Inver Hills Community College Overview

Surrounded by wetlands and wooded hills, the 90-acre campus of Inver Hills Community College (IHCC) features nine modern buildings situated around a central mall in a university-style setting with beautiful perennial gardens and a virtual arboretum of trees. The college is located in Inver Grove Heights, Minnesota, less than 10 miles from St. Paul, the state capital.

Inver Hills is one of 31 institutions in the Minnesota State higher education system. Students are primarily from Minnesota and western Wisconsin with most residing within 20 miles of the campus in Dakota and Washington counties as well as St. Paul. The college also enrolls international students from a dozen or more countries.

Degree, Diploma and Certificate Options

Founded in 1970, Inver Hills Community College offers 35 two-year degree options across 26 academic programs. The Associate of Arts (A.A.) with nine emphasis areas is one of the college’s most popular degrees. 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 (A.S.) 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, as well as those students who are pursuing a two-year degree in STEM-related programs such as biology, math, or engineering.

The Associate of Applied Science (A.A.S.) degree is designed for students wishing to launch a career as soon as possible. An A.A.S. degree 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 (A.F.A.) 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 glass, ceramics, sculpture, drawing, photography and painting. Both the Music and Theatre departments deliver opportunities to participate in live performances, the former in ensembles, the latter in college-production plays.

Inver Hills offers a diploma in emergency medical services and 25 certificates for students seeking to develop in-demand skills in specific career areas. Certificates are delivered in business, health care, English, human services, IT, legal careers and more.

Framework of the Quality Highlights Report

The Quality Highlights Report addresses the feedback provided for IHCC’s 2014 System Appraisal and the actions taken by IHCC in response to that feedback, including several initiatives that directly address the feedback and demonstrate IHCC’s commitment to continuous quality improvement. In addition, this report will describe IHCC’s progress on Action Projects.

Framework of the Portfolio Addendum

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

For the addendum, IHCC has chosen to focus on the Criteria for Accreditation and has organized the addendum around the five criteria, providing evidence of continued commitment to meeting all standards of quality.
IHCC Mission and Strategic Plan (2017-2020)

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

**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.

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

**Strategic Plan (2017-2020)**

**STUDENT & ACADEMIC SUCCESS**
Goal 1.1 Strengthen commitment to high-quality and innovative learning experiences that prepare students for transfer, employment, and lifelong learning.
Goal 1.2 Narrow the achievement gap. *
Goal 1.3 Increase student awareness of, access to, and understanding of institutional and community-based resources and services.
Goal 1.4 Strengthen awareness and availability of student financial resources.
Goal 1.5 Enhance our learning environments to anticipate the evolving needs of students.

**DIVERSITY, EQUITY & INCLUSION**
Goal 2.1 Create an equitable and inclusive environment that meets the social, cultural and academic needs of diverse communities.
Goal 2.2 Expand our ability to serve new and existing diverse communities to narrow the opportunity gap. *
Goal 2.3 Increase efforts to recruit, hire, and retain qualified, culturally competent faculty and staff.

**GROWTH & SUSTAINABILITY**
Goal 3.1 Provide students a high-quality education through responsible use of our human, financial, and technological resources.
Goal 3.2 Cultivate a student-focused campus culture and community through respect, shared trust and understanding.
Goal 3.3 Enhance our brand through the development of comprehensive enrollment management, IT and marketing plans.
Goal 3.4 Maintain the unique beauty of our campus and preserve its natural resources.
Goal 3.5 Develop, implement and improve a college-wide succession plan.

**INNOVATION & PARTNERSHIPS**
Goal 4.1 Become the ideal partner of choice for K-12, community, and employers.
Goal 4.2 Cultivate financial resources and programs.
Goal 4.3 Anticipate and respond to future needs for academic programming.
Goal 4.4 Build pathways through non-credit or credit stackable credentials, industry certifications, credit for prior learning and competency-based education.

