota Transfer Curriculum (MnTC), it falls largely to the courses that make up the MnTC to address the skills listed above. All degrees awarded (and the MnTC transfer curriculum) require selected coursework in Communication, Critical Thinking, and Global Perspective. Common course outlines ensure that courses engage students in analyzing and communicating information, mastering modes of inquiry, and the development of adaptation skills. At the college, the campus-wide outcomes assessment process requires faculty to assess student work using a common rubric providing evidence of a student’s ability to demonstrate the required competencies. In addition, degree programs at the college have identified program outcomes. These are assessed annually via the Program Review process.

All IHCC degrees require students to take the first college-level English course, Writing and Research Skills, to ensure that they achieve competency "in collecting, analyzing, and communicating information and in mastering modes of inquiry or creative work.” The A.A. degree and many career programs require the second course in the English sequence and/or a writing course addressing special writing skills needed in the career field. In addition to addressing the competencies in the MnTC Communication goal area, the English course fulfills the competencies in the MnTC Critical Thinking goal. Goals 7 and 8 of the MnTC are centered on diversity, both at the individual level and globally. All students earning an Associate of Arts degree are required to take courses that address living-in-a-diverse world competencies.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
Curriculum
As stated above, with each degree program requiring the 40 credits of the MnTC, it falls largely to these courses to provide the above skills. All degrees require coursework in Ethical & Civic Responsibility (Goal 9) and Human Diversity (Goal 7). Courses that meet History, Social Sciences & Behavioral Sciences (Goal 5) include courses that address Global Perspectives, Religion in Society, and Social Inequity.

Inver Hills Community College has a Center for Diversity and Equity that provides cultural programming and functions as a campus-wide resource on social justice issues.

Committees
The Diversity, Equity and Inclusion Council, made up of faculty, staff, and administrative members, has created an updated Mission Statement, which reads:
The Diversity, Equity, and Inclusion Council is committed to continuous reflection on and improvement of our campus community’s understanding of diversity, acceptance and inclusion of all people, and advocacy for a campus environment that fosters belongingness, open and respectful dialogue, and multicultural education that supports personal and professional growth.
The council (previously the Diversity Council) is currently working on a comprehensive Campus Diversity Plan that acknowledges and identifies a service delivery strategy that integrates the other long-range campus plans and initiatives (Charting the Future, Strategic Plan, Master Academic Plan, Affirmative Action Plan).

Disability Services
The comprehensive Disability Services offered at the college are designed to support this group of students with distinctive needs by deploying non-academic support services to help students succeed.

The Disability Services Office is dedicated to providing access to the diverse student body at the college, and has demonstrated that by staffing a full-time disability services coordinator since 2016. Prior to 2016, the college addressed disability services in a combined disability & advising position.

The Disability Services Office supports students with documented disabilities by ensuring that they:

- Have equal access to educational programs and college courses
- Obtain materials and publications in alternate formats
- Utilize academic support and other services
- Have the ability to fully participate in college sponsored events and activities

Students who seek services from the Disability Services Office must apply for services. Students provide documentation (according to college guidelines) of disability, completed by a medical professional, e.g., medical doctor, licensed mental health counselor or licensed physiologist, within the last three years. Students meet individually with the disability services coordinator to identify appropriate services and accommodations.

Students who qualify for services through the Disability Services Office have a wide range of documented disabilities or diagnoses, including but not limited to traumatic brain injuries (TBI), ADD/ADHD, mental health diagnoses (e.g., anxiety, depression, bipolar disorder), cognitive impairment, speech disabilities, learning disabilities, physical disabilities, mobility disabilities,
blindness or visual impairment, autism spectrum disorder, deaf or hard of hearing, chemical dependency disabilities, and systemic disabilities.

Accommodations and services for students with documented disabilities include but are not limited to alternate format texts, testing accommodations (e.g., alternate testing site, extended time, scribes), note-taking supports, assistive technology access, closed captioning, sign language interpreters, audio recording of lectures, special seat location, early registration access, and other approved accommodations reviewed on a case-by-case basis.

Frequent communication with faculty, administrators, students, advisors, counselors, and other staff, provides the Disability Services Office with immediate input and feedback regarding student needs. This input guides planning and service delivery for individual students.

Currently, the Disability Services Office provides leadership and advocacy related to disabilities via a range of outreach strategies. Training and consultation are provided by the coordinator to increase awareness of services provided on campus and improve accommodations and increase accessibility in the classroom. See Table 27 for annual number of students identified with a disability status.

- In fall semester 2016, there were two presentations provided regarding the Disability Services Office approval and accommodations implementation processes. There were four presentations to various current and prospective student groups – one of which was for TRIO students, the other three presentations were geared towards prospective students.
- In fall 2016, four emails were distributed to students, faculty, and staff providing updates and clarifying information about the processes used in disability services.

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>286</td>
<td>340</td>
<td>359</td>
<td>236</td>
</tr>
</tbody>
</table>

*Through fall semester 2015

The Disability Services Office has had numerous staff transitions over the past five years along with structural changes to the office. Staff transitions have highlighted the reactive service delivery model and the need to form a strategic service delivery plan based on directive feedback from a wide range of constituents including students, faculty, and staff. A strategic plan is in development beginning fall semester 2016 to proactively seek student, staff, and faculty feedback regarding the services, policies, and practices implemented by the Disability Services Office.

The disability service model at Inver Hills is similar to service models at other two-year colleges in the Minnesota State system. Disability services staff across the Minnesota State system maintain close contact with one another through annual meetings, a group email list, and frequent communication and collaboration to problem-solve issues and continuously share new information or guidelines to inform programming.

### Veterans Services

Inver Hills Community College recognizes and places great value on the contributions our veterans and military students offer in the classroom along with the leadership they provide in our student clubs and organizations. In the military, no one is left behind; at Inver Hills, the college accepts responsibility to continue that tradition to support and assist military and veteran students to reach their educational, career and personal goals.
The college has been recognized nationally for its services and support for veteran students. *Military Times* named Inver Hills Community College #6 on Best for Vets: Colleges 2017 for Community Colleges nationwide. Inver Hills is the only Minnesota State system school to break the top 25 on Best for Vets. In addition, Inver Hills has been deemed military friendly with Victory Media (GI Jobs) and Military Advanced Education since 2010. Throughout the campus, faculty, staff and administrators proudly display stickers with the phrase Military Friendly as a symbol of the college’s willingness to meet the unique needs of this student population. Parking lots at the college have Veteran Reserved parking spots.

Veterans and military students are able to thrive at the college because of the supportive and affirming environment created by the personal attention and resources they access as students. Veteran students have access to a lounge that provides dedicated space for socializing and studying and fosters camaraderie amongst veterans. Veteran service-providers from the community are invited on campus on a regular basis to connect with the military and veteran students and share resources. The Inver Hills Foundation provides multiple scholarships specifically for military and veteran students. The college also has a Yellow Ribbon committee, comprised of faculty, staff, students who actively address emergent concerns among the veteran student population and conduct outreach & education across the college at faculty and staff professional development events.

The Inver Hills Veteran Services and Counseling & Advising offices work as a team to identify specific service delivery strategies designed to support student veteran success. The campus has identified a comprehensive array of veteran specific strategies and services including; coordination of veterans’ benefits, veteran specific advising/counseling, technical assistance in the application process for obtaining military credit, information and referral services.

The student club advocates for the student veteran, current service and family members at the college. VALOR serves as the point of contact for the military community on campus. The club also coordinates a range of special events of interest to veterans and military community members.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Faculty and students at the college are engaged in scholarship, creative work and the discovery of new knowledge via several annual events at the college. Faculty access annual professional development funding to support professional activities and presentations. Both faculty and staff have tuition reimbursement benefits as a part of their employment contracts. In addition, resources curated by the faculty on release support continued professional development specific to teaching and learning. Additional information about faculty professional development funds is available in Page 23 and Table 32.

The annual Fine Arts Festival provides a range of hands-on activities that support exploration of artistic fields, advanced skills as an artist or performer, and support students in learning something new. Free and open to the public, the event features approximately 20 sessions presented by the college’s Art, Music, Theatre and Humanities departments.

Launched in 2011, the Annual Research Conference on campus is a two-day event designed to celebrate creative and scholarly work of students, faculty and staff while engaging students across disciplines in scholarly discussion and debate.
The Research Across Disciplines (RAD) committee, comprised of faculty and staff, designs and promotes the Annual Research Conference. RAD promotes other research conference opportunities as they arise, including the State Undergraduate Research Conference (2015) and Poster at the Capitol (2015).

The Annual Research Conference encourages the data-supported, high-impact practices of undergraduate research and capstone projects in a way that advances our college-wide learning outcomes of communication and critical thinking in concert with promoting scholarship, research and collaboration within and across disciplines (see Table 28).

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Presenters</th>
<th>Attendance</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15</td>
<td>162</td>
<td>751</td>
<td>60</td>
</tr>
<tr>
<td>FY16</td>
<td>179</td>
<td>Over 800</td>
<td>Over 60</td>
</tr>
</tbody>
</table>

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

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning (QHR page 10).

Hiring Process

Upon notice of intent to hire, each faculty member must submit proof of education and experience to a website where the Minnesota State system office reviews and confirms that individuals meet the minimum qualifications for the credential field. In addition, each new faculty hire must complete four Teaching and Learning courses during a three-year probationary period. These courses include course construction, teaching/instructional methods, student outcomes assessment/evaluation, and philosophy of community and technical college education.

The college ensures a sufficient number of faculty to carry out classroom/non-classroom programs and activities by maintaining a ratio of unlimited full-time faculty to students, in fall 2014 24:1, and maintaining a threshold ratio of 60% full-time faculty to 40% part-time faculty as stipulated in the faculty bargaining agreement. Historically, the college has maintained unlimited full-time (UFT) faculty ratios above the stipulated threshold.

Assessment of Student Learning

The college processes for the assessment of student learning are described in detail in the Quality Highlights Report (page 10) and Core Component 4.B (pages 77-84).

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual and consortial programs.

The college ensures that staff have the required qualifications, skills and values by using multi-layered hiring practices that include the following; Minnesota State Career Opportunities, NeoGov, and Recruiting Solutions for job postings. Each job posting is reviewed by the system
office to ensure accuracy and consistency in the required qualifications, and essential functions of the positions. The college HR team reviews and screens each application to ensure the candidate meets minimum qualifications. Interview teams are required to participate in interview and candidate selection training.

The college addresses the academic credentialing standards for faculty by applying the Minnesota State Policy 3.32, and the IHCC Faculty Credentialing Policy 3.33. The college faculty credentialing policy establishes a process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals teaching credit-based courses and for counselors and librarians. There are multiple checks to ensure applicants meet the minimum qualifications, including initial screening in NeoGov, the Web-based application software as well as by the hiring committee during the interview process and by the HR Office in the offer phase of hiring.

As of fall of 2016, the same credential standards are used for full-time, part-time and adjunct faculty and concurrent enrollment high school teachers. Credential field requirements follow a general pattern, requiring an advanced degree in the specified field or an advanced degree with graduate credits in the specified field. In some cases, career and technical program credential requirements are set by state regulatory agencies, e.g., Certified Nursing Assistant (CNA), Licensed Practical Nursing (LPN) and Emergency Medicine. In some cases, instructors must maintain a state-level certification, e.g., Criminal Justice program faculty who must have on staff one person who maintains Peace Officer Standards and Training state-level certification. Still other fields require a work recency requirement that is evaluated via a resume review and in consultation with human resources personnel and department deans.

The college is not in the habit of making exceptions to the credentialing standard guidelines, except in very unique situations. Recently, an instructor with a Ph.D. was evaluated for teaching in the computer science program. The concurrent enrollment teacher’s doctoral program emphasis was on curriculum and instruction related to computer science. Although the computer science specific coursework credit threshold requirements were not met, the candidate had published extensively in the computer science field, recently taught college courses in computer science and was determined to be an expert in the field. The high school concurrent enrollment teacher was granted an exception. The process for granting the exception was coordinated by the academic dean in consultation with the department faculty and director of human resources and carefully documented in the employee’s personnel file. In the past two years, only one such credentialing exception has been made.

The Minnesota State system has historically established and published faculty credential field information. Upon a system-wide audit in the spring of 2016, Minnesota State determined that the credential expectations utilized System-wide were not aligned with credential standards as defined by the Higher Learning Commission (HLC). The Minnesota State system office submitted and was granted (December 2016) a credential compliance extension on behalf of its colleges and universities. Coordinated at the system HR level, Minnesota State is working on a comprehensive approach to support faculty who do not currently meet HLC credit thresholds. At the college level, the Human Resources department conducted an internal faculty credential review. The Higher Learning Commission has listed the following qualifications for faculty credentials in higher education:

1. Possess an academic degree one level above, and relevant to, what they are teaching.
2. General Education –
   a. Hold a master's degree or higher in the discipline; or
b. Hold a master’s degree with 18 credits in field

3. Career and technical education:
   a. Hold a bachelor’s degree in field; and/or
   b. Combination of education, training, and tested work experience*.

*Tested work experience includes, but is not limited to, skill sets, types of certifications or credentials, and experiences

Human resources reviewed 244 faculty records. Upon review of the faculty who have taught for Inver Hills Community College, beginning fall 2015 through fall 2016, the audit determined that all faculty meet the credentials as identified above. To ensure new hires will continue to meet the established qualifications in line with the Higher Learning Commission requirements, the college updated and approved IHCC Policy 3.33 College Faculty Credentialing. The policy went into effect on January 9, 2017.

Concurrent Enrollment Teacher Credentialing

Using the Higher Learning Commission’s credit and work recency thresholds, the concurrent enrollment program conducted a program specific, high school teacher credential audit during spring of 2014. Program staff and faculty began meeting with secondary partner administrative teams in January of 2015. High school partners were provided with individual teacher and field related credential audit information for HLC credential requirements. Partners were informed that as of fall 2016, high school teachers that did not have evidence of meeting the HLC level of the established credential would no longer be eligible to teach in the concurrent enrollment program. As a result of the universal application of the credential field standard, the number of eligible high school teachers at area high schools has been significantly impacted (see Table 29) as well as the number of sections offered (see Table 30).

| Table 29: Concurrent Enrollment Program High School Teacher Participation |
|---------------------------------|------|------|------|------|
| Academic Year | 13-14 | 14-15 | 15-16 | 16-17 |
| Number of Participating High School Teachers | 23  | 27  | 24  | 8  |

| Table 30: Concurrent Enrollment Program Size |
|---------------------------------|------|------|------|------|
| Number of Sections offered | 13-14 | 14-15 | 15-16 | 16-17 |
| Inver Prep  | 47  | 32  | 29  | 5  |
| In College  | 29  | 40  | 38  | 17 |

While the credential standards are identical for college faculty and concurrent enrollment high school teachers, current processes for information gathering and credential award are distinct. The college faculty use a Web-based system to input credential-related documents with system level approval. Per the National Association of Concurrent Enrollment Partnerships (NACEP), high school teachers who apply for credential level approval must also be approved by the academic department (Faculty Standard F1). To address this potential incongruence, concurrent enrollment high school teacher applications go through a prescreening step (involving college human resources sign-off) that insures applicants meet the HLC requirements prior to routing their application through the college faculty department-level vetting process. The need for this two-step process is a NACEP concurrent enrollment accreditation requirement.

3. Criterion Three

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
Faculty evaluation schedules are determined in the MSCF contract; the cycle is described below.

FY16: IHCC moved from anniversary-of-hire-date evaluations to fiscal-year-cycle evaluations (due June 30) for ALL employees (staff, faculty, and administrators). This resulted in 70% on-time submissions to HR. This change was made to make sure every employee was receiving evaluations each fiscal year per directive from Minnesota Governor Mark Dayton. FY16 IHCC began using an evaluation template for staff and administrators provided by Minnesota State. HR moved to the template so each employee was being evaluated on the same criteria.

Each fall, human resources provides each academic dean with annual year faculty evaluation lists. The academic dean is responsible for scheduling the faculty observation, meeting with faculty to discuss results and fulfilling the requirements.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

At IHCC, effective teaching is documented and communicated in several ways. Faculty review is a tiered process composed of classroom visits, formal supervisor evaluation, the identification of a professional development plan, and formal course evaluation by students. Professional development plans are reviewed with the supervisor. Each instructor at IHCC has at least one course (across all modes of delivery) evaluated by students each semester. In the summer of 2012, IHCC fully adopted the Individual Development and Educational Assessment (IDEA) survey, which provides individualized reports to fit the instructor’s selected learning objectives and offers recommendations for improvement based on national benchmarking. The college uses the aggregated data from IDEA in a report it creates each year as part of the HLC Academy for the Assessment of Student Learning. This report uses data from multiple surveys, including IDEA, to provide evidence of providing a learning-centered environment. The Assessment Steering Committee selected the survey sub-scales that would be included in the report. Overall trend data indicated that student responses have improved in most areas during the time measured.

Community College Survey of Student Engagement (CCSSE)
In comparison to other Minnesota State Twin Cities metro-area colleges, IHCC has performed comparably or better on CCSSE sub-scales for Active/Collaborative Learning, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Student responses indicate they feel challenged to do their best work.

Noel Levitz Student Satisfaction Survey (SSI)
In comparisons to the national sample, IHCC performed comparably or somewhat better in the areas of Instructional Effectiveness, Campus Support Services, Academic Advising/Counseling, and Service Excellence.

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1 In 2013, St. Paul College far outperformed all Minnesota State metro colleges; however, in 2015 their results returned to results similar to other Metro Colleges.
IDEA
In evaluating teaching methods used, highest ratings were consistently in the areas of gave tests, projects, etc. that covered the most important points of the course, scheduled course work in ways which encouraged students to stay up to date in their work, and demonstrated the importance and significance of the subject matter.

Means for fall semesters were all at 4.0 or above on a 5-point scale. No means in any semester fell below 3.8 on a 5-point scale, and highest means were 4.5 or slightly above.

Professional Development
For new faculty, communication of teaching and learning expectations initially takes place in a 1:1 meeting with the academic dean. Course outlines and general faculty expectations are shared. All new faculty are also invited to the New Faculty Orientation, which was designed by a collaborative team of faculty and administrators. As a component of new faculty orientation, faculty receive a variety of materials that introduce them to IHCC processes and events. They are also connected to the faculty best practices D2L BrightSpace site. New faculty are strongly encouraged to participate in the voluntary Faculty Mentor Program (FMP). The semester-long FMP provides a structured system of relationship-based supports designed to engage faculty in critical self-reflection related to their instructional themes and patterns.

The college provided reasonable credit equivalence (RCE) beginning Spring 16, for a faculty member to provide support for all faculty development throughout the academic year. Individual and small group meetings address a variety of faculty professional development topics and focus on effective use of the course management system and other campus-supported technology.

The college also maintains web-based resources specific to faculty support. The college intranet, Invernet, hosts a page dedicated to resources for the administrative elements of teaching, including information that supports setting up courses, scheduling, program review, a syllabus template and class management resources. Additional campus-based resources such as links to tutoring and counseling, Atomic Learning, faculty development forms, academic calendars, and payroll and benefits are also hosted on the page. The site access totals in Table 31 represent unique visit totals to the faculty resources page for the three semesters of use.

<table>
<thead>
<tr>
<th>Table 31: Total Faculty Resource Site Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Unique Visit Total</td>
</tr>
</tbody>
</table>

At the system level, the Minnesota State system offers Special Interest Groups (SIGs) on a range of instructional and pedagogical topics. The SIGs support collaboration among all Minnesota State institutions by allowing those with expertise on teaching and learning to share their knowledge, best practices and examples with others in the system. The two main focus areas are D2L BrightSpace and teaching and learning topics.

Professional Development Funds
Funds and funds distribution for faculty professional development are specified in the MSCF contract (Article 17), and are provided on an ongoing basis to both new and continuing faculty.

At the college, the faculty identify a member who receives their professional development funds requests and coordinates the annual distribution of the funds. Distribution is guided by Section 1
in the MSCF contract. As per the MSCF contract, IHCC sets aside funds based on a formula. Funds are used to support the professional development of the faculty, the development needs of the academic departments or areas, and the planned instructional priorities of the college. Funds provided are used for financing expenses for faculty members only to attend conferences, workshops, take college courses and other activities off campus, or for the provision of on-campus activities for staff development of the faculty. These funds may be used to reimburse the cost of travel, housing, meals, and registration associated with participation in professional conferences, workshops, and similar meetings or memberships. Additional funds are allocated on a pro-rata basis via a joint committee for faculty development at the system office. Table 32 displays the actual dollars spent (FY17 is budget (B) and FY13-16 are actual (A)).

### Table 32: Faculty Development Funds

<table>
<thead>
<tr>
<th></th>
<th>FY13A</th>
<th>FY14A</th>
<th>FY15A</th>
<th>FY16A</th>
<th>FY17B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty development (AD days)</td>
<td>$48,274</td>
<td>$45,101</td>
<td>$60,313</td>
<td>$59,787</td>
<td>$44,937</td>
</tr>
<tr>
<td>Faculty development (tuition reimbursement, etc.)</td>
<td>$39,860</td>
<td>$50,026</td>
<td>$48,016</td>
<td>$66,431</td>
<td>$45,000</td>
</tr>
<tr>
<td>Faculty Sabbaticals**</td>
<td>$577,372</td>
<td>$501,124</td>
<td>$814,668</td>
<td>$766,496</td>
<td>$520,348</td>
</tr>
<tr>
<td>Student Life non-personnel budget</td>
<td>$179,183</td>
<td>$199,211</td>
<td>$153,780</td>
<td>$163,981</td>
<td>$198,435</td>
</tr>
</tbody>
</table>

**Sabbatical Leave

The purpose of sabbatical leaves is to give faculty members the opportunity to secure additional education, training, or experience which will make them better prepared for carrying out their college assignments, and will support the professional development of the faculty, the development needs of academic departments or areas, and the planned instructional priorities of the college/System mission. (Section 4)

3.C.5. Instructors are accessible for student inquiry.

Article 11 in the faculty contract specifies office hours for faculty. Each instructor shall post and maintain one (1) office hour or one (1) hour of student availability in some other campus location per week for each three (3) credits taught to a maximum of fifteen (15) credits. Additional office hours or student availability may be scheduled at the instructor’s option. If a faculty member’s entire assignment is online, the office hours can be held entirely online. If the entire assignment is onsite, the office hours are held entirely onsite. If the assignment is mixed, the office hour locations are mixed in reasonable proportions to allow for faculty availability to students. Subd. 5. At IHCC, each semester faculty are required to develop and share their office hours schedule by posting it on their office door and sharing it with faculty administrative assistants and the academic dean.

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development.

Hiring processes that ensure qualified staff are hired for all positions are discussed in Criterion Two. In addition, staff who work in the Financial Aid Office are bound by an additional code of conduct that prohibits conflict of interest. If the Minnesota State Employee Code of Conduct is more restrictive, it supersedes this one.

College employees responsible for Federal Title IV student loans are prohibited from:
1. Revenue sharing arrangements,
2. Receiving most lender gifts, including those to family members, with certain minimal exceptions,
3. Receiving fees or other compensation for consulting with lenders,
4. Using the award packaging or other methods to assign first-time borrowers to certain lenders,
5. Delaying or refusing to certify any loan based on the borrower’s choice of lender,
6. Accepting any funds for private education loans in exchange for benefits to the lenders such as a preferred lender arrangement,
7. Requesting or accepting assistance from any lender for call-center staffing or financial aid office staffing, and
8. Receiving any compensation or financial benefit for service other than reasonable reimbursement of expenses for any financial aid office employee who serves on a lender’s advisory board.

This Code of Conduct is given annually to each employee with a responsibility related to Federal Title IV student loans.

Staff Professional Development Support

Professional development funds are available to support staff at the college. Annual staff development funds and tuition reimbursement actual costs are detailed in Table 33.

<table>
<thead>
<tr>
<th></th>
<th>FY13A</th>
<th>FY14A</th>
<th>FY15A</th>
<th>FY16A</th>
<th>FY17B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development funds for on-campus events</td>
<td>$2,253</td>
<td>$5,593</td>
<td>$0</td>
<td>$424</td>
<td>$3,000</td>
</tr>
<tr>
<td>Staff development (tuition reimbursement, etc.)</td>
<td>$12,598</td>
<td>$19,323</td>
<td>$17,834</td>
<td>$14,611</td>
<td>$19,750</td>
</tr>
</tbody>
</table>

3.D. The institution provides support for student learning and effective teaching.

3.D.1. The institution provides student support services suited to the needs of its student populations.

The Inver Hills Community College Learning Center exists to provide additional support to promote individual and group study. The Learning Center unveiled a new redesigned space mid-semester fall 2014. The goal of the redesigned space was to provide continuity and better accessibility of tutoring services. The Learning Center houses the Math Center, Writing Center, and Peer Tutoring Center in designated sections as well as faculty in related disciplines for ease of student access. Students are able to access tutoring through drop-in hours or appointments. In addition to tutoring, the Learning Center has six group study rooms available for reservation.

At the beginning of fall semester 2015, the Learning Center implemented TutorTrac, a data-tracking and scheduling software program through RedRock Software. Adding the software to the Learning Center daily operations enabled peer tutors to create more efficient schedules that truly address student need. The software also played a key role in integrating the Math Center, Writing Center, and Peer Tutoring Center.

TutorTrac allows students to see available appointments and drop-in tutoring hours for subjects they need assistance in. Faculty are also able to access TutorTrac reports to track student visits.
for their specific courses. In addition to the new data tracking system, the Learning Center created the director of academic learning and support position to provide leadership and overall oversight of the daily operations. Prior to the new director, the peer tutoring coordinator, Math Center college lab assistants, and Writing Center lab assistants were overseen by different supervisors and measures were not in place to assess the usage and effectiveness of the Learning Center. Immediate goals for the director were creating a mission statement and shared center guidelines for students. Upcoming goals include increasing engagement of distance learners, supporting developmental education courses and faculty with interventions, and strengthening and improving learning center resources to ensure high quality resources that evolve with student need. Table 34 below illustrates many of the services available to students.

<table>
<thead>
<tr>
<th>Tutoring Services</th>
<th>Personnel</th>
<th>Purpose</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Center</td>
<td>Paraprofessional, Peer Tutors</td>
<td>Tutoring all levels of math</td>
<td>FY16- 547 students, 4078 visits, 10439.8 hours tutored</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Paraprofessional, Peer Tutors</td>
<td>Providing assistance to students in all areas of the writing process</td>
<td>FY16- 482 students, 2272 visits, 2897.5 hours tutored</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>College Reading &amp; Learning Associated certified Peer Tutors</td>
<td>Providing tutoring assistance across multiple disciplines</td>
<td>FY16- 548 students, 3290 visits, 3923.2 hours tutored</td>
</tr>
<tr>
<td>SmartThinking</td>
<td>Pearson contracted personnel</td>
<td>Online tutoring in variety of disciplines, available to all students</td>
<td>FY16: 513 distinct new users, 402 live sessions, 1056 online writing lab submissions, 964.2 hours tutored, FY15: 468 distinct new users, 247 live sessions, 989 online writing lab submissions, 844.3 hours tutored, FY14:580 distinct new users, 243 live sessions, 1443 online writing lab submissions, 1137.7 hours tutored</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>Personnel</td>
<td>Purpose</td>
<td>Outcomes</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Transfer Support</td>
<td>Transfer Specialist on-campus, Counseling/Advising</td>
<td>Transfer evaluation, transfer resources, Veterans Services (Credit for Military Experience)</td>
<td>96.2% of credits accepted at receiving institutions</td>
</tr>
<tr>
<td>Career Services</td>
<td>Director of Career Services</td>
<td>Career Services helps students and alumni achieve their career and educational goals through learning about the world of work and job and internship preparation</td>
<td>Provides the following resources: ISEEK for major exploration, volunteer opportunities, information interviewing, job and internship preparation, resume/cover letter writing services, alumni connections post-graduation</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Five positions</td>
<td>Helps students find best opportunities for financial assistance, exit counseling</td>
<td>Over $14 million disbursed so far in FY17</td>
</tr>
<tr>
<td>TRIO Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Pantry</td>
<td>Available most Wednesday afternoons on campus; requires initial interview</td>
<td>The Mobile Pantry provides free food support for Inver Hills students in need.</td>
<td>Provides non-perishable and perishable food items including milk/dairy, eggs, beef, chicken and fish</td>
</tr>
<tr>
<td><strong>Tutoring Services</strong></td>
<td><strong>Personnel</strong></td>
<td><strong>Purpose</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Health Service</td>
<td>RN available Mon-Thurs; MD one day/week; Ask a Nurse service available online</td>
<td>High-quality, free(low-cost) confidential health care to students; emphasizing prevention, education and participation</td>
<td>Reproductive health and contraception counseling and referral; Pregnancy and STD testing and counseling; Blood pressure screening; Physical exams; Mental health care; First aid; Wellness issues; Stress management; Substance abuse counseling; HIV/AIDS counseling; Nutrition counseling; Testing for Tuberculosis</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>In person, by phone, by email and by web chat help provided. Minnesota State provides extended support for E-services and D2L</td>
<td>The Information Technology Services department provides and supports a comprehensive system of technology devices and services to help students learn</td>
<td>E-services to manage academic records, WiFi personal device access to campus services and internet, D2L online classroom, campus computers, printing, Atomic Learning to self-teach a variety of software/technologies</td>
</tr>
</tbody>
</table>

Additional student support services specific to students with disabilities and veterans status are discussed earlier in this document in Core Component 3.B.4 (pages 43-45).

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

IHCC’s involvement with underprepared students begins before they enroll on the campus. The college works with area high schools to help students in the high school academic middle achieve college readiness in reading and composition during their sophomore and junior years through a program called Inver Prep. This unique partnership ensures successful students will be eligible to enroll in college-level courses following their high school graduation.
By providing space on campus for classes, the college has had a longstanding relationship with its area’s Adult Based Education (ABE) programming. The relationship continues when ABE students enter the Inver Hills Community College developmental curriculum sequence and when displaced workers/unemployed individuals begin coursework that leads to entry-level employment. The ABE teacher works with developmental and certificate program instructors to provide students ongoing support in effective reading and writing skills.

For students preparing to take the ACCUPLACER® test for placement in reading, writing, and mathematics, the college’s website provides links to free ACCUPLACER practice tests. The site also includes links to fee based preparation courses for the ACCUPLACER. For non-traditional adult learners, the Adult Success through Acceleration Program (ASAP) offers workshops for students who place in the highest developmental composition course. These workshops offer a refresher of basic writing skills. Students who demonstrate higher level writing skills by the end of the workshop are recommended for admission into the beginning college-level composition course.

Faculty from disciplines and programs determine prerequisite requirements for individual courses in consultation with faculty from other disciplines, advisory committees, and research on student success. In some cases, the prerequisite course might be a course from another department that provides baseline knowledge that is needed to accomplish the learning outcomes of the course. Course prerequisites are approved by Academic Standards and Affairs Council (AASC).

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

Academic advisors have at minimum earned a bachelor’s degree and obtained prior experience in a higher education setting at the time of hire. Newly hired academic advisors go through a training period of no less than one month that involves shadowing experienced advisors and also becoming thoroughly familiar with degree requirements, transfer pathways, articulation agreements, campus resources, and Inver Hills technology, including ISRS, Hobsons, and D2L BrightSpace. Advisors are trained to handle specific tasks, including completing degree audits, explaining prerequisites, and providing new student orientations prior to beginning one-on-one work with students.

All advisors are given a variety of opportunities to engage in professional development such as participating in webinars and attending regional conferences as well as accessing current publications and peer-reviewed research, including literature available through the National Academic Advising Association (NACADA). They also take part in campus activities such as Monthly Journal Club meetings, which offer anyone in Student Services opportunities to read and discuss peer-reviewed journals together.

Academic advising is provided in multiple ways to meet the needs of our diverse student population. The college offers advising on both a walk-in and appointment basis with available evening hours and online or phone advising for students who are not on campus during standard business hours.

Although academic advisors are expected to be familiar with all program offerings, they are also assigned specific programs for which they will serve as the primary advisor. In these roles, advisors collaborate with program faculty to provide program entry information and general
information sessions for prospective students. The advisors ensure that all advising materials are current and other advisors are aware of any program changes.

**Advising Task Force**

In fall 2015, a campus-based, cross-departmental workgroup was formed to address continuous quality improvement in the Advising Center. In addition, the existing Advising/Counseling/TRIO cross-departmental monthly meeting was used to discuss, explore, and share best practices. This group was already implementing (based on the recommendation of Buffalo Noel Levitz) a focused first-semester advising initiative. This workgroup also focused on exploring best practices at other peer institutions and reviewing and discussing National Academic Advising Association (NACADA) and other published research relating to advising. This workgroup also participated in a webinar, *Beyond Retention: An Appreciative Approach within the Onboarding, Orientation and Advising Experiences*.

The workgroup focused on the following two items the first year: 1) Implementing suggestions from an orientation workgroup into new student orientation beginning April 11, 2016, and 2) Improving the Communication Plan for first-time students. Next steps include recommendations resulting from feedback gathered during the first-year implementation.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

Detailed information about the Learning Center and related support services is addressed in Core Component 3.D.1 (page 52-55).

**Technological Infrastructure**

The college maintains an information technology (IT) infrastructure with 12 dedicated staff and the comprehensive resources needed to support teaching and learning. Information and technology resources include: walk-up IT hours for students, faculty and staff, centralized software distribution and updating, classroom technology resources, support and troubleshooting, individual appointments and coordination of the college Learning Management System (LMS) and associated resources. In addition, IT leadership communicates system level LMS training and resources as they are developed. The IT infrastructure also includes hands-on resources for students in the College Center. Twenty-eight student-touch computers are used to support enrollment, Minnesota State E-Services access, printing and online needs.

**Library**

The recently renovated library space has dedicated rooms for group study, quiet study, and a computer classroom for library instruction. The library is open 66 hours per week, six days per week during the regular academic year. Library materials support coursework in print, online, streaming formats; interlibrary loan and course reserves are available.

Faculty librarians provide customized bibliographic instruction to classes working on research projects upon request. Faculty librarians offer research instruction sessions to individual classes and reference services in person, by appointment, and via chat, email or phone. Virtual 24/7 chat reference is provided through Ask MN, a statewide online service for research help. See Table 35 for counts of service events.
Resources in the library include an online tutorial to help students understand academic research and guide them through using college library resources. The tutorial has six modules each with an explanation, exercises or games for practice, and a quiz. There are also pre- and post-tests for the entire content of the tutorial.

Table 35: FY16 – Library Numbers

<table>
<thead>
<tr>
<th>Library Services</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database searches</td>
<td>643,276</td>
</tr>
<tr>
<td>Gate count</td>
<td>90,451</td>
</tr>
<tr>
<td>Reference Services to Individuals</td>
<td>22,209</td>
</tr>
<tr>
<td>Classes taught by librarians:</td>
<td>121</td>
</tr>
</tbody>
</table>

Labs

The college maintains a number of laboratory spaces that allow students to practice emerging skills in a variety of discipline areas (see Table 36).

Table 36: Student Labs

<table>
<thead>
<tr>
<th>Lab Type</th>
<th>Number of Labs</th>
<th>Seats Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>7</td>
<td>171</td>
</tr>
<tr>
<td>Performing Arts and Materials Labs</td>
<td>6</td>
<td>162</td>
</tr>
<tr>
<td>Performance Venues</td>
<td>2</td>
<td>365</td>
</tr>
<tr>
<td>Biology and Chemistry</td>
<td>6</td>
<td>173</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Physics and Engineering</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>112</td>
</tr>
</tbody>
</table>

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

See also Library section (Pages 57-58).

To ensure the integrity and appropriate use of research, IHCC has an Institutional Review Board (IRB) chaired by a faculty member who reports to the CAO. There is also a Human Subjects Research policy that states, “All research conducted by, sponsored by, or involving as a subject any member of IHCC (i.e., faculty, student, staff, or administrator) that involves humans must be reviewed and approved by the IRB prior to the initiation of subject recruitment. Research activities that are conducted by students within the confines of a course, and for the sole purpose of achieving the academic goals of that course, are typically exempt from IRB review. However, it is strongly advised that the instructor check with the IRB prior to initiating the research project in a course. Proposals for human-subjects research must be submitted via IRB-approved forms prior to the initiation of subject recruitment or data collection. Proposals may be approved for a specific duration of time not to exceed one year; ongoing research may be re-approved by the IRB. Denials by the IRB are final.”
3.E. The institution fulfills the claims it makes for an enriched educational environment. Additional information around this can be found in Core Component 1.D (pages 13-20).

3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

The Inver Hills mission includes building careers and strengthening communities. In the following activities, the college demonstrates the ways in which it collaborates with the larger community: bringing in employers to help prepare students for employment in different fields, sending students out into the community to experience service through community-based learning, providing learning experiences for high-school students through grant-funded projects, and providing a collaborative project via a community garden that benefits the larger community by donating food to local food shelves.

The institution maintains a budget specific to Student Life activities. Student Life contributes to the educational experiences of students by supporting civic and social clubs, multicultural and language clubs and other student leadership and cultural events and activities on campus. The budget is detailed below in Table 37.

<table>
<thead>
<tr>
<th>Table 37: Student Life Non-Personnel Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life non-personnel budget</td>
</tr>
<tr>
<td>FY13A</td>
</tr>
<tr>
<td>$179,183</td>
</tr>
</tbody>
</table>

3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The Center for Experiential Learning (CEL) is a department dedicated to helping students succeed in applying what they learned in the classroom to work in the real world. The Center for Experiential Learning empowers students through collaboration with campus, community and industry partners to promote, develop and implement experiential learning through Community-Based Learning (CBL), volunteerism, academic internships, career exploration and preparation and other engaged learning experiences.

In addition to supporting mission aligned educational experiences for students, the college CEL partners with local employers and Minnesota WorkForce Centers to bring employers and students together virtually and in person. Through a variety of CEL programming, students explore workforce needs, career fields and career-related educational requirements.

During the 2015-2016 academic year:
- Career Services provided a menu of comprehensive services and career events that served more than 1,600 students.
- Community-Based Learning (CBL) connected classroom content to service-learning experiences in the community and served more than 800 students.
- Internship program placed 55 students at 45 worksites.
- Posted more than 2,700 positions on the College Central Network, a primary interactive tool linking employers with prospective job candidates.

Engaging employers is a key CEL focus area. In AY 15-16, the center:
Inver Hills Community College
January 2017

Criterion Three

- Hosted more than 40 employers to conduct on-campus recruiting
- Held two part-time job and volunteer fairs with 300 student attendees
- Hosted 40 employers to serve as presenters on career panels and workshop facilitators
- Sponsored a career series with a focus on local employers and specific career fields with 12 employers and 68 student participants

Community-Based Learning (CBL) happens when students and faculty enhance their course experience by applying the course concepts and skills into a real-world context that simultaneously addresses a community need. In AY 15-16, CEL reported:

- 814 IHCC students registered for CBL
- IHCC students provided 5,692.5 total hours of service
- 55 courses incorporated CBL
- Between 17-20 faculty collaborations took place each semester

The Inver Experience is an opportunity to make connections with K12 partners and provide middle and high school students with hands-on classroom learning experiences facilitated by IHCC students. The experiences have ranged from cell model building to flint knapping to dissecting sheep brains. During AY 15-16;

- 273 K12 student participants
- 267 IHCC student participants
- Six courses that incorporated Inver Experience into their coursework
- Four collaborating faculty each semester

For students who have not declared a major, the CEL hosts a Career & Major Day. More than 20 programs and majors were represented by faculty, alumni and current students majoring in IHCC programs. One hundred and ninety students attended with more than 90 students taking advantage of the free career assessment.