* The opportunity gap refers to the inequitable distribution of resources and opportunities whereas the achievement gap refers to the inequitable distribution of educational results and benefits. The achievement gap exists because of the opportunity gap.

<table>
<thead>
<tr>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics include:</td>
</tr>
<tr>
<td>- 21 Strategic Framework Performance Metrics (SFPM) created and tracked by the Minnesota State Research Office for all campuses. Each metric has a yearly target established by Minnesota State.</td>
</tr>
<tr>
<td>- Metrics aligned with Charting the Future work plan</td>
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<tr>
<td>- Metrics established around Strategic Plan initiatives</td>
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<tr>
<td>- Metrics established as part of academic planning through Program Review</td>
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<tr>
<td>- Metrics established through the process of Program Prioritization</td>
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<tr>
<td>- Metrics established in conjunction with long-term plans</td>
</tr>
<tr>
<td>In development:</td>
</tr>
<tr>
<td>- Metrics created as part of annual work plans using Integrated Planning Process for nonacademic units</td>
</tr>
<tr>
<td>- Metrics aligned with the Minnesota State Long-Term Financial Sustainability Plan</td>
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</tbody>
</table>

IHCC’s mission is communicated through its website, catalog and other official publications as well as through displays in the entryways of main campus buildings. The mission, vision, values and strategic plan frame the actions of the institution in planning and assessment of outcomes.

**Actions taken based on the Systems Appraisal (2014)**

**Strategic Challenges and Accreditation Evidence**

IHCC submitted a Systems Portfolio in June, 2014, in the last review cycle using nine categories and category feedback using SS, S, O and OO. The following strategic challenges were identified in the Systems Appraisal Feedback Report:

- **Alignment of various initiatives to the strategic planning process and enhancement of outcomes in institutional effectiveness:** This is addressed in the section on Strategic and Integrated Planning, the section on Action Plans, and in the addendum.
- **Identify specific methods of analysis used for each data set collected to turn collected data into useful information:** This is addressed in the addendum (Table 39, page 65).
- **Identify steps to ensure that processes unique to the campus are systematic and comprehensive:** This is addressed in processes described for Integrated Planning (Addendum), Assessment (Addendum, Criterion three and Criterion Four), Program Review (Addendum, Criterion Four), and budgeting (Addendum, Criterion Five).

In the Systems Appraisal Feedback Report, no accreditation issues were noted by the team.

The evidence provided by IHCC in the 2014 Portfolio was found to be adequate, but could be improved in the following areas:

- **Criterion Four, Core Component 4B** — the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- **Criterion Five, Core Components 5A and 5C** — the institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future; the institution engages in systematic and integrated planning.
Additional evidence will be provided both in this report and in the Portfolio Addendum.

New Strategic Plan and Integrated Planning Process

After attending a Strategy Forum in spring 2015, IHCC identified the need to create a new Strategic Plan for the college. The need for a new Strategic Plan unique to the IHCC mission was also identified in the System Appraisal Feedback Report. The previous strategic plan expired in 2013. At the time of the portfolio, the campus was operating under the Minnesota State Chancellor’s Strategic Framework.

In AY 15–16, IHCC undertook an inclusive strategic planning process. The planning phase was initiated during the summer of 2015. Work began in earnest in September with the recruitment of committee members from all campus bargaining units and the student association. The faculty bargaining unit decided they would not send members to the strategic planning committee meetings. Faculty members, students, staff, and external constituents participated in the strategic planning process at various points, including the environmental scan and SWOT analysis as well as providing feedback to the committee on the draft of the strategic directions and goals.

To continuously improve the strategic planning committee meetings, attendees had the opportunity to provide process feedback at each meeting. Feedback was shared with the committee at the next meeting, along with any changes that would be implemented as a result. A timeline of the process is illustrated on the next page:
New AQIP Action Project Process
IHCC has changed its process for Action Projects. The new process was developed after a discussion with the Institutional Effectiveness Council (IEC) and aligns with the Integrated Planning process timeline described later in this document. The cycle will begin August 2017 with the return of faculty to the campus. While the IEC does not
meet May–August, there is a planning group within IEC (co-chairs, associate vice president of strategic initiatives, associate dean) who continue to meet and work during this time.

Action Projects are informed by: Institutional Priorities, the Master Academic Plan and other Campus plans, Program Review, Program Prioritization, and campus enrollment. Please see the table below for the schedule. Until this cycle begins, regular updates of Action Projects have been included as a standing item for the Institutional Effectiveness Committee (IEC) meetings.

<table>
<thead>
<tr>
<th>Month</th>
<th>Action Project Activity</th>
<th>Integrated Planning by department</th>
<th>Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Hold new Action Project kick-off meetings</td>
<td>College Annual Strategic Priorities identified and shared with Strategic Leadership</td>
<td>Program Review (PR) data shared with Academic departments; previous AY PR report from dean shared with faculty</td>
</tr>
<tr>
<td>September</td>
<td>Share any Action Project closeout plans and the new draft plans with IEC</td>
<td>Fall Review of current FY Annual Plan</td>
<td>Faculty begin new PR cohort year activities; continue implementation of Action Plans created in previous FY report</td>
</tr>
<tr>
<td>December</td>
<td>Cabinet update: Action Projects</td>
<td>Midyear Cabinet Review of current FY Annual Plan</td>
<td>Mid-year check-in with deans on Action Plan progress</td>
</tr>
<tr>
<td>January</td>
<td>Action Project owners report on progress at IEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Action Project owners report on progress at IEC</td>
<td>Spring Review of next FY Annual Plan</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Action Project owners report on progress at IEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Action Plan “owners” report out to IEC on current Action Projects. Recommendations made to IEC for either continuing or retiring current projects; recommendations on next FY Action Projects; IEC finalizes decisions at April meeting.</td>
<td>Close out of current FY annual plan</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Prepare close-out recommendations for Action Projects being retired</td>
<td></td>
<td>Faculty close-out of Program Review, submit report to dean</td>
</tr>
</tbody>
</table>
An additional process is currently being developed to launch ad-hoc (off-cycle) Action Projects that may emerge during the AY or over the summer.

**Recently Retired Action Projects**

**Curriculum Mapping and Outcomes Alignment:** The intent of this Action Project was to create clearer alignment of outcomes from course level through college-wide by providing a visual tool to ensure the alignment of outcomes with external stakeholder requirements, internal stakeholder needs, the program/discipline and courses. This was part of a larger initiative around improving course scheduling, which is addressed in the Portfolio Addendum as an early phase of the Program Prioritization process. Once created, the processes for curriculum mapping were institutionalized as part of Program Review, with the goals becoming part of the Master Academic Plan, Strategic Priority #2, Focus Area 2.4, Refine the model for curriculum mapping and integrate into the program review process, which has now occurred.

**Data-informed Decision-making:** The campus has grown substantially in the use of data for decision-making since the 2014 portfolio. The original goal of the action project was to identify existing sources of data and determine needs for data by end-users across campus. This project was undertaken in late 2013 with the intent of completion by the end of 2014. IHCC’s Systems Appraisal Feedback Report of September 2014 identified this topic as a strategic challenge for IHCC, stating “Identify specific methods of analysis used for each data set collected to turn collected data into useful information.” This was far too large a task for a single Action Project, as the team assigned to the project realized. What the college did, albeit informally, was identify and create specific data sets that aligned with the initiatives it has undertaken since the 2014 portfolio specific to the needs of end users. Examples of this include: the redesign of Program Review, which necessitated the creation of several new data sets for use by faculty in the new process; a course scheduling initiative resulted in the creation of new reporting around fill rates and saturation by Minnesota Transfer Curriculum (MnTC) goal areas for use by the deans in making decisions around scheduling; the Program Prioritization initiative led to the creation of several new metrics and data sets; and new reporting has been created around enrollment to address enrollment declines and better manage enrollment. While never formally captured in the Action Project itself, the college has nonetheless carried it out.