Career Ways, an enhanced student employment support and competency development initiative was launched in 2015-2016. Career Ways was developed with feedback from IHCC work-study supervisors and industry standards for student competencies required in the workforce. Seven student services departments participated in the pilot with a total of 18 students. The program consists of nine online modules and supervisor evaluations. The following are some examples of comments from students who participated in Career Ways:

- “Career & Major Day helped me connect with top industry professionals that are now helping me toward achieving my career goals. I learned a lot about other careers specific to my major that I had no idea about. The event was not only very fun, but also definitely helped lead me in the right direction.”
- “Because of Career & Major Day, I’ve been recommended for a summer internship with the Vikings at their training camp in Mankato by the director of human resources.”
- “It was great to be involved in Career & Major Day at Inver Hills. It is good to see all the students exploring the opportunities in the accounting and finance professions. We are often looking for good students to hire in our field.” — Tom Hofstad, Partner, Boyum & Farenscheer
Criterion Three Summary

Relying on knowledgeable and experienced advisory boards, third-party accreditation, metrics for licensing exam pass rates and seamless credit transfer, Inver Hills Community College delivers up-to-date associate degrees that are not only relevant to higher education, but also practical, affordable and advantageous for our outcome-oriented students.

Learning goals are articulated and differentiated via detailed course descriptions, program outcome statements and career pathway information. IHCC takes pride in offering a high-quality educational experience across all modes of delivery. The college’s general education program follows the Minnesota Transfer Curriculum (MnTC). Our degree programs promote adaptability, intellectual rigor and creative freedom while upholding the principles of diversity.

Faculty and staff meet all standards of excellence needed to achieve the college’s mission. Support for students is intensive, inclusive and comprehensive. Staffed by dedicated professionals, student-centric departments at IHCC include TRIO Student Support Services, Counseling & Advising, Disability Services, Student Life, Center for Experiential Learning and more.
Criterion Four. Teaching and Learning: Evaluation and Improvement

The 2014 Systems Appraisal Feedback report found the evidence presented for Core Component 4.A. was “adequate but could be improved.” Inver Hills Community College will present evidence to demonstrate the progress that has been made in meeting this core component.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

4.A.1. The institution maintains a practice of regular program reviews.

IHCC recently redesigned Program Review during a phased process that is described in detail below. Program Review is utilized for all programs, MnTC (Minnesota Transfer Curriculum) and A.A. (Associate of Arts) course offerings. For AY16-17, that encompasses 45 academic areas and the library. Every year, each department/subject area produces a report to present and discuss during Academic Development Days (ADD) at the end of spring semester. The report is submitted to the respective academic dean following the presentation. The dean reviews the report during the summer and creates a feedback report that is returned the week prior to the first fall ADD in August.

Prior to the redesign, Program Review had moved from a process undertaken every three years to one taking place every five years. No formal reporting structure or continuous improvement loop existed. Reports were scheduled during the spring as part of Academic Affairs and Standards Council with faculty and college leadership invited to attend. Faculty presented their reports and answered questions from attendees.

The redesign of Program Review was undertaken in summer 2014, implementing a five-year cohort model. Initial features of the redesign included:

- Faculty representatives and administrators met with the chief financial officer (CFO) and institutional research director to identify metrics to be used in the Program Health Indicators Report given to each program/department in August.
- Identified metrics linked to cohort/coaching groups and aligned with AQIP
- “Dashboard” reports coded red, yellow, green as part of an individual report
- All terminology related to data having written definitions
- Process milestones annually integrated into Academic Development Days (ADD) and Division meeting work times.
  - August/Fall ADD: Dashboard dissemination, “cohort idea” sessions at ADD related to the process AND topics
  - January ADD: cohort & coaching topics
  - Spring ADD: cohort & coaching topics: Work sessions to finalize annual reports
- Deans provided guidance/support for the process via division and department meetings, attendance at the presentation of the reports, and review and feedback of the Program Review Reports.
- The college identified a strategy for getting all programs/disciplines through the curriculum mapping process.
- Program Review Report due date cycles were coordinated with external third-party accreditation cycles to avoid replication in the accreditation process.
- Once data/metrics are identified the process must have a way to identify priorities so that departments will prioritize the most pressing issues. Identify this process in writing as a part of the plan.
An initiative was piloted in AY14-15 to identify subject areas failing to meet the thresholds determined that year by the CAO/CFO for performance in areas related to student success or financial performance outside the allocation framework band (see Core Component 5.A, pages 93-96). These programs were put onto a separate track from programs not triggered to create a plan for improvement. This approach was not continued as a part of Program Review, but was instead incorporated into Program Prioritization (Criterion Five).

The original cohorts for Program Review (AY14-15) are:

- Year 1: Student Success
- Year 2: Partnerships
- Year 3: Financial (changed to Instructional Strategies beginning AY16-17)
- Year 4: Curriculum
- Year 5: Planning
- Triggered Cohort
  - Nine programs/disciplines were on the triggered list.

Feedback collected from faculty about the Program Review process during AY 14-15 at in-person events like division meetings, department events and individual technical assistance meetings was used by the Assessment Steering Committee (faculty members, chief academic officer, academic deans, institutional research) to further refine the Program Review process.

The newly created dean’s feedback reports and a scan of department-level submissions were used to identify opportunities to improve faculty technical assistance and improve the directions and wording in specific areas of the program review documents.

The Program Review process was expanded in AY 15-16 to:

- Include program outcome assessments in planning and reporting.
- Broaden the assessment of advisory board composition,
- Use advisory board feedback to address program quality.
- More effectively align Program Review questions with AQIP system portfolio questions.

To keep this a faculty-led process, IHCC facilitated ongoing technical support with the assignment of faculty to reasonable credit equivalence (RCE) to coordinate and support the Program Review process and faculty outreach. Events were designed for faculty to share Program Review results and experiences cross-departmentally. A new summer review process and an online rubric were created for use by the deans to evaluate the Program Review Reports. The feedback reports are shared with faculty at the August Academic Development Days.

Results from triggered programs

Three reports (in some cases, multiple programs were combined into one report) were submitted in spring 2015. Results are summarized below. There were varying degrees of report quality for the triggered programs, which identified an opportunity to improve follow-up with these programs. However, the triggered status was discontinued as a part of Program Review after the initial year.

The following changes were made to existing processes based on feedback provided at the spring 2015 reporting by faculty and through discussions over the summer of 2015 with the Assessment Steering Committee:
The college used the dean’s feedback reports and a scan of department-level submissions to identify opportunities to improve technical assistance to faculty and to improve the directions and wording in specific areas of the Program Review documents. Additional credit release time was added to expand faculty technical assistance to manage the processes of Program Review and to assist faculty.

Additional process feedback identified the following process improvements were needed:

- Across academic departments, annual action plans are not consistently developed and used from year to year. A new process for developing and tracking annual action plans is currently in development, led by the deans and supported by Institutional Research.
- Faculty and administrators requested that sample/example reports be posted with easy access to them for use in preparing reports. This has been done.
- An annual FAQ sheet was designed to describe the faculty suggestions for process improvement and the resulting process modifications to improve transparency of the process for faculty.
- The Outcomes Assessment portion of Program Review was revised such that, beginning with AY 16-17, disciplines (Example; SOC, COMM, ENG) will assess their Minnesota Transfer Curriculum (MnTC) Goal Areas instead of Program Outcomes, as will programs with fewer than 10 graduates/year. Programs continue to assess their Program Outcomes.
- The differences between Program Outcomes, Minnesota Transfer Curriculum (MnTC) Outcomes and VALUE Rubric Outcomes assessments were clarified during fall 2016 AD Days faculty training. The VALUE rubrics are currently being used to assess college-wide learning outcomes.

The Deans Feedback report was revised to better meet the needs of the deans filling out the reports and to provide more useful feedback to faculty. Institutional Research worked with the faculty coordinator to revise the electronic collection instrument.

With combined programs/disciplines, 39 programs/disciplines provided reports, a far higher participation rate than the previous year.

The feedback reports contained opportunities for the academic dean to comment on the ability of the program to use or expand data rationale in the report, improve the specificity of information used to address cohort year questions, and comment on the overall quality of the report. In addition, the tool provided opportunities to comment on strengths and opportunities for improving the reports. A summary of the feedback reports is shown below.

In February 2016, a systematic process of evaluation and prioritization of all academic areas of the college was introduced. Over the next several months, it was developed and implemented. This process is commonly referred to as Program Prioritization. The process as it occurred at IHCC is described in more detail in Core Component 5.A (pages 100-103). With Program Prioritization (PP) beginning as a new process in spring 2016, faculty expressed concerns about duplication of reporting. This emerged due to the Program Prioritization process beginning off-cycle in spring, at the same time that Program Review reporting was due and the end of the semester was approaching. Faculty were given an opportunity at the beginning of the PP process in April, lasting until the end of the semester in May, to submit any additional information they wanted to be considered during the administrative team review process that occurred during the summer. Table 38 below was provided to faculty at the beginning of the Program Prioritization process to distinguish between the two processes.
Table 38: How is Program Prioritization different from Program Review?

<table>
<thead>
<tr>
<th></th>
<th>Program Review</th>
<th>Program Prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is ongoing continuous improvement</td>
<td>Evaluates all programs against established criteria at a designated point in time</td>
<td></td>
</tr>
<tr>
<td>Centered on a distinct cohort focus each year in a five-year cycle</td>
<td>Designed to be used annually and systematically for institutional alignment</td>
<td></td>
</tr>
<tr>
<td>Focuses primarily on strengthening academic programs via self-study</td>
<td>Is an evaluation and prioritization of academic programs and the MnTC curriculum offerings</td>
<td></td>
</tr>
</tbody>
</table>

During conversations around Program Review during the summer with the Assessment Steering Committee and continuing this AY, questions continue to be raised about where Program Review and PP are similar and where they are different. Table 39 below shows the data used for each process. Faculty receive a grid with all the Program Prioritization data provided, and they can request to see the entire data set from which each data point came.

Table 39: Data used for Program Review & Program Prioritization

<table>
<thead>
<tr>
<th>Data set provided</th>
<th>Program Review</th>
<th>Program Prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE (Full-Year Equivalent)</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>3-year % change in FYE</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>FYE/FTE (full-term equivalent) ratio</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>Course saturation (fill) rate</td>
<td>Three years of data provided</td>
<td>Most recent FY used</td>
</tr>
<tr>
<td>Credit Instruction cost per CIP</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>% difference from Minnesota State Average</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>Course Completion rate</td>
<td>Three years of data provided</td>
<td>Most recent FY used</td>
</tr>
<tr>
<td>Course Success rate</td>
<td>Three years of data provided</td>
<td>Most recent FY used</td>
</tr>
<tr>
<td>Course Withdrawal rate</td>
<td>Three years of data provided</td>
<td>Most recent FY used</td>
</tr>
<tr>
<td>Success Ratio: Students of Color/White Students</td>
<td>Three years of data provided</td>
<td>Three-year average used</td>
</tr>
<tr>
<td>Total degrees granted</td>
<td>Three years of data provided</td>
<td>Most recent FY used</td>
</tr>
<tr>
<td>Ratio: FYE/degrees granted</td>
<td>Number of graduates provided, three years of data</td>
<td>Used</td>
</tr>
<tr>
<td>Median hourly wage 24 months past graduation</td>
<td>Not used</td>
<td>Used</td>
</tr>
<tr>
<td>Job outlook projected growth</td>
<td>Not used but available</td>
<td>Used</td>
</tr>
<tr>
<td>% of graduates reporting employment</td>
<td>Not used but available</td>
<td>Used</td>
</tr>
<tr>
<td>% of graduates reporting continuing education</td>
<td>Not used but available</td>
<td>Used</td>
</tr>
<tr>
<td>MnTC goal area course saturation %</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
<tr>
<td>MnTC goal area success rate</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
<tr>
<td>Fill rate by course delivery method</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
<tr>
<td>Success rate by course delivery method</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
</tbody>
</table>
Inver Hills Community College  
January 2017

<table>
<thead>
<tr>
<th>Data set provided</th>
<th>Program Review</th>
<th>Program Prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subject</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
<tr>
<td>Fill rate by subject</td>
<td>Three years of data provided</td>
<td>Not used</td>
</tr>
</tbody>
</table>

The college has a Program Review Subcommittee, comprised of a smaller group of Assessment Committee members (academic dean, faculty members and IR representative). In the program review subcommittee during fall 2016, a suggestion was made to review the questions asked in each cohort year. The submission forms for Program Review that faculty use will be reviewed and made more user-friendly. When revisions are complete, the documents will be submitted to the Marketing department for consistent formatting and put into use for AY 17-18. The Deans Feedback Report will undergo a third revision during this AY. Institutional Research will be involved in this process to ensure aggregated reporting needs for IR continue to be met by the new tool.

There are discussions underway in the Program Review Subcommittee to establish the level of detail that is enough for reporting, as the variation in the quantity/quality of the reports submitted to the deans demonstrates a wide range of quality. This subcommittee is also addressing concerns raised by faculty members around the workload involved in participating in the annual Program Review process and addressing reporting requirements.

Currently, there is a set of core components across every Program Review cohort. These are:

- Review of Program Health data. Data provided is shown in the above table
- Outcomes Assessment (Program Outcomes or MnTC Goal Area Outcomes)
- Annual Action Planning (the equivalent of Annual Plans for nonacademic areas)
- Reporting on previous year’s Action Plan including outcomes

Each cohort year also has questions specific to the respective year to provide an in-depth look at the cohort topic.

**Minnesota Transfer Curriculum (MnTC) Goal Area Assessment**

Each institution within the Minnesota State system certifies the courses for the 10 goal areas within the MnTC. Students choose courses in each goal area as required by the institution where they are intending to complete the MnTC. To complete the entire MnTC, students must earn a minimum of 40 credits in the 10 goal areas, as well as the requirements for each of the goal areas. Passing grades (A-D) for MnTC courses apply including transfer courses; however, a cumulative MnTC GPA of 2.0 is required to complete the entire 40 credit package. Specific MnTC courses may require a minimum grade. Note: Beginning January 1, 2002, all MnTC courses, goal areas, and completed MnTC (40 credits) offered by Minnesota State institutions must transfer to other Minnesota State institutions into the goal areas as designated by the original sending institution. (Source: mntransfer.org) More information about the MnTC is found in Criterion Three.

The college’s work with the Academy for the Assessment of Student Learning (with the goal of creating a culture of assessment) led to the college’s participation in the Multi-State Collaborative Assessment project (AY13-14), and later, in the Minnesota VALUE Collaborative (AY14-15). This work, utilizing rubrics for authentic assessment of student artifacts, led the Assessment Steering Committee to also employ rubrics for assessment of the MnTC goal areas in disciplines, or for programs with fewer than 10 graduates each year.

While working on goal area assessment, a member of the Assessment Steering Committee found rubrics that were created by another Minnesota State institution to evaluate the MnTC. The institution granted permission to use them. The previous institution changed the wording of
several competencies, so it was necessary to revert back to the actual MnTC language in creating IHCC’s rubrics. A five-point (0-4) scale for each competency was created. Feedback from the rest of the committee and from faculty in the disciplines was collected and used before finalizing the rubrics.

The rubrics are posted on the Program Review SharePoint site, and one excel spreadsheet was created for each subject area, and containing one tab for each goal area, as several goal areas may be met by courses from the same area. Each goal area worksheet asks for instructor information, course information, number of artifacts used for the course assessment, assignment information, and how many artifacts were scored as 0-4. The artifacts are totaled and percentages calculated by use of formulas embedded in the worksheet. Finally, faculty are asked to provide a narrative about what they learned from their results and any pedagogical changes they plan to make as a result of their assessment.

At the end of the AY, IR will compile all results. A small sample of the spreadsheet used for data collection is shown below (Figure 8). The excel format will allow for multiple ways of reporting results. Since this is the first semester of implementation, IHCC cannot report on results in a meaningful way, but the groundwork has been created that will take IHCC forward in this area of assessment.

Figure 8: Assignment Difficulty

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>PHYS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>SPAN</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Results – Spring 2015

- Twenty-eight programs/disciplines submitted Program Review Reports, as did most of the triggered programs. Some reports combined smaller MnTC/AA course offerings.
- Reports considered by the deans to be outstanding identified the need to clarify processes and communication related to programs without unlimited FT faculty, programs/disciplines with a sole unlimited FT faculty member on sabbatical leave during the academic year and programs/disciplines that were concurrently submitting third-party accreditation reports.

This is the first year that an electronic instrument was used to collect and compile the deans’ feedback to Program Review. This was done not only to make the work easier for the deans, but to allow for the aggregation of results to produce data like that shown below. In the results shown below (Figures #), while 28 Programs/MnTC/AA course offerings and the library submitted reports, some closely aligned areas were traditionally combined in the Program
Review process, so the N for submitted reports is 25. A copy of the report, available as an appendix, is summarized below.

- Use of data to support the Program Review process was found generally to be acceptable/exemplary, with only two reports evaluated as developing (no quantitative data, not measured consistently)
- All assessed learning outcomes were determined to be mostly/highly student focused.
- All but one learning outcome was determined to be measurable.
- The learning outcomes were found to be somewhat well aligned with their larger associated outcome, with only one report not aligned.
- The data collection plans showed opportunity for further refinement, with 18% identified as somewhat ineffective/neutral.
- The overall ranking of the reports had 84% at three or more stars on a five-star scale.
- All but two reports provided acceptable/exemplary responses to their questions.
- About ¾ of the reports were accepted on their first submission to the deans.

For those reports that were not accepted, assigned academic administrators identified actions that were needed (shown below).

**Figure 9: Action needed**

**Action needed (please describe)**

- Need full timeline of goals for next five-year cycle (AY16-20)
- Please respond to the questions that were to be answered in the Cohort Year 5 Report and resubmit.
- Write an individual report for “x” Program based on the identified Program Review Data Sheets and Questions for programs in Year 4 (Curriculum)
- Obtain assistance from staff and rewrite program goals, outcomes, and measures.

**Prior Learning**

The Prior Learning Assessment (PLA) Program was developed for the adult learners 25 years of age and older in mind. These learners have a variety of work, volunteer and life experiences that the traditional age student does not typically have. These learners have the opportunity to demonstrate their knowledge and skills, through the formal PLA process, to earn college credit. At Inver Hills Community College, PLA credits are course-based. That means, to earn course credit, PLA students need to demonstrate the same course outcomes as students taking the actual course. The faculty evaluator, in collaboration with the student, determines the methodology required for the PLA student to demonstrate outcomes. Examples of student demonstration include but are not limited to: exams, portfolio submissions, projects and oral interviews. The evaluator and student work together to identify the methodology for demonstrating course outcomes, and the presentation of materials needed to demonstrate learning and gain the college credit award.

The PLA program is distinct from the process for college credit awards for military training. To equate military training with college credits, the college relies on The American Council on Education collaboration with the U.S. Department of Defense (DoD) (which reviews military training and experiences and recommend appropriate college credit for members of the Armed Forces.)
The college also uses the College Board’s College-Level Examination Program (CLEP) exams to award college credit. This rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit. The college supports CLEP-aligned credit in specific discipline areas; composition and literature, social sciences, math and science, world languages, and business. The college maintains on its website information for students related to CLEP exam equivalency with a chart that identifies IHCC credit awards for each approved CLEP exam accepted at the college.

Credits earned through CLEP exams are not counted as resident credits at Inver Hills and may not be used to satisfy the resident credit requirement for graduation. Inver Hills has a residency requirement of 20 IHCC credits or nine IHCC credits and 11 credits from another Minnesota State institution. Because of this requirement, Inver Hills will accept a maximum of 40 credits from other sources, including CLEP, for an associate degree.

Credit for Prior Learning Process

Identification and Registration

- Opportunities to take courses through the PLA process are promoted on the IHCC website in a section focused on non-traditional adult learners 25 and older. Students are initially identified during the college admissions process and must meet program specific eligibility criteria, including age, time in the work force with relevant work history, and prior academic success.
- Students who meet the eligibility requirements above qualify for ASAP (Adult Success through Acceleration Program) and must enroll in the required Educational Planning and PLA Development course. This gateway course is designed to promote academic planning and identify opportunities for gaining credit through PLA.
- ASAP students identify and subsequently register for PLAs, according to their individual academic plans.