**Improving Leadership through High Impact Internal Communications:** The goals for this Action project were three-fold: 1) Improve communication between college leadership and employees; 2) Formalize communication methods; 3) Leverage technology to improve efficiency and access to communication and improve transparency. This Action Project was expected to change the following key aspects: 1) Processes and procedures to enhance college-wide communications; 2) A technology platform to support self-service communications methodology; 3) Templates for principles of meeting effectiveness. While the project met goals in improving email communication (key aspect #1) with the creation of campus-wide guidelines for email communication launched in January 2015 and in designing a SharePoint site for dissemination of information (key aspect #2) launched in April, 2015, it was, however, acknowledged by the plan sponsors that the first goal of the project was drawn too broadly to be feasible. Effective communication continues to be an opportunity for IHCC and is beyond the scope of a single Action Project.
New Continuous Improvement Projects
IHCC recently retired three AY2014-2015 Action Projects described above. IHCC also created and implemented multiple continuous improvement projects that were not official Action Projects in AY 2015-2016: Strategic Planning, Integrated Planning Phase 1, Program Review, Assessment, two-year budgeting process, and Program Prioritization Phase 1.

All of these projects have an embedded component of continuous improvement as well as systematic processes to continue moving Inver Hills further along the spectrum towards an integrated culture.

Current Action Projects
IHCC currently has three new Action Projects for AY 2016-2017 and launched a fourth in January 2017. Integrated Planning and Program Prioritization are addressing the next phases of these initiatives. The Action Project around the student complaint process was identified as an opportunity in the previous portfolio and during the preparation of the Federal Compliance materials. The Action Project around advisory committees was identified through the Program Prioritization process.

1. Student Complaint Process
2. Integrated Planning
3. Program Prioritization Annual Integrated Process (Phase 2 of Program Prioritization)
4. Advisory Committees (Launch in January 2017)

Institutional Response to Accreditation Evidence in Systems Appraisal Feedback
Feedback on Core Component 4B in Systems Appraisal, adequate but could be improved:

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

- The institution has clearly stated goals for student learning. Each Minnesota Transfer Curriculum (MnTC) goal has general education learning competencies; IHCC focuses general education on three campus-wide learning outcomes (CWLOs). Specific professional competencies and learning outcomes are developed for each program by faculty in the discipline, the Continuing Education/Customized Training (CE/CT) division, advisory committee members and external partners.
- IHCC has effective processes for assessment of student learning and achievement of learning goals. IHCC designs its assessment processes through compliance with the requirements of Minnesota State and processes driven by active on- and off-campus community participation. This has resulted in processes that have evolved from the IHCC SAAP developed in 1995, through identifying CWLOs, creating Rubrics, and developing pre-and posttests. The most recent step is participation in the HLC Assessment Academy.
- The institution’s processes and methodologies to assess student learning include the substantial participation of faculty in both the development and implementation of assessment. Changes often follow extensive conversations involving the campus community.

Campus Response to Systems Appraisal Feedback
The progress made in Assessment of Student Learning (outlined below) provides evidence of the commitment made since the submission of the portfolio both in moving toward becoming a learning-centered institution and in addressing the feedback around this Core Component. Currently, the processes around college-wide assessment and program review are aligned, with additional time needed in other areas of assessment to reach this stage. Program Review will provide the infrastructure to bring program and course-level assessment into alignment.

Further information around assessment can be found in the portfolio addendum, Core Component 4B.
Assessment of Student Learning

IHCC joined the HLC Academy for the Assessment of Student Learning in June 2013. Following the team’s attendance at the academy, the following goals for IHCC were identified:

1. Promotion of a culture of inquiry and a framework for assessment of student learning, including a continuous improvement cycle and campus-wide participation in assessment.
2. Development and implementation of processes to identify and collect data that will be used for comparison and trend analyses that lead to the continuous improvement of student learning.

Since the submission of the System Appraisal in June, 2014, IHCC has continued its participation in the academy and will be returning to complete its participation in June, 2017. To further the Student Learning Project, IHCC has done the following:

- Initially, a consultant worked with the assessment committee to guide them through the early stages of the journey, and as a result of that work, two Assessment Frameworks were completed—one that depicts alignment of outcomes through course, program and college-wide levels, accompanied by internal and external influences, and one that depicts assessment processes and the flow of assessment information.
- In 2014, IHCC joined the Multi-State Collaborative, an initiative to create meaningful evidence about how well students are achieving important learning outcomes. The MSC is designed to produce valid data summarizing faculty judgments of student work, and also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes important for all programs/disciplines. Supported by the State Higher Education Executive Officers Association (SHEEO) and the Association of American Colleges and Universities (AAC&U), nine states agreed to collaborate in the development of a different model for learning outcomes assessment, a model that is rooted in campus/system collaboration, authentic student work, and faculty curriculum development and teaching activity. The initiative entails uploading student artifacts into a software tool, where they are scored by faculty from participating campuses who have been trained in scoring to the rubrics (faculty receive a stipend for scoring following the training). The artifacts have been de-identified, and no faculty is given artifacts from their own campus to score, but faculty do score artifacts across all programs/disciplines. IHCC has maintained its participation through the pilot year (AY14–15), the demonstration year (AY15–16) and the current year (AY16–17). IHCC 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. Since the pilot year data was not meant as a benchmarking year, there was minimal sharing of results with the campus of aggregate results.
- An AQIP Action Project around Curriculum Mapping was completed, and through that project, curriculum mapping has been integrated into Program Review campus-wide.
- The characteristics that define IHCC as a learning-centered organization have been identified, along with measures taken from multiple sources. A report has been created that is updated yearly to gauge progress.
- Program Review has undergone major revisions and is now a five-year cohort model that includes program outcome assessment each year. There are specific data sets related to Program Review that provide three to five years of trend data to inform the process. New to the process in AY16–17 was the inclusion of assessment of Minnesota Transfer Curriculum (MnTC) goals by those areas not considered to be programs or producing <10 graduates per fiscal year (referred to as disciplines). Assessment data is contributed by faculty at the course level and compiled by goal area.
- A new Master Academic Plan was created and distributed to the campus in January 2015. Strategic Priority #2 of the plan is: “Construct more sophisticated outcomes assessment plans that facilitate intentional learning at the course, program and institutional levels.” Strengthening Program Review processes and identifying data sets to be used are focus areas of this priority.
IHCC joined the Minnesota VALUE Rubrics Project in fall 2015 and continues to participate in AY16–17. The collaborative is a group of ten public and private colleges and universities in Minnesota. The project is similar to the MSC in that it also uses VALUE rubrics, but expands their use to six outcomes, adding Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning. The project also looks at outcomes for three credit levels (25 percent, 50 percent and 75 percent of credits needed for associate degree completion). Additionally, participating faculty are asked to provide a difficulty rating for assignments used to produce their artifacts. The rating will be used in a parallel study by AAC&U into how assignment difficulty levels impact results. Student artifacts can be used for both MSC and VALUE Minnesota projects, as artifacts are all uploaded to the same pool, minimizing the burden on faculty. Faculty are encouraged to think about the entire process of course outcomes, program outcomes, and college-wide outcomes to try and maximize use of their artifacts across multiple platforms.

Two faculty have been given RCE (Reasonable Credit Equivalency) to act as coaches to faculty in AY16–17, one for Program Review and one for College-Wide Outcomes Assessment. Additionally, two faculty receive release time to act as coordinators, one for Program Review and one for College-Wide Outcomes Assessment. Time is given at each Academic Development (AD) day around assessment topics, and an assessment fair is planned for January 2017.