Credit Attainment Processes

- A guiding template, the Evaluation Components and Criteria (ECAC) is developed for each PLA course offered. ECAC’s are developed by individual faculty and/or department faculty.
- Faculty who serve as PLA evaluators are experts in their field and are credentialed in their subject matter by state of Minnesota standards. They are given access to guidelines and templates, and meet with the PLA coordinator to discuss roles, expectations, etc. Compensation is $25 per credit hour of work evaluated, which is consistent with other Minnesota State schools.
- Each course specific ECAC identifies the essential course outcomes that must be demonstrated and states how students will demonstrate their knowledge and skills. A written narrative is required for all PLAs.
  - The completed ECAC for an individual course serves the function of a learning contract.
  - The student works independently to address all elements of the ECAC.
  - Once complete, the student meets with the evaluator to discuss learning achievements and present course specific ECAC elements.
- Students earning credit via PLA register just as they would for a typical class and have a semester timeframe to complete all the requirements identified in the ECAC document. Prior learning credits appear as Pass/Fail on the student’s official transcript.

IHCC received a five-year Title III grant in September 2016 to improve the success of underrepresented nontraditional adult students, and the college is optimistic that the ASAP program and students earning PLA credits will be positively impacted.

Results

The college’s process for prior learning assessment has undergone extensive revision and restructuring. Historically, the college has used individual PLA evaluators and has moved to a departmental approach to prior learning assessment evaluation. Furthermore, the college has temporarily reduced the number of prior learning assessments offered during the restructuring. This has resulted in a reduction in the number of students pursuing PLA credits. Finally, the college has seen a sharp decline in enrollment overall. This has impacted all programs, including PLA. A strong economy has led to a decrease in the overall percentage of non-traditional adult learners (26 and older) by 8 percentage points or 18% change from FY12-16. In the span of three years, the institution saw three individuals who provided oversight to this program leave the institution. This resulted in a loss of traction for the program, not only in the loss of advocacy for the program, but also the primary recruiter for non-traditional adult learners. The figure below depicts the PLA credits attempted vs. earned over time (Figure 10).

Figure 10: PLA credits attempted vs. earned

Figure 11 below identifies ASAP student head count and the average PLA credits earned. Of note is the significant decrease in both ASAP enrollment and PLA credits earned.
4. A. 3. The institution has policies that assure the quality of the credit it accepts in transfer.

The Inver Hills website has information for students who transfer credits to Inver Hills as well as planning and information to support students transferring from Inver Hills to another college or university.

Transfer credit will be evaluated based on sufficient academic quality when compared with curricula and standards used to meet degree requirements at IHCC. Transfer credit evaluations are completed by the Enrollment Center.

Courses approved for transfer must be comparable in nature, content and level and match at least 75 percent of the content and goals of the course for which the student is seeking academic credit. The number of credits transferred to IHCC is dependent upon the specific requirements of each program or degree offered.

Students who wish to transfer credits to IHCC provide an official course transcript to the Enrollment Center for evaluation. Information about transcript evaluation and credit equivalency charts are available.

Inver Hills has extensive transfer information located on the college website. Information to support students in planning their transfer, including student rights, and transfer planning for specific programs of study is available. A special area of focus is the Minnesota Transfer Curriculum (MnTC) content that explains the 40 credit liberal arts curriculum that transfers to all system universities as well as the University of Minnesota. IHCC has a transfer policy, as does Minnesota State.

The Minnesota Transfer Curriculum (MnTC) is a collaborative effort among all two- and four-year public colleges and universities to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other institution. Students who complete a curriculum are certified in the 10 areas of competency by faculty at the sending institution.
All incoming transcripts from the other 36 colleges and universities in the Minnesota State system are accompanied by an MnTC audit that determines certifications of goal areas. Students are guaranteed goal completion by the sending institution. For example, if a student completes a freshman English course at one of the 37 Minnesota State colleges or universities, that student is guaranteed completion of the freshman English requirement at the remaining colleges and universities.

All such packaged courses or transfer curricula must be certified by the faculty of the sending institution as meeting the goals and student competencies for general education agreed to by representatives of all public higher education systems.

Faculty of each institution are responsible for reviewing their current approach to general/liberal education as well assessing it in light of the Minnesota Transfer Curriculum, and determining how the MnTC will be implemented on their campus. The intent of the MnTC is to assure a consistent approach to general/liberal education across the state’s four systems; it does not mandate a core of courses and does not impose maximum credit limits.

Institutional/faculty autonomy is preserved through campus determination of course development and competency fulfillment. The campus faculty curriculum committees are supported by a communication network of articulation councils made up of faculty from each of the systems and representing a single discipline or program area. Throughout the design process, and when the transfer curriculum is implemented, these councils, along with an intersystem faculty oversight committee, will provide ongoing networking, review, and oversight of the MnTC.

Technical or major courses that fall outside the liberal arts curriculum are reviewed by program deans in conjunction with their faculty to determine course equivalency.

The college has evidence credits are accepted as transfer in the database of transfer equivalencies, which is accessible through the Transferology website. In addition, the system offices at Minnesota State collect transfer information by college, and the percentage of transferable credits is one of the Strategic Framework Performance Metrics for Minnesota State. IHCC has consistently met/exceeded the targets set for it by Minnesota State (see Table 40). See also Core Component 3.B.1 (pages 39-42).

| Table 40: SFPM Successful Transfer: Percent credits accepted in transfer at receiving institutions |
|---|---|---|---|
| Actual | FY13 | 95.8% | 97.2% | 97.6% | 96.2% |
| Goal | 90.0% | 90.0% | 90.0% | 90.0% |
| Variance | 5.8 | 7.2 | 7.6 | 6.2 |

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectation for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

College faculty identify the prerequisites for courses, have them reviewed by their discipline colleagues and submit requests for approval to the Academic Affairs and Standards Council. All
new course proposals and all course revisions must go through council approval with ultimate
decision making authority residing with the college president. As set out in the MSCF 2015-2017
contract (Article 8 section2 subd. 4, p. 11), the norm is to “follow the decision of the council
absent compelling reasons to do otherwise.” The composition of the Academic Affairs and
Standards Council is specified in the faculty contract (Article 8, Sec. 2) and includes both faculty
and administrators. In this setting, academic-related requests for new courses, deleted courses,
new programs and course alternations are heard.

Establishing the rigor expected in a course, each new course or updated course outline
approved by the council sets out the student learner outcomes and connects the outcomes to
the MnTC applicable goal area outcomes or to program outcomes as well as to the assessment
measures of student learning meeting the outcomes.

A faculty member is responsible for following the developed course outline under the contract,
and, under Board Policy 3.26, is the “owner of works that are created independently and at the
faculty member’s own initiative for traditional academic purposes,” including instructional
materials, lectures, and syllabi. Faculty are responsible for the rigor of the courses offered.
Rigor is evaluated through the Program Review process, during Program Prioritization and in
the Minnesota State Strategic Framework Performance Metrics using student success data and
graduate follow-up data.

Dual credit programs ensure rigor in the learning outcomes and student achievement in several
ways. All IHCC courses, regardless of the setting, use the same course outline. This Academic
Affairs and Standards Council-approved document identifies course outcomes, content weight
and evaluation methodology. High school teachers participating in the dual enrollment program
are required to have the IHCC faculty conduct a side-by-side scan and sign off on the syllabi
used in the high school to ensure it reflects the college requirements, course outcomes, and
instructional and evaluation requirements. In addition, dual or concurrent enrollment program
operations are aligned with the National Association of Concurrent Enrollment Programs
(NACEP) standards. NACEP standards include additional professional development
requirements for high school teachers to ensure course content alignment with college classes.

High School Teacher Professional Development

Professional development opportunities are provided for high school teachers in the concurrent
enrollment program to ensure the teachers remain current on the college courses they are
teaching, explore course-related pedagogy as well as participate in the intellectual and collegial
community at the college. Professional development activities take place throughout the
semester-long mentoring partnership that occurs. Individual course-specific meetings, content
consultation and assignment norming are examples.

Teachers may also choose to participate in college events with their students enrolled in
concurrent enrollment courses. Students may attend annual campus events like the Annual
Research Conference (ARC), Student Success Day(s), special guest speakers, career and
major events, and activities and panels related to specific career fields. In some instances, the
high school students are invited to participate as guests in the IHCC Mentor Teacher (faculty
member) course on campus, where they participate in course-related learning activities.
The annual concurrent enrollment professional development training fulfills a requirement for
NACEP accreditation. The training has both administrative and pedagogical components.
Administrative elements in the training ensure that high school teachers are knowledgeable
about the processes, policies and procedures relevant to teaching for the college. High School
teachers work with their IHCC faculty mentor from the discipline to prepare the content, pedagogy, assessment and syllabus for the college course.

As a part of the required NACEP-aligned program expectations related to duties as a faculty mentor, the college faculty mentors partner with high school teachers to collaborate and align their courses in a number of areas. Course syllabi, assignment norming, assignment design and evaluation plans are reviewed. IHCC faculty submit evidence that these activities related to rigor occur. These activities described above form the backbone of National Alliance of Concurrent Enrollment Partnerships accreditation requirements in the Curriculum, Faculty and Assessment standard areas.

**Student Success Results**

Table 41 below: Number of high school students enrolled in college-level courses (InCollege program) (unduplicated headcount) and number that earn a grade of A, B, C or P (duplicated headcount).

**Table 41: InCollege Enrollment and Success**

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>InCollege Enrollment</th>
<th>Success (A, B, C, P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY12-13</td>
<td>167</td>
<td>152 (91.0%)</td>
</tr>
<tr>
<td>AY13-14</td>
<td>459</td>
<td>378 (82.4%)</td>
</tr>
<tr>
<td>AY14-15</td>
<td>720</td>
<td>631 (87.6%)</td>
</tr>
<tr>
<td>AY15-16</td>
<td>469</td>
<td>644 (89.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>1815</td>
<td>1805 (87.5%)</td>
</tr>
</tbody>
</table>

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Inver Hills Community College currently has four externally accredited or approved programs; all are in good standing with their accrediting bodies. The four programs are Accounting and Business, accredited by the ACBSP; Emergency Medical Services, accredited by the Commission on Accreditation of Allied Health Education Programs; Nursing, accredited by the ACEN; and Paralegal, approved, not accredited, by the American Bar Association (ABA). These programs maintain their accreditation/approval according to the standards set by their accrediting agencies (see Table 42 for status), and align their external accreditation with Program Review to avoid duplication of work. The college is currently in the process of applying for NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation. This is also addressed in Appendix W of the Federal Compliance Report.

**Table 42: Status of Accredited Programs**

<table>
<thead>
<tr>
<th>Accredited Program</th>
<th>Accrediting Body</th>
<th>Current Status of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting/Business</td>
<td>Accreditation Council for Business Schools and Programs (ACBSP)</td>
<td>Approved status. Last visit 2010, next visit 2020.</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
<td>Approved. Last site visit fall 2012. Next site visit 2017</td>
</tr>
</tbody>
</table>
Criterion Four

75

Accredited Program | Accrediting Body | Current Status of Program
---|---|---
Nursing | Accreditation Commission for Education in Nursing (ACEN) | Accredited March 2013 ACEN-Next accreditation visit is Spring 2021
Paralegal | Approval by American Bar Association | Reapproved to August, 2019. Last site visit July 8-9, 2013

4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advance degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

At the system level, Minnesota State maintains a Graduate Follow-Up System that is guided by policy. Minnesota State Policy 3.31: Graduate Follow-Up System differentiates the responsibilities for the system office and the colleges and universities.

The process has been established to produce data on employment, further education, and other outcomes of graduates of Minnesota State institutions. The primary purpose of this effort is to provide consumer information to prospective students for their use in selecting instructional programs or fields of study. Institutional administrators, system planners, and state policy makers also can use the information for program evaluation and improvement. Each college and university must survey graduates annually to collect follow-up information according to prescribed standards and enter results into the integrated statewide records system.

IHCC evaluates the success of its graduates in multiple ways. At the system level, several metrics are tracked as part of the Strategic Framework Performance Metrics (SFPM): Descriptions of each metric and the three-year comparison results are shared below.

1) Completion rates, defined as: the percent of an entering cohort of full-time undergraduate regular and transfer students that has completed (graduation or transfer by the third spring following entry at the colleges)
   a. IHCC ranks similarly to three other metro-area colleges in the 48-49% completion rate for the fall 2013 cohort. Two metro colleges rank higher, in the 57-60% range, and four rank lower, in the range of 41 – 46%. The college's completion rate is below its system target of 52.9%. This is being addressed through the Title III Grant and the current Strategic Enrollment Management (SEM) initiative. See Table 43 below for comparisons to metro colleges.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>44.7%</td>
<td>47.4%</td>
<td>39.8%</td>
<td>56.6%</td>
<td>53.3%</td>
<td><strong>47.1%</strong></td>
<td>37.6%</td>
<td>46.5%</td>
<td>47.5%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>44.5%</td>
<td>47.0%</td>
<td>38.2%</td>
<td>56.1%</td>
<td>56.1%</td>
<td><strong>50.1%</strong></td>
<td>40.1%</td>
<td>43.1%</td>
<td>48.4%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>46.4%</td>
<td>49.2%</td>
<td>42.5%</td>
<td>60.0%</td>
<td>57.7%</td>
<td><strong>48.8%</strong></td>
<td>41.5%</td>
<td>41.5%</td>
<td>48.2%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

2) Completion rate for students of color, defined as the ratio of the student completion rate for students of color to white students.
a. IHCC is second in the Twin Cities metro area for completion for students of color, at .80 for the fall 2012 entering cohort. This is very close to the target of .87 for this cohort. See Table 44 below for comparisons to metro colleges.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>0.81</td>
<td>0.74</td>
<td>0.62</td>
<td>0.87</td>
<td>0.73</td>
<td>0.80</td>
<td>0.66</td>
<td>0.71</td>
<td>0.89</td>
<td>0.67</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.93</td>
<td>0.54</td>
<td>0.67</td>
<td>0.81</td>
<td>0.67</td>
<td>0.80</td>
<td>0.70</td>
<td>0.80</td>
<td>0.79</td>
<td>0.65</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>0.91</td>
<td>0.71</td>
<td>0.67</td>
<td>0.62</td>
<td>0.75</td>
<td>0.83</td>
<td>0.65</td>
<td>0.79</td>
<td>0.84</td>
<td>0.57</td>
</tr>
</tbody>
</table>

3) Number of certificates and degrees awarded by fiscal year
a. IHCC is ninth in the metro area for certificates and degrees awarded (943 in FY16), but since it’s a number and not a rate, total enrollment and IHCC’s identity as a transfer institution contributes to this. This is below the system target of 1,019. As part of Program Prioritization, one of the metrics for programs is a rate of FYE/degrees granted. This has the most utility for terminal degree programs vs. those intending to transfer students to four-year campuses, as some students may not complete an AA degree prior to transfer. See Table 45 below for comparisons to metro colleges.

<table>
<thead>
<tr>
<th>FY</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>1236</td>
<td>659</td>
<td>2148</td>
<td>971</td>
<td>1819</td>
<td>929</td>
<td>1655</td>
<td>1554</td>
<td>1350</td>
<td>1507</td>
</tr>
<tr>
<td>FY14</td>
<td>1126</td>
<td>651</td>
<td>1912</td>
<td>873</td>
<td>1767</td>
<td>969</td>
<td>1606</td>
<td>1452</td>
<td>1371</td>
<td>1470</td>
</tr>
<tr>
<td>FY15</td>
<td>1130</td>
<td>567</td>
<td>2124</td>
<td>964</td>
<td>1728</td>
<td>943</td>
<td>1628</td>
<td>1460</td>
<td>1262</td>
<td>1412</td>
</tr>
</tbody>
</table>

4) Related employment of graduates (the percent of graduates in a fiscal year that reported they were employed during the year after graduation in a job that was related to their program or major), done via a Graduate Follow-Up study (GRFU) conducted each year through Career Services
a. IHCC is fifth in the metro area on the metric of related employment at 83.1%, up from 75.7% last year, and 6.1 below the System target of 89.2%. Data collection for the GRFU is a priority for a newly aligned position in Career Services. The college has increased the involvement of program-specific faculty to remind graduating students to participate and submit information on related employment. The college anticipates future numbers will be more closely aligned with actual related employment numbers. See Table 46 below for comparisons with metro colleges.

<table>
<thead>
<tr>
<th>FY</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>73.1%</td>
<td>90.5%</td>
<td>78.1%</td>
<td>76.4%</td>
<td>94.3%</td>
<td>73.6%</td>
<td>75.7%</td>
<td>75.2%</td>
<td>71.8%</td>
<td>78.2%</td>
</tr>
<tr>
<td>FY14</td>
<td>59.4%</td>
<td>89.5%</td>
<td>84.1%</td>
<td>81.4%</td>
<td>98.2%</td>
<td>75.7%</td>
<td>70.4%</td>
<td>79.5%</td>
<td>70.2%</td>
<td>85.1%</td>
</tr>
<tr>
<td>FY15</td>
<td>63.8%</td>
<td>89.9%</td>
<td>82.4%</td>
<td>91.3%</td>
<td>98.4%</td>
<td>83.1%</td>
<td>81.5%</td>
<td>78.2%</td>
<td>75.0%</td>
<td>85.3%</td>
</tr>
</tbody>
</table>

5) Successful Transfer: Percent credits accepted in transfer at receiving institutions
a. IHCC is second in the metro area for successful transfer of credits at 96.2%, which exceeds the system target of 90%. In the future, Program Prioritization will
look at the transferability of courses within each program/discipline to keep transferability a priority, as will implementation of Transfer Pathways (page 41). See Table 47 below.

<table>
<thead>
<tr>
<th>FY</th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>IHCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>83.3%</td>
<td>61.2%</td>
<td>98.5%</td>
<td>39.2%</td>
<td>30.2%</td>
<td>98.4%</td>
<td>74.2%</td>
<td>78.5%</td>
<td>86.0%</td>
<td>56.7%</td>
</tr>
<tr>
<td>FY15</td>
<td>86.9%</td>
<td>61.5%</td>
<td>98.5%</td>
<td>34.0%</td>
<td>32.2%</td>
<td>98.2%</td>
<td>73.9%</td>
<td>89.2%</td>
<td>90.5%</td>
<td>50.7%</td>
</tr>
<tr>
<td>FY16</td>
<td>85.4%</td>
<td>54.9%</td>
<td>98.3%</td>
<td>34.2%</td>
<td>32.3%</td>
<td>96.2%</td>
<td>75.9%</td>
<td>90.3%</td>
<td>90.1%</td>
<td>61.4%</td>
</tr>
</tbody>
</table>

At the college level, additional indicators are used to evaluate the success of graduates. Annual Program Prioritization metrics (existing and under development) include:

- The ratio of Full Year Equivalent/Degrees granted
- Information obtained through GEO (Graduate Employment Outcomes) on median hourly wage 24 months post-graduation
- Long term (10 year) Minnesota state wide projected job outlook from the Department of Employment and Economic Development (DEED) and Occupations in Demand (OID) to provide additional perspectives on future program viability
- *(in development)* Student loan default rates of graduates to determine if there are patterns of default related to particular programs.

IHCC posts Federal Gainful Employment data on eligible programs on its website. The college’s recent report on Debt-to-Earnings (D/E) rates had only one program (Paralegal) with more than 30 completers, and results are shown below in Table 48. This program passed, with discretionary income of \(\leq 20\%\) or annual earnings \(\leq 8\%\). This measure is not at this time in Program Prioritization due to the low number of impacted programs.

<table>
<thead>
<tr>
<th>CIP Code and Description</th>
<th>Evaluation Period (Years)</th>
<th>Completers Included</th>
<th>Debt to Earnings Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annual</td>
</tr>
<tr>
<td>220302 Legal Assistant/Paralegal</td>
<td>4</td>
<td>34</td>
<td>2.32%</td>
</tr>
</tbody>
</table>

Paralegal (PROG ID 4109) – 30 credit Certificate
Programs with 30 or More Completers, Debt Measures Calculated

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
4.B.3 The institution uses the information gained from assessment to improve student learning.
4.B.4 The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
4.B.1, 4.B.3, and 4.B.4 are addressed immediately below; 4.B.2 follows.

Please see the following for additional evidence of Assessment: Program Review in 4.A.1., 3.B., and the Quality Highlights Report (page 10).