Feedback to Core Component 5A in Systems Appraisal, adequate but could be improved

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

The Systems Appraisal Report did not include specific feedback on Core Component 5A except indicating evidence was adequate but could be improved.

Campus Response to Systems Appraisal Feedback

Since 2014, IHCC has been working on creating a new two-year course schedule that will provide students the best opportunities to move through their program of study in a timely fashion while meeting the college’s need to effectively manage available resources. A one-year schedule has been created and launched, and the creation of the second year is underway.

As a continuation of the work done with scheduling, program review, and institutional sustainability, IHCC launched a Program Prioritization process for Academic areas in spring 2016. The process is grounded in specific data sets that form the criteria used in Program Prioritization. The criteria are grouped around the areas of student enrollment, efficiency and student outcomes. Areas of efficiency are financial-based and serve to identify where and how resources are being allocated.

More information on this process and the results of its implementation year can be found in the portfolio addendum (page 100).
Feedback to Core Component 5C in Systems Appraisal, adequate but could be improved

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

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

Campus Response to Systems Appraisal Feedback

The previous section on the new Strategic Plan and the new Strategic Planning process provides evidence that the campus has made significant progress in developing a new strategic plan. The section below describes how the college has aligned planning processes and provided planning tools that include a continuous improvement component in order to integrate and systematize our planning processes.

**Integrated Planning Process**

IHCC engages in multiple, integrated mission-driven planning processes. While planning has always occurred, systems assessment feedback indicated that the processes around planning could be more systematic and comprehensive. These changes have been occurring since 2015, beginning with the strategic planning process described previously in this document.

Leadership is firmly committed to this integrated planning process. While it is new, the infrastructure has been created to move the process into alignment in the near future. The planning process and the relationship to the mission, vision and values of the college is shown below.
Accountability Plans

These are plans developed by both internal and external stakeholders, providing the framework for long-term planning. They also deliver tools that ensure IHCC is making sound preparations for the future. Accountability plans include:

- Higher Learning Commission (HLC) Assumed Practices
- HLC Criteria for Accreditation
- Minnesota State Strategic Framework
- IHCC Strategic Framework Performance Metrics
- Minnesota State Charting the Future Work Plan/Quarterly Reports
- Minnesota State Long-term Financial Sustainability Plan

In June of 2016, Minnesota State issued a Report of the Workgroup on Long-Term Financial Stability. With this, IHCC was engaged in discussions surrounding regional demographics, state and local economic outlook, and potential changes to state financial assistance. The work of this external and internal focus group has been and will be used as a guide for IHCC in shaping the financial landscape both within the Minnesota State system and as a college.

IHCC Long-term Plans

These are plans that determine what IHCC prioritizes for the next three to five years. These long-term plans also provide a framework for IHCC’s annual plans (nonacademic units), and for Program Review (academic units). IHCC long-term plans include:

- College Strategic Plan
- Diversity and Inclusion Work Plan
- IHCC Marketing/Public Relations Plan
- Master Academic Plan
- Master IT Plan/IT Strategic Plan
- Master Facilities Plan
- Master Diversity Plan/Affirmative Action Plan
- Strategic Enrollment/Retention/Student Success Plan (under development)

IHCC Annual Plans/Annual Planning Process

Academic units participate in annual planning via Program Review (Addendum — Criterion Four).

Non-instructional areas of IHCC (also known as nonacademic support services) are expected to participate in an annual planning process as part of IHCC’s ongoing commitment to systematic, integrated planning and continuous improvement. These annual plans operationalize how the objectives of other plans, including the Strategic Plan, Accountability plans, and IHCC long-terms plans are met. Instructional areas conduct their planning through the annual Program Review process.

There are two phases to the annual non-instructional unit planning process: The Initiatives and Results Plan and the Continuous Improvement Plan.

1. PART ONE: INITIATIVES AND RESULTS PLAN

Purpose

The annual Initiatives and Results Plan for each non-instructional unit is intended to outline all the initiatives, expected results and actual results of the department for the fiscal year as well as how each plan links to IHCC’s long-term plans (College Strategic Plan, Master Academic Plan, Master Facilities Plan, Master IT plan, Master Diversity Plan, Strategic Enrollment/Retention/Student Success Plan), the resources required to implement the
initiative (including assistance from other departments and human, technology, and financial resources), and the owner and expected timeline for the initiative. Supervisors and/or directors in consultation with supervisees/team members are expected to create the Initiatives and Results Plan. Supervisors/directors are expected to use the Initiatives and Results Plan to measure progress on initiatives and to develop goals for supervisees/team members. While the number of initiatives is not limited, if more than three are underway, only three will be evaluated in the Continuous Improvement Plan.

Examples of types of initiatives include, but are not limited to, the following:

- Student success and access
- Collection and analysis of research/data
- Customer service
- Process efficiencies
- Technology tools/applications
- Communication and collaboration with both internal and external community members
- Learning and growth of employees
- Facilities

2. PART TWO: CONTINUOUS IMPROVEMENT PLAN

Purpose

The annual Continuous Improvement Plan for each non-instructional unit is intended to demonstrate that the non-instructional unit actively reviews results of up to three initiatives identified in their Initiatives and Results plan each fiscal year. Ongoing review of results will result in continuous improvement across campus, ensuring IHCC continues to meet the needs of its constituents. Continuous improvement and the review of results is intended to be a vehicle through which the college can honestly evaluate the results of efforts and use those results to continuously improve and inform.

ANNUAL PLANNING PROCESS CYCLE AND TIMELINE

The annual planning process cycle for non-instructional units is designed with the idea that plans are not static documents to be developed once a year and placed on a shelf until next year; plans are dynamic living documents that require review and adjustment throughout the year. The annual planning process is also designed to be proactive in that plans for the next fiscal year (FY) are drafted 10 months in advance in conjunction with the development of FY budgets.

Plans are created by supervisors and/or directors in consultation with supervisees/team members. Plans are then sent to the plan approver (generally a cabinet member). At mid-year (December), a review of all plans occurs with the cabinet (college president, vice president of academic affairs/provost, vice president of student affairs, vice president/CFO, CHRO, vice president of strategic alignment, and associate vice president of strategic initiatives) as a check-in on the progress of all of annual plans.

Discussion with the plan owners will focus on: steps taken to reach goals, results to date/need to adjust goals, obstacles encountered, and next steps. Discussions were first held in December 2016 and one of the results was identifying the need to resume supervisor-level meetings, which had been discontinued in the previous FY. HR will hold the first supervisor training during spring semester 2017. The process of sending reminders, tracking submissions and providing a tool for submission of plans is managed electronically through JIRA, a project management software. After 2017, the general cycle will be as shown below in Figure X.
Annual Plans for FY2016 were created using Word templates and were submitted using JIRA. Attempts to aggregate the data across the campus proved difficult, and a new process for collecting planning documents was identified. Qualtrics, the survey software already used by IHCC, was utilized to create an electronic platform for submitting annual plans. The new platform was piloted prior to opening it for the fall submission of FY2018 annual plans. Thirty-two plans were submitted using the new plans, with some plan creators choosing to use the still-existing method of uploading Word documents through JIRA.

Use of the Qualtrics platform gives IHCC the ability to aggregate results and create reports across the campus for use by the Cabinet showing what initiatives are underway and what strategic directions are being addressed.