The assessment of student learning begins with evidence. Samples of authentic work, also known as artifacts, are collected and used to inform how well the college is facilitating learning with respect to individual courses, programs/disciplines, the Minnesota Transfer Curriculum, and college-wide outcomes. The entire framework is depicted below (see Figure 12):

*Figure 12: Assessment Process Framework*

As described above, all assessment begins with student artifacts. Work on assessment since the 2014 portfolio has focused on creating an assessment culture that is meaningful for faculty, and has encouraged the use of the same artifacts, when possible, for assessment at multiple levels, or in more than one area. Assessment has also moved from being a stand-alone process (described in the previous portfolio as the SAAP process) to being one that, at the course/program/MnTC goal area level, is integrated into Program Review. The final level of assessment focuses on college-wide learning outcomes (CWLOs).

Prior to the adoption of this above framework, the college used an assessment process called SAAP (Student Academic Achievement Program) developed by faculty working with college leadership. The process asked instructors to identify a course, a MnTC outcome, a current
measurement, and the results in fall term. In the next term, the faculty members were to modify teaching or assessment and again report the results.

Faculty participation in the college-wide learning outcomes assessment processes (CWLO) is growing. During academic year 14-15 a total of 34 faculty participated in CWLO, a 12.2% participation rate. During 15-16, 78 faculty participated with a 27% participation rate. Fall 2016 had a 26% faculty participation rate. Faculty play a strong leadership role in these processes and are actively engaged in growing participation through related faculty professional development sessions, circulation of an assessment newsletter, holding assessment office hours, and building a cadre of faculty who have attended national training on artifact scoring.

On the IHCC campus, the assessment of college-wide learning outcomes is accomplished through participation in two parallel LEAP rubric assessment projects, the Multi State Collaborative and Minnesota VALUE Collaborative Projects, funded through the AAC&U VALUE project. These projects are described fully in the Quality Highlights Report.

Both initiatives entail the identification of courses that have intended outcomes aligned with one of the VALUE rubrics. Student work or artifacts are collected into AQUA, a software tool, where they are scored by faculty from participating campuses trained in scoring to the rubrics (faculty receive a stipend for scoring following the training). The artifacts have been de-identified, and no faculty are given artifacts from their own campus to score, but faculty do score artifacts across all disciplines. The college has used this initiative to engage faculty across the campus in providing student artifacts for scoring against three VALUE rubrics: Written Communication, Critical Thinking, and Quantitative Analysis, and now in Civic Engagement, Ethical Reasoning, and Intercultural Knowledge and Communication.

Table 49 below shows the outcomes that were assessed by academic year (AY), the credit level and the project (MSC = Multi-State Collaborative, MNV = Minnesota VALUE Collaborative). Credit level refers to how many credits toward degree have been earned by the students whose artifacts were submitted for scoring. 25% = 15 credits, 75% = 45 credits at the college level.

<table>
<thead>
<tr>
<th>Collection AY</th>
<th>Learning Outcome</th>
<th>Credit level #1</th>
<th>Credit level #2</th>
<th>Credit Level #3*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 14-15</td>
<td>Critical Thinking</td>
<td>75% MSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
<td>75% MSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>75% MSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 15-16</td>
<td>Critical Thinking</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV</td>
<td></td>
</tr>
<tr>
<td>AY 16-17</td>
<td>Civic Engagement</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV 40-60% MNV</td>
<td></td>
</tr>
<tr>
<td>(currently)</td>
<td>Critical Thinking</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV 40-60% MNV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
<td>75% MSC 75% MNV</td>
<td>25% MNV 40-60% MNV</td>
<td></td>
</tr>
<tr>
<td>Collection AY</td>
<td>Learning Outcome</td>
<td>Credit level #1</td>
<td>Credit level #2</td>
<td>Credit Level #3*</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Intercultural Knowledge and Communication</td>
<td>75% MSC</td>
<td>25% MNV</td>
<td>40-60% MNV</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
<td>75% MSC</td>
<td>25% MNV</td>
<td>40-60% MNV</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>75% MSC</td>
<td>25% MNV</td>
<td>40-60% MNV</td>
</tr>
</tbody>
</table>

* 3 of six outcomes must be assessed at 3 credit levels, 3 of six must be assessed at 2 credit levels.

Results – MSC Pilot year (AY 14-15)

IHCC began to contribute artifacts for the MSC during AY14-15. Artifacts were scored during the summer of 2015 (see Table 50). Since the pilot year was intended to test and refine the process, campuses were discouraged from using the data that was produced as baseline data for the campus or from using the aggregated data for comparison. The data was shared with the participating campuses using the disclaimer that the results were not generalizable across participating state or the nation in any way. Please use appropriately:

- 53 institutions uploaded artifacts
- Nine states participated
- Both sectors were represented (24 four-year and 29 two-year)
- Multiple Carnegie types were represented (31 Associates, 15 Masters, 7 Research)
- 7,215 artifacts were submitted from students 75% of the way to degree completion
- 1,166 assignments were submitted

Table 50: IHCC Submissions – AY 14-15

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td># Faculty</td>
<td>34 (12.2%)</td>
</tr>
<tr>
<td># Subjects</td>
<td>20</td>
</tr>
<tr>
<td># Courses</td>
<td>52</td>
</tr>
<tr>
<td># of artifacts submitted by Faculty</td>
<td>324</td>
</tr>
</tbody>
</table>

IHCC prepared individual reports for those faculty who contributed scored artifacts that also contained aggregate results for the college. Because comparison data was unavailable, the focus was on looking at one’s data and answering reflective questions around the results.

Representativeness of sample

IHCC’s submitted sample vs. campus population

- Very representative by gender (+/-1%)
- Race/ethnicity: Hispanic/Latino was under sampled (-5%)
- Age: oversampled 25-44 (+23%)
- Pell eligible (known status): underrepresented (-23%)

Reasons for lack of representativeness of the sample were largely around the sampling method, which was changed in subsequent years to produce a stratified random sample that would be more representative of the campus. Additionally, MSC did not track students of two or more races, which Minnesota State does. This would have impacted the race/ethnicity reporting for IHCC.
When the MSC sample was compared to the population estimate, it was:

- Representative by gender
- Race/ethnicity: Hispanic/Latino students were overrepresented by 4%
- Age: 18-24 was overrepresented by 12%
- Pell eligible: underrepresented by 9%

For scoring purposes, 0= not shown, with 1 being low and 4 being high.

Pilot year (AY14-15): For critical thinking, more than 55% of artifacts were scored 2, 3 or 4.

Pilot year (AY14-15): For quantitative literacy, 75.4% of artifacts were scored 2, 3 or 4.

Pilot year (AY14-15): For the outcome of written communication, 73.3% of artifacts were scored 2, 3 or 4.

Results: Implementation Year (AY 15-16)
The college saw a substantial increase (27%) of faculty participation in the implementation year from the pilot year.

At the time this addendum was being completed, the aggregate data for the implementation year had not yet been released (see Table 51 through Table 53).

<table>
<thead>
<tr>
<th>Table 51: IHCC Submissions – AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td># Faculty</td>
</tr>
<tr>
<td># Subjects</td>
</tr>
<tr>
<td># Courses</td>
</tr>
<tr>
<td># Submitted by Faculty*</td>
</tr>
<tr>
<td># Submitted for scoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 52: Number of IHCC Artifacts Scored – AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scoring Type</strong></td>
</tr>
<tr>
<td># Faculty Scored</td>
</tr>
<tr>
<td># Subjects Scored</td>
</tr>
<tr>
<td># Courses Scored</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 53: Number of IHCC Artifacts Scored by Outcome – AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts Scored</strong></td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Sample and Population: Demonstration Year (AY 15-16 collection)

Compared to the IHCC population of degree-seeking students enrolled for credit, the sample was:

- Over-sampled on male students (+8.1%)
- Similar in age groups (+/- < 2.0%)
- Similar in race/ethnicity (+/- < 4.0%)
Similar in degree level (+/- < 1.0%)
Under-sampled in students of unknown PELL status (-37.0%)

In the pilot year (AY14-15), only students who had 45 or more credits were in the sample. In the implementation year (AY 15-16), students from two credit levels were included, below 15 credits and 45 credits and above. For comparison, both credit levels are shown for the implementation year. As expected, students with more credits had overall higher scores on all three outcomes than did students with 15 or fewer credits in the implementation year.

For scoring purposes, 0= (not shown), with 1 being low and 4 being high.

**Critical Thinking**
- Pilot year (AY14-15): More than 55% of artifacts were scored 2, 3 or 4.
- Implementation year (AY15-16): For students at the same credit level (45 or more credits), 56.4% of artifacts were scored 2, 3 or 4.
- For students at 15 or fewer credits, 44.7% of artifacts were scored 2, 3 or 4.

**Quantitative Literacy**
- Pilot year (AY14-15): 75.4% of artifacts were scored 2, 3 or 4.
- Implementation year (AY15-16): for students with 45 or more credits, 61.8% of artifacts were scored 2, 3 or 4.
- Implementation year: for students with 15 or fewer credits, 52.3% of artifacts were scored 2, 3 or 4.

**Written Communication**
- Pilot year (AY14-15): For the outcome of written communication, 73.3% of artifacts were scored 2, 3 or 4.
- Implementation year (AY15-16): for students with 45 or more credits, 72.6% of artifacts were scored 2, 3 or 4.
- Implementation year: for students with 15 or fewer credits, 66.9% of artifacts were scored 2, 3 or 4.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

At the institutional level, the launch of the annual planning process has afforded the college an opportunity to collect and track alignment of annual plans with a number of strategic and master plans across the institution. Nonacademic areas of the college participate in annual planning and outcomes reporting. Areas of the college that are engaged in the annual planning process include Counseling & Advising, Admissions, Testing Center, Veterans Services, TRIO, Institutional Research, Student Affairs, Student Life, Enrollment Center, Information Technology, Center for Experiential Learning, South of the River Education Center, Inver Hills Bookstore, Business Office, Marketing department, Inver Hills Foundation, Operations, Financial Aid Office, Customized Training & Continuing Education, and Human Resources.

The Student Affairs division, which is responsible for many of the co-curricular offerings at IHCC, has undergone several transitions in the last three years. These transitions include an 18-month interim vice president of student affairs and the hiring of a new vice president of student affairs (June 2016). Under the leadership of the new vice president, Student Affairs aligned Career Services and the Center for Experiential Learning, adapted the structure of the
Student Life department to align with the director of student life position at Dakota County Technical College, and implemented pilot assessment models for selected co-curricular activities.

During the leadership transitions in the Student Affairs division, the college redesigned the annual planning infrastructure to include the identification of initiative/program-specific strategic priorities that tie to college-wide improvement plans and targets, goal setting and annual outcome reporting (additional details related to annual planning are discussed in the Quality Highlights Report). The annual planning process was piloted across the college beginning late spring 2016. Currently, each area in the Student Affairs division has developed an annual plan and is engaged in the annual cycle of plan review and reporting. Two initiatives identified as priorities for Student Affairs currently underway are new student orientation (NSO) and work-study soft-skill development.

The primary outcome(s) for NSO is successful course registration and accurate and timely resource and information dissemination that improves student success during the first semester of enrollment. NSO implemented pre- and post-event surveys for participants and used the information obtained from students for continuous improvement of the NSO event.

The second area where co-curricular activities in Student Affairs has piloted the assessment of learning outcomes is with the soft skills development program, Career Ways, which is designed for work-study students. This program aims to improve long-term employability by building workplace soft skill competencies. Eighteen students and seven departments in the student affairs division participated during the AY 15-16 launch year, with the same number participating during AY 16-17.

The Career Ways program has two supervisor evaluations, one mid (formative) and one end-of-program (summative) evaluation. Supervisors rate student performance on five workplace competency areas: customer service, time management, communication, problem-solving and cultural competency. Each competency area has a Likert-type scale rating from 1 (not at standard) to 4 (exceeds standard). Each competency area also includes a comment section as well as an overall program evaluation. Feedback and recommendations from the program evaluation process and student performance data were incorporated into content improvement in year two of the Career Ways program. In year one student scores went down from mid-semester to end of semester. The hypothesis, consistent with supervisor training, was that supervisors have a tendency to rate staff higher on their first evaluations. In year two, supervisor training was added to address this issue.

Average ratings for students were between 2.75 and 3.5. In the areas of time management and problem-solving skills, students were rated lower from mid- to end-of-program evaluations. Student ratings improved in Cultural competency across the semester on the modules of: cultural awareness, (3.09-3.25), cultural attitudes, (3.09-3.25), and cultural interaction, (3.36-3.5). All participants self-reported improvement as a result of program participation in the areas of communication, problem-solving, cultural competency and time management.

**Career Ways improvements for year two (AY16-17)**

Based on program feedback, year-two focus has been on improving processes. Supervisor training modules on onboarding, coaching and feedback have been added. Student pay methodology has been changed for tracking reasons. During year one, students received...
incremental wages for completing modules, which was difficult to track and implement. In year two, Career Ways shifted to a stipend model after the completion of three modules.

During FY17, the Student Affairs division will identify additional areas to assess co-curricular programs as part of the ongoing annual planning process. The improvements in the annual planning process at the college have provided critical infrastructure for successful implementation of annual planning across the Student Affairs division.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The Minnesota State System Strategic Framework Performance metrics (SFPM) include targets for each metric developed by the system office for each campus, taking into account the factors above as well as historical performance and predicted demographic shifts (QHR page 4).

The college demonstrates ongoing attention to retention, persistence and completion rates primarily through Program Review and Program Prioritization. Although not a measure of retention, persistence or completion, successful completion of courses is an early indicator of persistence and completion. Course success and withdrawal data is analyzed in both PR and PP. The college has in the last year created two predictive models, one to predict fall-spring persistence and one to predict fall-fall retention for entering students. The development and early use of the predictive model shows a proactive approach to retention, using data about the college’s own students. The college feels this is a more effective use of limited resources than conducting post-hoc analysis of how multiple variables combine to predict retention/completion.

To operationalize this process, a project was undertaken in summer 2016 to develop a model which would predict likelihood of retention to first spring and second fall for students entering in the summer or fall. In order to best meet the needs of the college, three models were built based on the data available at different points in a semester:

- Beginning of fall retention to first spring
- Middle of fall retention to first spring
- End of fall retention to second fall

Data from the three most recent years for which retention to second fall was available were used to create the model. Up to 40 variables were examined as possible predictors of retention; the number of variables examined changed based on the data that would be available at the time point the model was built for. From these variables, the most significant predictors were included in the final models.

Backwards-stepwise logistic regressions were used to determine which variables were significant predictors of retention. Models were judged on their predictive ability compared to the prediction that all students would be retained (resulting in prediction accuracy equal to the retention rate). The amount of variability explained by each variable and the relative strength of the variables was also considered.
Beginning in fall 2016 incoming students are being run in the model and the advising staff are notified of those with a less than 50% predicted probability of retention. The advising staff will use this data to guide student interventions in order to increase retention as described above.

Given the nature of two-year institutions vs. four-year institutions, analyzing data after the fact can only inform in a limited way, as the students have already departed the campus, and no intervention can be conducted. Use of a predictive model can inform the campus sooner than even an early alert system that a student may have trouble, and allows the campus to take an intrusive/proactive approach. In enrollment as well as in other areas on campus, the strategy is to develop leading indicators vs. lagging indicators, allowing the campus to take action in addition to evaluating performance through the use of lagging indicators.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Table 54 shows the progress of the fall cohorts (first-time, first-time transfer, degree-seeking students). Minnesota State includes as “successful” students who are retained, who: 1) successfully transfer; 2) who transfer and graduate; and 3) who graduated when compiling their data on retention, persistence and completion. Since IHCC has its highest number of students either with 1) no declared major or 2) with an undecided major, Minnesota State’s retention and/or transfer measure is often used vs. tracking retention within a program. The full-time/part-time ratio of students continues to shift towards part-time, making tracking traditional progress towards degree.

The data tool provided by the Minnesota State system office allows student persistence and completion data to be examined by entering term (fall or spring), time point in the term (beginning or end), and by 11 demographic variables including admission category, race/ethnicity, age category, gender, underrepresented and related statuses, and student credit load. Persistence and completion rates can be tracked for up to eight years. In addition, the tool provides comparison data at the system, college, or university level.

<table>
<thead>
<tr>
<th>Cohort</th>
<th># in Cohort</th>
<th>Measure</th>
<th>First Spring</th>
<th>Second Fall</th>
<th>Second Spring</th>
<th>Third Fall</th>
<th>Third Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1023</td>
<td>% Retained</td>
<td>76.5%</td>
<td>44.3%</td>
<td>38.7%</td>
<td>25.9%</td>
<td>18.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transferred</td>
<td>3.5%</td>
<td>13.8%</td>
<td>17.1%</td>
<td>23.9%</td>
<td>24.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Graduated</td>
<td>4.9%</td>
<td>7.3%</td>
<td>10.8%</td>
<td>15.3%</td>
<td>19.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transfer-Graduated</td>
<td>0.6%</td>
<td>0.9%</td>
<td>1.2%</td>
<td>1.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Success</td>
<td>82.3%</td>
<td>65.0%</td>
<td>64.5%</td>
<td>64.2%</td>
<td>61.3%</td>
</tr>
<tr>
<td>2011</td>
<td>907</td>
<td>% Retained</td>
<td>80.0%</td>
<td>47.5%</td>
<td>40.4%</td>
<td>22.7%</td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transferred</td>
<td>3.1%</td>
<td>12.5%</td>
<td>13.8%</td>
<td>21.1%</td>
<td>22.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Graduated</td>
<td>4.7%</td>
<td>7.3%</td>
<td>12.8%</td>
<td>18.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transfer-Graduated</td>
<td>0.7%</td>
<td>0.9%</td>
<td>2.0%</td>
<td>2.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Success</td>
<td>84.8%</td>
<td>67.1%</td>
<td>63.5%</td>
<td>61.2%</td>
<td>61.1%</td>
</tr>
<tr>
<td>2012</td>
<td>808</td>
<td>% Retained</td>
<td>80.0%</td>
<td>50.0%</td>
<td>44.1%</td>
<td>26.6%</td>
<td>20.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transferred</td>
<td>3.1%</td>
<td>14.1%</td>
<td>15.7%</td>
<td>24.3%</td>
<td>25.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Graduated</td>
<td>4.5%</td>
<td>7.4%</td>
<td>13.2%</td>
<td>17.6%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Cohort</td>
<td># in Cohort</td>
<td>Measure</td>
<td>First Spring</td>
<td>Second Fall</td>
<td>Second Spring</td>
<td>Third Fall</td>
<td>Third Spring</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------</td>
<td>-------------</td>
<td>---------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transfer-Graduated</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Success</td>
<td>84.9%</td>
<td>70.4%</td>
<td>67.9%</td>
<td>67.0%</td>
<td>65.8%</td>
</tr>
<tr>
<td>2013</td>
<td>800</td>
<td>% Retained</td>
<td>83.1%</td>
<td>48.4%</td>
<td>41.5%</td>
<td>24.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transferred</td>
<td>2.6%</td>
<td>12.6%</td>
<td>14.1%</td>
<td>21.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Graduated</td>
<td>3.5%</td>
<td>6.6%</td>
<td>12.6%</td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transfer-Graduated</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.8%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Success</td>
<td>86.6%</td>
<td>66.8%</td>
<td>63.6%</td>
<td>63.4%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>798</td>
<td>% Retained</td>
<td>79.1%</td>
<td>52.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transferred</td>
<td>3.6%</td>
<td>12.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Graduated</td>
<td>4.1%</td>
<td>6.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Transfer-Graduated</td>
<td>0.3%</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% Success</td>
<td>84.5%</td>
<td>70.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

These data are reviewed as part of the Program Review process, Program Prioritization process, Strategic Planning process, the Integrated Planning process, and Master Academic Planning. Program Review provides at least three years of data by program/discipline with success (A, B, C, P), completion (A, B, C, D, P) and withdrawal rates calculated to provide data on how students are progressing. High levels of withdrawals and low levels of success/completion lead to lack of satisfactory academic progress (SAP), defined as failure to maintain a 2.0 GPA and complete 67% of attempted credits. Institutional research has recently begun using (completed credits/attempted credits) when asked to determine the efficacy of various treatments on student success where a traditional method of creating and tracking a cohort group is not feasible.

4.C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

IHCC’s Institutional Research (IR) department follows Minnesota State definitions as used in the Strategic Framework Performance Metrics when calculating retention, persistence and completion. Minnesota State provides tables to IR through the Replicated (REPL) database housing the Integrated Student Records System (ISRS) that allow these to be consistently tracked. The Minnesota State system determines persistence and completion rates based on fall entering cohorts of full-time, undergraduate (regular and transfer) students, measured at the second fall term. Data is provided to analyze the persistence and completion of a wider group of students including part-time students and high school and non-degree-seeking students, enabling institutions with significant non-traditional student populations to collect data comparable to the system metric on their other enrolled populations.
Inver Hills Community College has made exceptional progress in meeting the core components of this criterion. The redesigned, expanded and enhanced Program Review process is led by faculty, guided by timely feedback from deans and assisted by a Program Review Subcommittee.

Criterion Four Summary

The college’s process for prior learning assessment underwent extensive revision and restructuring. Credit transfer is overseen by the Enrollment Center with a focus on the Minnesota Transfer Curriculum (MnTC). Data showing IHCC credits transfer is available via Transferology. The Minnesota State system office collects transfer information by college; IHCC’s percentage of transferable credits consistently meets or exceeds system target goals. College faculty determine course prerequisites under the auspices of the Academic Affairs and Standards Council. Course rigor is evaluated during the Program Review process. Professional development training meets a NACEP requirement for high school teachers serving as instructors in concurrent enrollment courses. EMS, Nursing, Paralegal and Business/Accounting programs have third-party accreditation or approval.

IHCC graduate success is tracked via the Minnesota State Graduate Follow-Up System. Student learning assessment is accomplished through an upgraded Assessment Process Framework culminating in college-wide learning outcomes (CWLOs). Faculty take on a strong leadership role in the framework. IHCC participates in two parallel LEAP rubric assessment projects, the Multi State Collaborative and Minnesota VALUE Collaborative. The Career Ways program augments student attainment of soft skills to enhance learning outcomes. Best practices in data collection, analysis and methodology are employed to advance student retention, persistence and program completion.
Criterion Five. Resources, Planning, and Institutional Effectiveness

The 2014 Systems Appraisal Feedback report found the evidence presented for Core Components 5.A. and 5.C. were “adequate but could be improved.” Inver Hills Community College will present evidence demonstrating progress made in meeting these core components. The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Financial Resources

Evidence of Financial Health

As a part of the Minnesota State system, Inver Hills Community College is required to maintain a fund balance greater or equal to 20% of our general fund revenue. With an annual operating budget of $36.4M, IHCC is well-positioned given financial resources with a FY16 year end fund balance of $11.9M. This provides adequate fiscal resources to meet the infrastructure needs. IHCC currently maintains 85.6 sq/ft per enrollment FYE, which allows IHCC to adequately invest in the infrastructure to provide sufficient operations, and is amongst the lower quartile for gross operating costs in the metro area. In addition to managing facilities costs, IHCC currently meets the institutional needs per FTE employee while reaming greater than $250/FTE lower than the Minnesota State system average for human capital. Each of these variables are closely monitored both internally at IHCC, and externally with Minnesota State, to make sure IHCC maintains focused on providing sufficient support for operations.

The college is subject to Minnesota State Board Policy 7.3.16, which emphasizes comprehensive Financial Health Indicators. Policy 7.3.16 identifies Financial Health and Stability Measures that are routinely reviewed for every institution at the system level. If financial concerns are identified, the system Vice Chancellor for Finance must work with the College leadership to resolve them. If concerns persist, they will be brought to the attention of the chancellor and the Board of Trustees. IHCC has a history of outperforming these financial health indicators which is evidenced by our composite financial index, our adequate reserve balance, and by our continued investment in infrastructure to meet the needs of our students.

Risk factors are identified in the areas of Enrollment-based, Cash-based (fiscal year, Accrual-based, and Facility-based).

Table 55 through Table 58 below show the risk factor areas and the criteria.
Table 55: Risk Factors – Enrollment by FYE

<table>
<thead>
<tr>
<th>Enrollment-based</th>
<th>Monitoring timeline</th>
<th>Data Source</th>
<th>Trigger</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Year Equivalent (FYE) decline</td>
<td>Annually (end of September)</td>
<td>ISRS final FYE reporting</td>
<td>FYE enrollment decline of &gt;8% over 2 most recent years</td>
<td>Creation of plan including budget and enrollment strategies to address losses</td>
</tr>
<tr>
<td>Actual YTD FYE enrollment change</td>
<td>Annually (mid-October)</td>
<td>Prior year enrollment comparison report</td>
<td>Actual YTD FYE from prior year if &gt;2% lower than FYE assumption used in operating budget</td>
<td>Current FY budget must be updated to reflect enrollment change</td>
</tr>
</tbody>
</table>

IHCC budgeted for a 4.5% decline in FYE and experienced an actual decline of over 7% in FYE which precipitated a report to the system office as described above. The primary strategy to address the decline is the current initiative to create a Strategic Enrollment Management (SEM) plan by May 2017 for AY17-18, 18-19, and 19-20. The created plan will be designed to ensure that IHCC is equipped to respond to internal and external challenges related to budget and projected demographic trends. Strategic Enrollment Management (SEM) is a comprehensive process and drafting a plan generally takes between 9-12 months from creation to implementation. Ideally, an effective SEM plan will enable the institution to fulfill institutional goals related to enrollment and retention while also meeting the educational goals of a diverse population of learners. The ultimate goal of the SEM process is to ensure that Inver Hills Community College is well positioned to attract, enroll, and retain a diverse and engaged student body so that we are able to fulfill our mission to “inspire students, build careers, and strengthen communities” (Inver Hills Mission Statement). The strategies identified in this process will be incorporated in the annual planning process for both academic and non-academic units across the campus as applicable. An interdisciplinary team was formed around this initiative and has been working since fall 2016.

Table 56: Risk Factors – Fund Balance

<table>
<thead>
<tr>
<th>Cash-based</th>
<th>Monitoring timeline</th>
<th>Data Source</th>
<th>Trigger</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-end Fund Balance</td>
<td>Annually (end of September)</td>
<td>Fiscal year-end gen fund adjusted cash balance</td>
<td>Balance is &lt;20% of gen fund revenue</td>
<td>Plan focusing on fund balance restoration</td>
</tr>
<tr>
<td>Decrease in fund balance</td>
<td>Annually (end of September)</td>
<td>Fiscal year-end gen fund adjusted cash balance</td>
<td>Year-end gen fund balance reductions totaling 10% or more over most recent 3-year period</td>
<td>Submit written report explaining reasons for change in fund balance, including timeline/strategy to restore/maintain fund balance</td>
</tr>
</tbody>
</table>

IHCC has maintained the Board stated fund balance requirements. No action has been required of IHCC in this area.
Table 57: Risk Factors – CFI Requirements

<table>
<thead>
<tr>
<th>Accrual-based</th>
<th>Monitoring timeline</th>
<th>Data Source</th>
<th>Trigger</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low adjusted Composite Financial Index (CFI) score</td>
<td>Annually (end of December)</td>
<td>Computed annually by each college as part of a fiscal year-end analysis of financial trends and highlights</td>
<td>Adjusted CFI score is &lt;1.5 (2-year rolling average) or adjusted CFI score under 0.5 for the most recent year</td>
<td>Create a financial plan that focuses on increasing the CFI above the trigger levels.</td>
</tr>
</tbody>
</table>

IHCC has remained above the Board-stated, adjusted CFI requirements. No action has been required of IHCC in this area.

Table 58: Risk Factors - Facilities

<table>
<thead>
<tr>
<th>Facility-based</th>
<th>Monitoring timeline</th>
<th>Data Source</th>
<th>Trigger</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair/Replacement expenditures</td>
<td>Close of FY</td>
<td>Expenditure object code data for fund 830</td>
<td>Expenditures of &lt;$1 per sq. ft. based on a 3-year rolling average</td>
<td>Create a plan outlining the conditions and decisions that led to the current target, develop strategies/timeline to achieve/exceed target</td>
</tr>
<tr>
<td>Energy Consumption Reduction</td>
<td>Annually (end of March)</td>
<td>Building, Benchmark, and Beyond (B3) report, Energy Use Intensity (EUI) – measures building’s energy use relative to size</td>
<td>Reductions in energy consumption for past three years of &lt;6% total</td>
<td>Energy management plan that focuses on strategies, planned investments, initiatives, and associated timelines to achieve/sustain ongoing energy consumption of at least 2%/year</td>
</tr>
</tbody>
</table>

IHCC has remained above the Board-stated requirements. No action has been required of IHCC in this area.

Table 59: Statements of Revenues, Expenses, and Changes in Net Position for the Years Ended June 30, 2016 and 2015

<table>
<thead>
<tr>
<th>Operating Revenues</th>
<th>FY15</th>
<th>FY16</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, net</td>
<td>$11,536.00</td>
<td>$11,681.00</td>
<td>$145.00</td>
</tr>
<tr>
<td>Fees, net</td>
<td>$1,486.00</td>
<td>$1,536.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Sales and room and board, net</td>
<td>$2,199.00</td>
<td>$1,890.00</td>
<td>-$309.00</td>
</tr>
<tr>
<td>Restricted student payments, net</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total non-operating revenues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criterion Five 90
| Other income | $141.00 | $140.00 | -$1.00 |
| Total operating revenues | $15,362.00 | $15,247.00 | -$115.00 |

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th>FY15</th>
<th>FY16</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>$25,612.00</td>
<td>$25,650.00</td>
<td>$38.00</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$2,709.00</td>
<td>$2,413.00</td>
<td>-$296.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$3,511.00</td>
<td>$3,294.00</td>
<td>-$217.00</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>$386.00</td>
<td>$372.00</td>
<td>-$4.00</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$1,859.00</td>
<td>$1,897.00</td>
<td>$38.00</td>
</tr>
<tr>
<td>Financial Aid, net</td>
<td>$845.00</td>
<td>$951.00</td>
<td>$106.00</td>
</tr>
<tr>
<td>Other expenses</td>
<td>$1,828.00</td>
<td>$1,823.00</td>
<td>-$5.00</td>
</tr>
<tr>
<td>Total operating expenses</td>
<td>$36,732.00</td>
<td>$36,400.00</td>
<td>-$322.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Operating Revenues (Expenses)</th>
<th>FY15</th>
<th>FY16</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriations</td>
<td>$12,998.00</td>
<td>$14,657.00</td>
<td>$1,659.00</td>
</tr>
<tr>
<td>Federal grants</td>
<td>$7,511.00</td>
<td>$6,603.00</td>
<td>-$908.00</td>
</tr>
<tr>
<td>State grants</td>
<td>$2,094.00</td>
<td>$1,650.00</td>
<td>-$444.00</td>
</tr>
<tr>
<td>Private grants</td>
<td>$218.00</td>
<td>$295.00</td>
<td>$77.00</td>
</tr>
<tr>
<td>Interest income</td>
<td>$73.00</td>
<td>$150.00</td>
<td>$77.00</td>
</tr>
<tr>
<td>Interest expense</td>
<td>-$279.00</td>
<td>-$258.00</td>
<td>$21.00</td>
</tr>
<tr>
<td>Grants to other organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total non-operating revenues</td>
<td>$22,615.00</td>
<td>$23,097.00</td>
<td>$482.00</td>
</tr>
<tr>
<td>Income (loss) Before other revenues, expenses, Gains, or Losses</td>
<td>$1,245.00</td>
<td>$1,944.00</td>
<td>$699.00</td>
</tr>
</tbody>
</table>
The Composite Financial Index (CFI), *is an indicator of an institution’s financial health and is a composite of the ratios of four financial measures: primary reserve, return on net position, viability, and operating margin* which improved from 1.33 to 2.01 in FY 2016 showing increased financial health. (See Table 60) *(Adjusted for GASB68)*.

**Table 60: Composite Financial Index**

<table>
<thead>
<tr>
<th>CFI Calculations Master File</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Reserve</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expendable net position</td>
<td>3,755</td>
<td>4,580</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>37,011</td>
<td>36,658</td>
</tr>
<tr>
<td>Raw Ratio</td>
<td>0.1</td>
<td>0.12</td>
</tr>
<tr>
<td>Ratio with/ Strength</td>
<td>0.76</td>
<td>0.94</td>
</tr>
<tr>
<td>Primary Reserve Ratio</td>
<td>0.27</td>
<td>0.33</td>
</tr>
<tr>
<td><strong>Return on Net Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in net position</td>
<td>1,318</td>
<td>2,019</td>
</tr>
<tr>
<td>Beginning in new position</td>
<td>44,761</td>
<td>34,210</td>
</tr>
<tr>
<td>Raw Ratio</td>
<td>0.03</td>
<td>0.06</td>
</tr>
<tr>
<td>Ratio w/Strength</td>
<td>1.47</td>
<td>2.95</td>
</tr>
<tr>
<td>Return on Net Position Ratio</td>
<td>0.29</td>
<td>0.59</td>
</tr>
<tr>
<td><strong>Viability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expendable net position</td>
<td>3,755</td>
<td>4,580</td>
</tr>
<tr>
<td>Long term debt</td>
<td>6,118</td>
<td>5,481</td>
</tr>
<tr>
<td>Raw Ratio</td>
<td>0.61</td>
<td>0.84</td>
</tr>
<tr>
<td>Ratio w/Strength</td>
<td>1.47</td>
<td>2</td>
</tr>
<tr>
<td>Viability Ratio</td>
<td>0.52</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Operating Margin</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income/Loss before other</td>
<td>1.245</td>
<td>1.944</td>
</tr>
<tr>
<td>Total operating/nonop. revenue</td>
<td>38,256</td>
<td>38,602</td>
</tr>
<tr>
<td>Raw Ratio</td>
<td>0.03</td>
<td>0.05</td>
</tr>
<tr>
<td>Ratio w/Strength</td>
<td>2.5</td>
<td>3.87</td>
</tr>
<tr>
<td>Operating Margin Ratio</td>
<td>0.25</td>
<td>0.39</td>
</tr>
<tr>
<td><strong>Total CFI (Composite Financial Index)</strong></td>
<td>1.33</td>
<td>2.01</td>
</tr>
</tbody>
</table>
Figure 13 below shows the CFI calculations for Minnesota State colleges and universities prior to the GASB68 adjustments.

**Figure 13: Minnesota State CFI Calculations**

<table>
<thead>
<tr>
<th>Fiscal Year 2014 Data</th>
<th>CFI FY2014</th>
<th>CFI FY2015</th>
<th>CFI-2 yr average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria Technical &amp; Community College</td>
<td>2.07</td>
<td>3.37</td>
<td>2.72</td>
</tr>
<tr>
<td>Anoka Colleges</td>
<td>3.39</td>
<td>3.56</td>
<td>3.48</td>
</tr>
<tr>
<td>Anoka Ramsey Community College</td>
<td>3.75</td>
<td>3.4</td>
<td>3.58</td>
</tr>
<tr>
<td>Anoka Technical College</td>
<td>2.67</td>
<td>4.58</td>
<td>3.63</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>4.15</td>
<td>3.98</td>
<td>4.07</td>
</tr>
<tr>
<td>Century College</td>
<td>1.26</td>
<td>1.5</td>
<td>1.38</td>
</tr>
<tr>
<td>Dakota County Technical College</td>
<td>3.78</td>
<td>3.23</td>
<td>3.51</td>
</tr>
<tr>
<td>Fond du Lac Tribal &amp; Community College</td>
<td>2.25</td>
<td>3.68</td>
<td>2.97</td>
</tr>
<tr>
<td>Hennepin Technical College</td>
<td>1.00</td>
<td>1.49</td>
<td>1.25</td>
</tr>
<tr>
<td>Inver Hills Community College</td>
<td><strong>3.01</strong></td>
<td><strong>3.19</strong></td>
<td><strong>3.10</strong></td>
</tr>
<tr>
<td>Lake Superior College</td>
<td>2.16</td>
<td>1.51</td>
<td>1.84</td>
</tr>
<tr>
<td>Minneapolis Community &amp; Technical College</td>
<td>1.39</td>
<td>2.29</td>
<td>1.84</td>
</tr>
<tr>
<td>Minnesota State College - Southeast Technical</td>
<td>(0.35)</td>
<td>0.31</td>
<td>(0.02)</td>
</tr>
<tr>
<td>Minnesota State Community and Technical College</td>
<td>0.77</td>
<td>1.29</td>
<td>1.03</td>
</tr>
<tr>
<td>Minnesota West Community &amp; Technical College</td>
<td>2.91</td>
<td>3.19</td>
<td>3.05</td>
</tr>
<tr>
<td>Normandale Community College</td>
<td>1.60</td>
<td>2.74</td>
<td>2.17</td>
</tr>
<tr>
<td>North Hennepin Community College</td>
<td>4.36</td>
<td>1.94</td>
<td>3.15</td>
</tr>
<tr>
<td>Northeast Higher Education District</td>
<td>1.36</td>
<td>0.84</td>
<td>1.10</td>
</tr>
<tr>
<td>Hibbing Community College</td>
<td>1.58</td>
<td>1.3</td>
<td>1.44</td>
</tr>
<tr>
<td>Itasca Community College</td>
<td>2.67</td>
<td>1.56</td>
<td>2.12</td>
</tr>
<tr>
<td>Mesabi Range College</td>
<td>0.23</td>
<td>0.22</td>
<td>0.23</td>
</tr>
<tr>
<td>Rainy River Community College</td>
<td>3.47</td>
<td>3.27</td>
<td>3.37</td>
</tr>
<tr>
<td>Vermilion Community College</td>
<td>4.03</td>
<td>1.65</td>
<td>2.84</td>
</tr>
<tr>
<td>Northland Community and Technical College</td>
<td>2.49</td>
<td>2.81</td>
<td>2.65</td>
</tr>
<tr>
<td>Northwest Technical College</td>
<td>2.81</td>
<td>1.63</td>
<td>2.22</td>
</tr>
<tr>
<td>Pine Technical &amp; Community College</td>
<td>3.88</td>
<td>-0.52</td>
<td>1.68</td>
</tr>
<tr>
<td>Ridgewater College</td>
<td>4.27</td>
<td>3.48</td>
<td>3.88</td>
</tr>
<tr>
<td>Riverland Community College</td>
<td>0.74</td>
<td>0.38</td>
<td>0.56</td>
</tr>
<tr>
<td>Rochester Community and Technical College</td>
<td>3.32</td>
<td>3.88</td>
<td>3.60</td>
</tr>
<tr>
<td>Saint Paul College</td>
<td>2.60</td>
<td>3.25</td>
<td>2.93</td>
</tr>
<tr>
<td>South Central College</td>
<td>3.79</td>
<td>3.17</td>
<td>3.48</td>
</tr>
<tr>
<td>St. Cloud Technical &amp; Community College</td>
<td>4.49</td>
<td>4.86</td>
<td>4.68</td>
</tr>
</tbody>
</table>

**Allocation Framework**

Funding from the state of Minnesota is obtained in response to legislative budget requests presented to the legislature by the Minnesota State Board of Trustees (BOT). This funding is then allocated to the system institutions using the Allocation Framework. The current Allocation Framework has the following components: Instruction & Academic Support, Student Services &
Inver Hills Community College
January 2017


As a part of Charting the Future, the recommendation from the System Incentives and Rewards team was to redesign the current financial model to incent and reward collaborations, strategic framework commitments, and Charting the Future recommendations.

For 2016, an Allocation Framework Technical Advisory Committee (TAC) was formed to evaluate changes to the existing framework and make recommendations for changes to Minnesota State leadership. They would consult with Leadership Council, CFOs, CAOs, CSAOs, other campus leaders, bargaining units and student associations. Their timetable began in November 2015 with BOT approval of the allocation framework design principles, initial Leadership Council and BOT review and discussion of recommendations (June 2016), Review by Leadership Council and BOT (Oct 2016), Final recommendations presented to BOT (October 2016), BOT approval of changes (November 2016), with implementation targeted for July 1, 2017 (FY18). Figure 14: Changes to Allocation Framework displays a summary of the changes.
The recommendations shown above are intended to:

- Incorporate a student success component into the allocation framework by raising the visibility of student success and providing incentives for improvement in key measures.
- Modify the student support component to better reflect the demand for student services by acknowledging changing student demographics and better aligning resources with demand for student services.
- Simplify the allocation framework and promote energy and space efficiency.
• Recognize actual library spending; remove separate components for libraries and research/public service by continuing to support mission differentiation through recognition of actual costs
• Modify the revenue buydown calculation in the allocation framework by isolating state appropriation from other general fund revenues as a means to recognize only state appropriation expenditures throughout the model.
• Eliminate the enrollment adjustment in the current allocation framework by allocating funds based on relevant factors.
• Modify the funding methods for system office system-wide activities based on the recommendations of the Long-term Financial Sustainability Workgroup by supporting and promoting administrative best practices and efficiencies throughout the system.

One way to demonstrate that IHCC is dedicating resources to direct instruction and academic support is by comparing the amount spent by the institution on direct instruction and academic support as a percentage of total expenditures to other similar institutions in the metro area and to the System average (see Table 61).

Table 61: Metro Colleges Comparison of Direct Instruction/Academic Support

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Instruction as a percent of total expenditures</th>
<th>Academic Support as a percent of total expenditures</th>
<th>Instruction and Academic support as a percent of total expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inver Hills Community College</td>
<td>45.9%</td>
<td>17.5%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Anoka-Ramsey CC</td>
<td>49.4%</td>
<td>16.2%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Century College</td>
<td>50.4%</td>
<td>12.7%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Minneapolis Community and Technical College</td>
<td>49.6%</td>
<td>15.8%</td>
<td>65.4%</td>
</tr>
<tr>
<td>Normandale CC</td>
<td>50.3%</td>
<td>17.2%</td>
<td>67.4%</td>
</tr>
<tr>
<td>North Hennepin CC</td>
<td>45.3%</td>
<td>18.5%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Saint Paul College</td>
<td>52.8%</td>
<td>10.0%</td>
<td>62.7%</td>
</tr>
<tr>
<td><strong>System Average</strong></td>
<td><strong>47.9%</strong></td>
<td><strong>15.0%</strong></td>
<td><strong>62.9%</strong></td>
</tr>
</tbody>
</table>

Physical Resources

Table 62 below shows the repair/replacement spending by Inver Hills Community College compared to similar colleges in the metro area. Inver Hills Community College has invested far more per square foot than most similar colleges. Recent projects have included a complete remodel of the Inver Hills Library and the Activities building.

Table 62: Repair/Replacement Spending Comparison ($/gross sq. ft.)

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>3-year average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inver Hills Community College</td>
<td>6.501996</td>
<td>6.076508</td>
<td>6.765812</td>
<td>6.448105</td>
</tr>
<tr>
<td>Anoka Ramsey Community College</td>
<td>1.242862</td>
<td>1.680585</td>
<td>3.928678</td>
<td>2.278078</td>
</tr>
<tr>
<td>Century College</td>
<td>1.308454</td>
<td>1.527255</td>
<td>1.284692</td>
<td>1.373797</td>
</tr>
</tbody>
</table>
The effectiveness of IHCC’s budget process is measured in several ways. Among the most important is the collaborative effort to create the budget across all divisions and the integration with the annual strategic plan. The budget cycle is a closed loop. Top-level assumptions and framework are pushed down to the programs/disciplines level, programs/disciplines create budgets based on the assumptions, the budget is rolled to a summary level, balanced, and then communicated back down to the program/discipline level. The structured communication up and down the levels of the institution make the successful execution of the plan more likely. The ability to achieve goals and college strategy is evidence that the financial resources of the college have been appropriately allocated and used.

The annual financial results and performance metrics are also used to measure the institution’s effectiveness. Operating margin, fund balance, and debt ratio are key performance indicators used by the institution to assess financial health. The allocation framework for distribution of state appropriation further assesses an institution’s effectiveness impacting financial resources for desired improvements.

The budget is re-calibrated at least once a year after fall enrollment is established. The budget summary is re-run in the fall and again in the spring to assess actual performance against the budget. The CFO communicates results to the Cabinet, which in turn decides and communicates needed mid-year adjustments. The system office has required budget re-submissions if the institution falls below enrollment levels more that 2% of what was forecasted. As the budgets impact annual planning, the fall review of annual plans in September help close the loop on the re-calibrated budgets. If there is a need to revise annual plans due to enrollment, this process addresses it.

**Infrastructure**

Individual college and university Facilities Master Plans are the foundation of all facilities planning and address academic, demographic, and workforce development programs and future needs, coupled with the financial and physical conditions of the institution. Master plans are updated on a five-year cycle, and are approved after each update by the chancellor or designee. Guided by these master plans, pre-designs are developed identifying scope, cost, and schedule for individual facility projects at college and university campuses. IHCC’s current plan is currently being updated to begin FY18 (July 1, 2017) and operate through FY22 (June 30, 2022). A committee is working on the plan, with an architectural firm hired to help lead the process. The committee includes the director of facilities, and representatives from faculty, staff, and students. A draft is expected to be presented to the college by spring. After revisions, the final version is sent to the system vice-chancellor for final approval.

Campuses have three funding sources for building construction/maintenance:
1. **Fund balance** (cash in bank), which comes from expenses not exceeding revenues in a fiscal year. Fund balance can be used for both emergency situations (a boiler breaks down; state support is delayed) or for one-time expenditures like building projects. This is governed by Board Policy 5.10 Reserves and Year-End Balances.

2. **HEAPR** (Higher Education Asset Preservation and Renovation), the funding source for maintenance and repair of existing buildings and infrastructure on college and university campuses in the state. Every two years (typically during odd calendar years), IHCC submits a prioritized list to the system office, which compiles a master list of projects and their cost. They submit a request to the legislature to be considered for the upcoming biennial budget. The Legislature typically will not return the total amount requested. The system office then goes back to the list and allocates the funds based on the priorities of each campus, with the intent of providing funds to each campus.

3. **Capital budgets** are presented to the legislature every two years in the even year of the biennium as part of a six-year capital plan. Typically, the budget included major capital projects at a specific campus; major repair and replacement projects benefitting most campuses [known as “asset preservation” or “HEAPR” (Higher Education Asset Preservation and Replacement)]; line-item major capital projects for specific campuses, and system-wide initiative projects that are bundled together for a common purpose benefitting multiple campuses. Capital projects are made of “user financing” equal to one-third of the project amount for individual line item projects. Beginning in 1991, the higher education systems now comprising the Minnesota State were required in session law to pay one-third of the debt service for projects funded by state general obligation bonds. For FY18, colleges/universities will be responsible for 1/3 of all debt cost. As capital budgets are prepared, each campus requesting a Capital project must confirm their ability to pay their share of the debt obligation.

### Technological Resources

To evaluate current student needs and plan for future technological needs, Information Technology (IT) has a 2016-17 Strategic Plan that closely aligns with the 2014-17 Master Academic Plan (MAP). The IT plan has three Strategic Priorities:

1. Develop campus initiatives that develop and nurture a sense of community around technology exploration and use.

2. Invest in technical support resources and services.

3. Invest in classroom technologies that support a variety of pedagogies and learning activities.

Each Strategic Priority has Focus Areas to direct the work of the plan. Additionally, IT has a current work plan that includes initiatives around replacement of faculty/staff/office computers over three years old, expansion of the wireless internal and external network on campus, and development of training options for both academic and non-academic positions on campus. This would provide continual training around campus technology. This is proposed for FY18.

The college provides the following to faculty/students to support technology:

- Smart classrooms across the campus
- A Course Management System (D2L BrightSpace) available with a full array of services to all faculty for their courses, and dedicated staff support of D2L BrightSpace locally and 24/7 online D2L BrightSpace support through Minnesota State
• Wi-Fi available across the campus for use by faculty, staff and students
• Computer terminals available across campus for students
• An open computer classroom in the library that faculty can reserve for use
• Free printing available to students on campus
• Online databases available through the library for student research
• Online tutoring (TutorTrac software) with writing support

Student Perception of Technology
In 2016, IHCC participated in the ECAR (define) survey of technology. Three hundred and ninety-one IHCC students responded, with 12,157 responses from colleges granting AA degrees, and 58,046 respondents nationally. While overall percentages are shown below, participants responded to these questions using a scale where 1=poor, 2=fair, 3=neutral, 4=good, 5=excellent. A N/A option was also provided.
IHCC responses (n=391) include:
• 77.9% reported their overall technology experience to be good/excellent, with 6.5% reporting fair/poor
• 91.8% own a laptop
• 97.9% own a smartphone
• 96.1% used a laptop in one or more course, and 94% said it was very/extremely important to their success
• 76.4% used a smartphone in one or more course, and 46.2% said it was very/extremely important to their success

Wireless Experience
• Campus libraries 58.2% good/excellent
• Classrooms/instructional spaces 51.30% good/excellent
• Ease of log-in 49.6% good/excellent
• Network performance 52.1% good/excellent

Human Resources
Inver Hills Community College employs 318 people, including 180 full- and part-time instructors and 138 non-teaching staff. Of the teaching staff, 107 are permanent. (Contractually, IHCC maintains a ratio of at least 60:40 Unlimited Full-time faculty: adjunct faculty.) The college employs 74 adjunct/temporary part time instructors.
The non-teaching staff includes:
• 15 full-time executive-administrative staff
• 10 full-time mid-level support staff (department directors, coordinators, etc.)
• 10 full-time technical staff
• 8 permanent part-time technical staff
• 25 full-time clerical and office support staff
• 9 permanent part-time/seasonal clerical and office support staff
• 3 full-time skilled craftsmen (carpenters, electricians, plumbers, etc.)
• 12 full-time service and maintenance workers
• 44 full-time professional employees
• 2 part-time professional employees
Hiring of all faculty and staff is addressed in 2.A and 3.C.1 (pages 25 and 46). Requirements for academic advisors are detailed in 3.D.3 (pages 56-57). Faculty credentialing is addressed in 5.A.4 (pages 103-104).

The college has an employee evaluation process (pages 48-49) for all faculty and staff that emphasizes professional/personal development to continuously improve job performance and integrates the mission of the College into daily work. In addition, the college has implemented a faculty performance appraisal process mandated by their contract that consists of classroom visits, student evaluations via IDEA, and their own Professional Development growth plan.

5.A.2 The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Annual Instructional Cost Study

The annual Instructional Cost Study examines an institution’s general fund operating expenditures, including chargebacks, but not including federal, state and private grant funds or auxiliary enterprises, and calculates the cost per student for programs and courses at the institution (Pages 93-96).

This is used as part of the Allocation Framework, described below. Minnesota State calculates the fully allocated cost by Classification of Instructional Program (CIP) code of providing instruction and creates an average cost by CIP. It then establishes a “band” around the average cost of 10% above and 10% below to account for differences between institutions. When the cost of delivery is within the band, the campus is reimbursed at the fully allocated cost. When the cost of delivery is below (less than) the band, the campus is reimbursed at the fully allocated cost, multiplied by FYE, so there is an incentive to keep costs low. When the cost of delivery exceeds the band, the campus is still reimbursed at the fully allocated (lower) cost, multiplied by FYE, penalizing the campus financially. It is expected that some programs have a higher cost of delivery per FYE (full-year equivalent) and that it is important for each campus to offer a program array that balances costs by offering both higher and lower cost programs of study. Costs are based on the delivery by FYE, so factors impacting this include enrollment in the courses, the status of instructors in the program (Unlimited Full-time vs. Adjunct), enrollment caps in courses, and saturation rates in courses. The Annual Instructional Cost Study data is always lagging by one fiscal year, so the impact of changes takes time to be seen in this study.

Overall, the college’s performance on the allocation cost study is measured in the Strategic Framework Performance Metric (SPFM) Instructional Cost per FYE Ratio: Actual to expected. The goal is to achieve a ratio of 1.0 or less. Table 63 below compares IHCC to similar metro-area colleges on this metric. IHCC is performing well on this metric compared to metro colleges and is under the system average.

<table>
<thead>
<tr>
<th></th>
<th>ARCC</th>
<th>ATECH</th>
<th>CENT</th>
<th>DCTC</th>
<th>HTECH</th>
<th>HCC</th>
<th>MCTC</th>
<th>NHCC</th>
<th>NORM</th>
<th>STP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>0.87</td>
<td>1.06</td>
<td>0.95</td>
<td>0.99</td>
<td>1.08</td>
<td>1.03</td>
<td>1.01</td>
<td>1.01</td>
<td>0.95</td>
<td>0.91</td>
</tr>
<tr>
<td>FY14</td>
<td>0.86</td>
<td>1.02</td>
<td>0.95</td>
<td>1.00</td>
<td>0.96</td>
<td>0.99</td>
<td>0.98</td>
<td>1.04</td>
<td>1.00</td>
<td>0.91</td>
</tr>
<tr>
<td>FY15</td>
<td>0.87</td>
<td>1.07</td>
<td>0.96</td>
<td>1.01</td>
<td>1.00</td>
<td>0.96</td>
<td>0.95</td>
<td>1.12</td>
<td>0.96</td>
<td>0.89</td>
</tr>
</tbody>
</table>
The reality of the above framework is that some programs cost more to operate than others, with healthcare-related courses often being high-cost due to low faculty: student ratios and the equipment/facilities necessary for successful operation of the program. These programs are often signature programs for a campus and draw students who are often taking other courses toward their degree while awaiting admission to a program. It is necessary for every college to have a program array that balances high-, medium- and low-cost programs. Program prioritization, described in the Quality Highlights report, includes two measures from the cost study, the direct credit instruction cost by CIP and the percentage difference from Minnesota State average appropriation expenditure/FYE by CIP. The results are quartiled by the highest 25%, middle 50% and lowest 25% for each measure, and evaluated as part of program prioritization.

The budgeting and planning processes are integrated to ensure strategic goals are funded and educational initiatives are not adversely affected by resource allocation. The planning cycle and timeline calls for the development of fiscal year plans prior to and in conjunction with the development of fiscal year budgets. The annual plans are drafted 10 months in advance of the beginning of the fiscal year and form the basis for budgeting decisions made six months in advance of the fiscal year. The timeline and cycle for this process is described in the integrated planning section of the Quality Highlights Report (pages 12-17).

Program Prioritization

The college is addressing the following strategic challenge from the 2014 Systems Appraisal Feedback Report:

IHCC collects data in many areas; however, it is unclear from the portfolio if there are specific methods of analysis regularly used for each data set. Appropriate analysis, including the use of trends and comparative data, is an important component of turning raw collected data into useful information. The absence of these creates the potential for misinterpretation of the data. The first initiative in this project was scheduling. During AY15-16, the goal was to, by the end of the academic year 15-16, create a two-year schedule focused on student goal attainment. A consultative model was designed to involve faculty on making difficult decisions around scheduling. The following language was created by the Interim Associate Dean leading the process to provide a guide:

“In order to maintain a healthy fiscal outlook for the institution, it is necessary for us to closely monitor class enrollment and make appropriate changes to course schedules. Considerations of class schedules are complex; there is an art and a science to scheduling. An enrollment threshold that is applicable in one situation may not apply in another circumstance. The goal of Academic Affairs is to balance the diverse needs of students, faculty, departments, programs, and curricula while efficiently managing financial resources.”

Several data sets were created specifically around this initiative.

- Section and enrollment trends by dean/division, broken out by semester and indicating the change from peak enrollment during FY11 to current. Comparing section counts and headcounts by semester across time showed where course sections were outpacing enrollment trends.
- The alignment of courses by program/discipline with the Minnesota Transfer Curriculum (MnTC) goal areas. This was important because it provided a visual to follow. It was
necessary to be sure that students had enough options to meet each goal area each semester, so if their goal was to complete the MnTC and transfer, they could do so in a timely manner.

- Saturation rates down to the course section level across multiple years. A dynamic report was created that would provide real-time data during registration, in addition to static views of the data that showed historical data for comparison. This was provided to the deans and provost. An initial target of 80% saturation for the college was set by college leadership.

- Saturation rates by MnTC goal areas, showing where course offerings in a goal area may be overscheduled, resulting in lower saturation rates, but also providing information that would prevent courses in a particular goal area from being cancelled regardless of enrollment if necessary to provide the courses for MnTC completion.

Academic Affairs staff and faculty used the data provided to identify targets for improvement with the number of course sections offered, the time of day courses were scheduled and balance between semester-level degree and MnTC courses. Additional data from program review reports were used to support faculty dialogue and decision-making related to building a two-year sequence of course offerings that supported student completion.

The second initiative, beginning in February 2016, was developed by a team from Academic Affairs with support from Institutional Research, Planning, and Finance. The team met to begin discussions around how to create/implement a formal Program Prioritization Process at the college. The term Program Prioritization is used here to describe a process that ranks and categorizes all programs/discipline areas across the college and compares them to one another across the same set of criteria.

At several meetings over the next month, the team reviewed what similar institutions in the Minnesota State system were using for the process of Program Prioritization, what criteria were being used for measuring performance and how the data were used overall to assign a ranking/category to a program/course offering area. As the initial list of criteria were developed, the team was asked to determine if each criterion was appropriate for the college, and if so, was it appropriate for all programs/discipline areas, along with the possible utility for each criterion. When the final list of criteria was created, Institutional Research created a data set, definitions for each item in the data set, and how it was obtained for each criterion. A document (hereafter referred to as "the grid") was created that showed all programs/disciplines, and the data for each applicable criterion. An additional document that explained the criteria and how to read the grid and interpret the data was also created. Most criteria were ranked around a quartile system with the lowest 25%, the middle 50% and the upper 25%. Criteria were additionally clustered into the areas of: student enrollment, efficiency, and student outcomes. A preliminary categorization of all programs/discipline areas was created in June 2016. Further discussions over the summer led to the creation of an initial categorization that was shared with faculty in August 2016 shortly before Academic Development days.

Faculty were first brought into the process at Faculty Shared Governance (FSG) in March 2016. A document was shared at that meeting that identified the purpose of Program Prioritization, described how it was different from Program Review, listed the intended outcomes, and outlined the process and timeline.

The results of the initial categorization are shown below in Table 64 and Figure 15. Thirty-one percent of programs/subj were identified for redesign/suspension for the 16-17 academic year.
Table 64: Program Prioritization Initial Categorization

<table>
<thead>
<tr>
<th>Initial Categorization (AY 15-16)</th>
<th># of programs/subj</th>
<th>% of programs/subj</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Maintain</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>Program of Concern Monitor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Program of Concern Redesign</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Program of Concern Suspend</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 15: Program Prioritization Distributions of Initial Categorization

Distribution of Initial Categorizations

Faculty provided the following feedback around the rollout of the process:
- Requested a year to prepare ahead of programs being suspended. The process went forward, but no programs with UFT faculty were suspended the first year of implementation.
- Requested initial categorizations ahead of Academic Development Day in August – this was done by the deans contacting faculty
- Requested more input into the process at Faculty Shared Governance – this item is currently under consideration
- Requested alignment with Program Review to eliminate redundancies – this is being worked on

5.A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

5.A.4 The institution’s staff in all areas are appropriately qualified and trained.

Minnesota State maintains a list of Employee Training Requirements & Resources that outlines all mandatory training. Training centers on Human Resources and Business Process Training Requirements and Safety and Compliance Training Requirements for Employees (based on job role). All new employees upon hire are required to complete training on: Data Privacy and Security, Employee Code of Conduct, Sexual Harassment Prevention, and Sexual Violence Awareness. New students also complete this last training. These trainings are all available online, and are tracked through the system HR Department. Both in-person and online training are required based on job roles. These requirements are based on Board of Trustees and Minnesota State policies, state regulations, and federal regulations. Table 65 below shows funds allocated to faculty/staff development. FY17 is budget (B), while FY13-16 are actual (A).

<table>
<thead>
<tr>
<th>Table 65: Faculty/staff development funds, FY13-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>FY13A</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Staff development funds for on-campus events</td>
</tr>
<tr>
<td>Staff development (tuition reimbursement, etc)</td>
</tr>
<tr>
<td>Faculty development (AD days)</td>
</tr>
<tr>
<td>Faculty development (tuition reimbursement, etc)</td>
</tr>
<tr>
<td>Faculty Sabbaticals</td>
</tr>
</tbody>
</table>

When hiring, IHCC HR follows the handbook for Search Advisory Committees created by Minnesota State. The college ensures that staff have the required qualifications, skills and values by using multi-layered hiring practices that include the following; Minnesota State Career Opportunities, NeoGov, and Recruiting Solutions for job postings. Each job posting is reviewed by HR at the system office to ensure accuracy and consistency in the required qualifications and essential functions of the position. The IHCC HR team reviews and screens each application to ensure the candidate meets minimum qualifications. Interview teams are required to participate in interview and candidate selection training prior to participating on a Search Advisory Committee.

The college addresses the academic credentialing standards for faculty at Minnesota State using Board Policy 3.32 College Faculty Credentialing, and the IHCC Faculty Credentialing Policy 3.33 which establish a process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals teaching credit-based courses and for counselors and librarians. The same credentialing standards are used for full-time, part-time/adjunct faculty and concurrent enrollment high school teachers.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

Financial Management

In a campus-wide effort to solidify a comprehensive budget process, the college moved the planning process from commencing in the spring to the fall of each preceding year. This has enhanced the college’s ability to communicate and engage all campus constituents in this process. Given this process change, the Business Office provided previous budget information to everyone six months prior to the cycle start. This was done to allow faculty additional time
with the information to plan for the next academic year. In addition, the early communication of the budget timeline was shared in the Budget Committee, during academic development days, and with the management team. This ensured everyone was informed and aligned to complete the budget work on schedule. This new timeline gave all program/discipline areas adequate time to work on their plans, communicate back the results of their plan to the presidential cabinet and generate a well-articulated budget by the due date.

Another significant improvement in FY16 (FY17 budget process), is the introduction of the JIRA workflow tool. Prior to JIRA, IHCC was using an in-house software called VIC, a very labor-intensive tool that made budget consolidation and communication very difficult, especially in the areas of tuition reduction and allocations. The implementation of JIRA for use in institutional budgeting has allowed the director of business services more control and assurance that all of the budget submissions were received in a timely fashion, and that they are linked directly to departmental goals and institutional priorities.

To further support strategic planning, a 2-year budget summary will be adopted in FY18. With a biennial state budget cycle, this becomes important when forecasting fiscal needs beyond the immediate upcoming year. The college saw this with the allocation of state funds distributed evenly between FY16-17 requiring the college to reserve funds for FY17. Further, larger projects often span more than one fiscal year and the college will need to ensure adequate resources beyond the initial year of implementation and carefully consider which projects to approve based on budget assumptions relative to enrollment or state appropriation.

New in FY17 is the integration of the annual planning timeline with the budgeting schedule. The marriage of these activities will improve IHCC’s ability to fund the activities as they are planned. By working the plans together, the college will appropriately make decisions on what initiatives will be undertaken based on priority and impact on the delivery of academic services to students. (QHR pages 12-17)

The operating budget is initiated in the fall with the communication of the schedule by the CFO to staff, faculty, student senate and bargaining units. Table 66 displays the budget timeline for FY17.

**Table 66: Budget Calendar for FY17**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Budget Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2016</td>
<td>Proposed Budget Calendar reviewed and discussed at Student Senate, MSCF, AFSCME, MAPE and MMA (bargaining units)</td>
</tr>
<tr>
<td>Week of November 2nd</td>
<td>Budget Calendar dates finalized</td>
</tr>
<tr>
<td>Week of November 30th</td>
<td>Budget Committee prepares and recommends FY17 Budget Guidelines and Assumptions</td>
</tr>
<tr>
<td>Week of December 7th</td>
<td>Finance prepares FY17 budget scenarios from guidelines and assumptions.</td>
</tr>
<tr>
<td>Week of December 14th</td>
<td>Cabinet approves FY17 budget projections. Principles are provided to guide the balancing of the operating budget</td>
</tr>
<tr>
<td>Week of January 18th</td>
<td>Budget Committee review and approves process and forms for the budget packets</td>
</tr>
<tr>
<td>Week of February 1st</td>
<td>Budget instruction and packets distributed to vice presidents and program/discipline /cost center managers, VPs, deans and directors develop timeframe from February 1 to March 14</td>
</tr>
<tr>
<td>Dates</td>
<td>Budget Activities</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week of March 14th</td>
<td>Budget packets due to Finance</td>
</tr>
<tr>
<td>Week of March 14th – 21st</td>
<td>Finance prepares budget summary</td>
</tr>
<tr>
<td>Week of March 28th</td>
<td>Budget Committee review budget summary and makes budget recommendation to Cabinet</td>
</tr>
<tr>
<td>Week of April 4th</td>
<td>FY17 first draft of budget reviewed with student senate, MSCF, AFSCME, MAPE and MMA</td>
</tr>
<tr>
<td>Week of April 18th</td>
<td>President's Cabinet finalizes FY17 budget and submit to MN State System Office for Board of Trustees approval</td>
</tr>
</tbody>
</table>

The IHCC Budget Committee is a cross-functional team with representation from faculty, staff, students, and college leadership. The CFO chairs the committee, whose mission is recommending guidelines and assumptions, serving as a communication conduit back to the represented groups and providing feedback on the budget process. The committee is the first to test and comment on recommended changes to the budget procedures. A location within the Inver Hills SharePoint site, Invernet, is dedicated to the Budget Committee. The location stores key documents (agendas, budget schedules, etc.) and archives information for review by members who may have missed a meeting, or for future reference in subsequent budgeting cycles.

The CFO and director of business services prepare a top-level, multi-year budget summary outlining topline revenue projections and forecasted expenses. The one-page worksheet provides the history of the last two years as well as the forecasted budget scenarios for the next fiscal year based on key assumptions on enrollment, state appropriation, compensation increases and non-personnel spend. The Budget Committee recommends and the Cabinet approves the assumptions to be used and thereby establishes the framework to begin the detailed budget work.

The director of business services holds meetings with all divisions to demonstrate and instruct users on how to complete the worksheets for non-personnel budgets, review the department query tool that allows users to view actual transactions, and communicate the budget assumptions. The director of business services creates a budget entry worksheet in MS Excel for all cost center managers to use for remitting their non-personnel budgets. This worksheet provides a consistent format for all users, making compiling of the data easier. The worksheet gives users three years of history and a place to enter the next year’s budget by cost center and object code.

The budget worksheets are distributed and approved through the online JIRA tool. JIRA is a workflow product that tracks the status of assignments and provides a paperless approval work product through predefined approvers. JIRA further enhances accuracy with revision tracking and documenting changes with name/date/time stamps. The email functionality serves to prompt assignees of changes or work that need to be done. The tool serves as a repository for budget documents and provides dashboard reporting for management to view such metrics as number of issues by approver and percent completion.
The personnel budgets are separated by staff and faculty. The staff budgets begin with the director of business services generating a schedule of all staff active on payroll and reconciling the schedule with last year’s staff roster and the current organization chart. Unfilled vacancies are included on the budgeted staff roster. The budgeted staff rosters are then distributed and approved by all cost center managers with instruction to verify: correct people, FTE, cost center assignment, supervisor, and vacancies.

Faculty personnel budget is calculated on credits sold based on FYE assumptions. This is reconciled to current faculty encumbrances and, along with the budget summary, provides guidance to Academic Affairs of potential adjustments needed in the upcoming year. Program prioritization and scheduling refine the areas of adjustment.

Academic affairs provides the business office a list of faculty with approved Reasonable Credit Equivalencies (RCEs) for the upcoming fiscal year. The average cost of salary and fringe per credit of full-time faculty is then multiplied by these credits and added to the total faculty personnel budget. An annual target is usually agreed upon and depending on budget constraints, enrollment, and institutional need, the amount can fluctuate year to year. The Business Office compiles all the detailed budget data into a single worksheet and the budget summary is created. The summary is reviewed by the Budget Committee and they provide recommendations for balancing the budget. This first draft is also reviewed with student senate and bargaining units. The Cabinet works to make the final budget revisions to balance the budget. These revisions are accounted for in the final budget worksheets before submission to the system office for board approval.

As is true of any budget, actual real-time needs call for budget adjustments. These adjustments may be in the form of a transfer; a decision is made to move funds from one cost center to another or a business decision is made to spend funds on non-operational items such as facility improvements. Non-operational spending coming from fund balance requires approval by the president and CFO.

All budget changes are done to current budget in ISRS so users can easily see differences between original and current budget. The current budget is what controls and limits purchasing and payroll encumbrances. IHCC further tracks budget changes through the use of user budgets. Budgets are classified and assigned to User Defined (UD) so that specific changes can be tracked in aggregate. Table 67 displays the definitions of UD budgets.

### Table 67: User Defined Budgets

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD1</td>
<td>New revenue/expense, new grants</td>
</tr>
<tr>
<td>UD2</td>
<td>Reserve releases</td>
</tr>
<tr>
<td>UD3</td>
<td>Transfers between CC within the same fund</td>
</tr>
<tr>
<td>UD4</td>
<td>Carry FWD, PO's FWD</td>
</tr>
<tr>
<td>UD5</td>
<td>Original Budget</td>
</tr>
<tr>
<td>Current</td>
<td>= Sum of UD budgets</td>
</tr>
</tbody>
</table>

The final result of the planning process is a balanced budget that supports the strategic initiatives of the institution. This is evidenced by the submission of the budget documents to system office by their required due dates. The budget process is comprehensive and permeates...
the entire institution through effective use of published schedules, JIRA workflow tool and meetings at all levels of the college.

The closed communication loop ensures that all employees understand their goals, how they align with the college’s strategy and budget amounts available to them to operate and achieve their goals.

**Tracking outcomes**

There are multiple resources for cost center managers to view the fiscal year’s budget and status of YTD spending. A final budget document called the “budget book” is printed, distributed and also posted on the Invernet. It contains the final budget summary document and detailed schedules for non-personnel budget and the staff roster. Non-personnel budgets are further archived within JIRA and a PDF version is saved to the shared-file server.

Budgets are also loaded in the institution’s Enterprise Resource Planning, ERP system, and the Integrated Student Records System, ISRS. The accounting module of ISRS contains the department-view query tool where users can access their cost centers and view, for current and historical years, the cost center budget, actual revenue, current encumbrances and YTD spending by object code and detailed transactions. Additionally, reports are generated at month end by the senior accounting officer and distributed via email to cost center managers. The department-view tool is available on demand in real time whereas the monthly reporting provides a snapshot at month end. As an additional benefit, the month-end reports promote a systematic review of performance against budget periodically throughout the year, thereby alerting managers to plan accordingly.

5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

The college’s response to Subcomponents 5.B.1 and 5.B.2 are addressed in its response to Core Component 2.C.1-4 (pages 27-31).

5.B.3. Administration, faculty, staff and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

Contractually, the Academic Standards and Affairs Council provides direction to the college president on all matters included in Academic Affairs. The structure of the council is prescribed, and college leadership and faculty are represented, as voting members. There is an expectation that proposals brought before the council are vetted with internal and external constituents as warranted. Proposals are reviewed on a first-read, second-read basis and the Academic Standards and Affairs Council minutes are circulated campus-wide to ensure the entire campus community is aware of and can comment on pending Academic Standards and Affairs Council proposals. Additional staff and faculty are invited as guests when relevant.

At the system level, Board Policy 2.3 Student Involvement in Decision-Making provides a procedure (Procedure 2.3.1 Student Involvement in Decision-Making) followed by IHCC to provide a mechanism to students for discussion, consultation and review. Students participate in collaborative representation through Student Senate, with the purpose of this being to, A) Serve as the official representative of the student body. The Student Senate shall advocate for students and serve as the voice of the student body to the college and
community, and B) Serve as a liaison to the college leadership, faculty and staff in any college matter that may concern the student body. Additional information about Academic Standards and Affairs Council can be found in Criterion Two.

The college maintains a current policy on policy development. IHCC Policy 1A.1.1 Policy Development states that: College policies are statements of institutional positions on issues. They both reflect and support the college's mission and values. While developed to guide institutional decisions or actions, they also may articulate the institution's compliance with external mandates, encourage efficient use of resources or promote consistency by those acting for the institution. College policies impact the entire institution and their applicability is not limited to a single institutional program/discipline.

The communication process for IHCC policies under review is as follows:

1. The Policy Committee may solicit input from various constituent groups in the policy development process.
2. The committee chair or designee will notify Faculty Shared Governance and Academic Affairs and Standards Council of policies under review.
3. Policies initiated by the college leadership to create or change existing policies affecting faculty members will be submitted in writing to the local MSCF for reaction before a final decision is made by college leadership.
4. Faculty Shared Governance or Academic Affairs and Standards Council may identify policies on which they want to provide input to the committee before the policy is disseminated to the college community for comment.
5. Academic Affairs and Standards Council will be invited to comment on all academic policies prior to dissemination to the campus community for comment.
6. During the college community two (2) week review any groups may also review policies as a team and submit feedback via the process developed for all campus community members.
7. Campus community feedback will be brought back to the Policy Committee for review.
8. Strategic Leadership Council will give final approval to policies.

When new policies are created or existing policies updated, they are communicated to faculty/staff via official email from the Policy Committee. An open comment period is provided during which faculty/staff can submit comments via email. Prior to the open review period, if applicable, policies are reviewed by Academic Standards and Affairs Council and Faculty Shared Governance Council. Comments received by the closing of the review period are reviewed by the Policy Committee and final approval is given by the Strategic Leadership Council. Policies that impact students are shared with Student Senate.

5.C. The institution engages in systematic and integrated planning.

5.C.1 The institution allocates its resources in alignment with its mission and priorities.
5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The College’s response to this Core Component 5.C.1 - 5 is addressed in detail in the Quality Highlights Report (pages 12-17) as an example of a new initiative for the college. Additionally:

- The college’s response to Core Component 5.A. provides information about resource allocation through the budget process. (5.C.1)
- Program Review processes, which include assessment of student learning and annual planning for academic areas, are described in Criterion Four. (5.C.2)
- The college’s recent strategic planning initiative is described in the Quality Highlights Report (5.C.3)
- Risk factors for the college are determined by the System and are detailed in 5.A.1 (5.A.4)
- The Strategic Planning process (Quality Highlights Report) includes an Environmental Scan and SWOT analysis with participation of internal and external stakeholders (5.C.5)

5.D. The institution works systematically to improve its performance.

5.D.1 The institution develops and documents evidence of performance in its operations.

Minnesota State, as part of its Strategic Framework, developed a set of metrics, the Strategic Framework Performance Metrics (SFPM) (QHR page 4). Currently, there are 21 metrics at the campus level that are updated annually by the System Research Office. The metrics are aligned with the Strategic Framework goals and are focused on outcomes. They are meant to drive performance to achieve the goals set for each campus, and are a component of the annual presidential performance evaluation. Results are also aggregated at the system, college and university levels so comparisons can be made. For each measure, historical data is provided, along with the goal for the measure set by the system office for the campus. Numbers are provided as well as percentages computed, as are additional contextual metrics helpful in understanding the metrics.

Inver Hills Community College has made progress since the 2014 portfolio in identifying information that it needs to systematically collect, analyze, and share to drive continuous improvement. The redesign of Program Review (Additional details can be found in 4.A.1), the creation of the Program Prioritization process that incorporates planning for academic units (Additional details can be found in the Quality Highlights Report and Core Component 4.A.1), the creation of a new Strategic Plan and a new Integrated Planning process for non-instructional units (additional details can be found in the Quality Highlights Report, pages 12-17) are all examples of this progress. New reports have been created to aid Enrollment Services in their work, and a full-time scheduling analyst position was added to provide more information to effectively manage the schedule. Further information about the Program Prioritization process creation and implementation, Program Review redesign, and Integrated Planning for non-instructional units are found in the Quality Highlights Report.

5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Since the 2014 portfolio, the campus has taken on several large initiatives detailed in this addendum and the Quality Highlights Report. These initiatives around creating new processes
and continuous improvement were not formalized as Action Projects. To better capture the work underway by the college, the Action Project process was redesigned. The new process is described in the Quality Highlights Report (page 8).

**Program Review** (Core Component 4.A.1, pages 62-67) models continuous improvement, with faculty feedback the primary driver of change. Feedback is collected at least twice each academic year from faculty. Most recently, following the January 2017 Academic Development Days, faculty were sent an online evaluation that asked about the recently added assessment coach positions, and asked several questions about the Program Review process. Responses will be discussed with the Assessment Steering Committee members and changes implemented as appropriate.

**Program Prioritization** (Core Component 5.A.2, pages 101-103) is still in its first cycle of implementation. A task force was recently created that will work with process improvement while the larger group connected to the project addresses the development of additional reporting tools.

**Integrated Planning** (QHR pages 12-17) has entered its second cycle, with preliminary plans for FY18 submitted in the fall. The annual planning tool was moved online for the FY18 budget cycle to make aggregation of plans possible.

The budget cycle for the upcoming fiscal year begins in February. The budget process has undergone extensive process improvement, as described earlier in Core Component 5.A, pages 88-108).

Inver Hills Community College has progressed in moving towards consistently using a plan-do-check-act (P-D-C-A) model, incorporating the model into both Program Review and Program Prioritization for academic units and integrated planning (non-academic units). The following are some examples of how P-D-C-A has been utilized on campus:

- Two developmental education pilots, one in math and one in English, are currently underway. The pilots were designed to shorten the time spent by students in developmental coursework by employing multiple measures for placement, including a non-cognitive assessment. Fall 2016 was the pilot semester and students did not participate in expected numbers. The data was reviewed and changes were made to the pilot for spring semester 2016 to gather data using the non-cognitive assessment in selected developmental courses and look for relationships between course success and assessment scores in the non-cognitive measure.
- The WriteNow! learning community pilot currently underway is also intended to shorten student time in developmental English by employing an Accelerated Learning Program (ALP) using co-requisites. Fewer than expected students participated in this pilot after its first semester of implementation, and faculty have been looking at data that may provide insight into increasing enrollment if the pilot is continued past its initial two-year commitment.
- A pilot planned for spring 2017 will use unique metrics in three non-academic areas to measure day-to-day effectiveness and identify emerging trends in a timely manner. Once the process has been finalized, a timeline for remaining non-academic units will be created.
- Faculty feedback was used to revise Program Review and Program Prioritization processes, including Academic Development Days.
• Budget-focused feedback has made the process more transparent and understandable, as outlined earlier in this document.
• When implementing the shared services model outlined on page 30, the trial period revealed that the model could not be applied seamlessly to any area extant on both campuses. Once feedback and discussion demonstrated that a particular shared service was not working, that shared service was discontinued.
• Supervisor feedback during the first mid-year Cabinet Review, part of the new Integrated Planning process (QHR 12-17), led to the decision by cabinet to reinstate supervisor-level meetings that had previously been held, but discontinued and previously described as Operational Team meetings in Category 8 of the 2014 portfolio. Beginning in February 2017, there will be a joint (IHCC and DCTC) Supervisory Conference to discuss how to leverage the strengths of each college and work together. There will also, beginning in February, be monthly supervisor workshops.
• In each operational annual plan, creators are asked to perform a plan-do-check-act continuous improvement process for up to three initiatives identified in their plan. We have not been through a full cycle of implementing this process, so we do not yet have examples of this.

Criterion Five Summary

Inver Hills Community College has made strong progress in satisfying the core components of this criterion. As a member institution of the Minnesota State system, IHCC maintains a fund balance greater or equal to 20% of the college’s general fund revenue. A Strategic Enrollment Management (SEM) will be in place May 2017 to address declining enrollment. The effectiveness of the IHCC budget process is continually measured in several ways, including a comprehensive, collaborative planning process involving all programs/disciplines and integration with the annual strategic plan. The introduction of the JIRA workflow tool significantly improved the budget process. A two-year budget summary will be adopted FY18 to further support strategic planning.

Infrastructure maintenance and improvements are informed by a Facilities Master Plan. A Program Prioritization process was instituted to rank and categorize all program/discipline areas across the college and then compare them to one another across the same set of criteria. All faculty and staff at the college undergo a rigorous hiring process to ensure exemplary qualifications and training.

Newly developed and implemented processes such as Program Review, Program Prioritization and Integrated Planning give IHCC the tools needed to systematically improve performance across all areas of the college and campus community.