The table below lays out the planning process and demonstrates the relationships between Planning, Continuous Improvement/Assessment, and Budget for three levels of planning: Academic, Nonacademic support, and College.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>College</th>
<th>Nonacademic support Departments</th>
<th>Academic Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2016</td>
<td>FY2017 Budget Committee reviews and approves process and forms for budget packets</td>
<td>Spring Review of FY2017 Annual Plans tied to FY2017 Budget; Update FY2017 Continuous Improvement Plans</td>
<td>Deans and directors receive budget spreadsheets. They develop timeline to gather input from faculty, who use previous FY budget as baseline.</td>
</tr>
<tr>
<td>February 2016</td>
<td>FY2017 Budget instruction and packets distributed to VPs and dept./cost center managers</td>
<td>Deans and directors develop timeframe between February and March to gather input from faculty and/or staff, submit initial budget, review and recommend final FY2017 budget to submit to Finance</td>
<td></td>
</tr>
<tr>
<td>March 2016</td>
<td>FY2017 Budget packets due back to finance; Finance prepares FY2017 budget; Budget Committee meets and reviews summary then makes recommendation to Executive Team</td>
<td>Deans submit initial budget to CAO by mid-March with items prioritized by A (must have), B (not essential) and C (Discretionary), with a draft sent to CFO by late March</td>
<td></td>
</tr>
<tr>
<td>April 2016</td>
<td>First draft FY2017 budget reviewed with Student Senate, MSCF, AFSCME, MAPE and MMA; FY2017 Cabinet finalizes FY2017 budget &amp; submits budget to Minnesota State Board of Trustees for approval</td>
<td>Final end of year report on FY2016 College Goals; Close out 2016 Annual Plans, complete FY2016 Continuous Improvement report</td>
<td>Submit Program Review report for AY15-16 to dean Preliminary budgets ready by end of May</td>
</tr>
<tr>
<td>May 2016</td>
<td>College president and system chancellor review progress on FY2016 College goals; college president and chancellor discuss FY2017 College Goals (includes Strategic Framework Performance Metric goals and specific focused goals for IHCC.</td>
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<tr>
<td>June 2016</td>
<td>FY2017 College Annual Strategic Priorities communicated with Strategic Leadership Council</td>
<td></td>
<td>Budgets finalized</td>
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<tr>
<td>July 2016</td>
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<tr>
<td>August 2016</td>
<td>FY2017 College Annual Strategic Priorities communicated with Strategic Leadership Council</td>
<td>Fall review of FY2017 Annual Plan based on fall enrollment</td>
<td>AY 16-17 Program Review cycle begins</td>
</tr>
<tr>
<td>September 2016</td>
<td>Proposed FY2018 budget calendar reviewed and discussed at Student Senate, MSCF, AFSCME, MAPE, MMA</td>
<td>Fall review of FY2017 Annual Plan based on fall enrollment</td>
<td>Review and revise FY2017 Department Plan and Goals tied to FY2017 budget</td>
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<tr>
<td>October 2016</td>
<td>Proposed FY2018 budget calendar reviewed and discussed at Student Senate, MSCF, AFSCME, MAPE, MMA</td>
<td>Creation of FY2018 Annual Plans; FY2018 Continuous Improvement Plans developed.</td>
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<tr>
<td>November 2016</td>
<td>FY2018 Budget calendar dates finalized; Budget committee recommends FY2018 budget Guidelines and Assumptions</td>
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<td>December 2016</td>
<td>Finance prepares FY2018 budget scenarios from Guidelines and Assumptions; cabinet approves FY2018 budget projections, principles are provided to guide the balancing of the operating budget</td>
<td>Midyear Cabinet Review of FY2017 department plans and goals</td>
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<tr>
<td>Timeline</td>
<td>College</td>
<td>Nonacademic support Departments</td>
<td>Academic Departments</td>
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<tr>
<td>January 2017</td>
<td>FY2018 Annual Environmental Scan and SWOT analysis with internal and external stakeholders; FY2017 Budget Committee reviews and approves process and forms for budget packets</td>
<td></td>
<td>Deans and directors receive budget spreadsheets. They develop timeline to gather input from faculty, who use previous FY budget as baseline.</td>
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<tr>
<td>February 2017</td>
<td>FY2018 Budget instructions and packets distributed to VPs and dept./cost center managers</td>
<td>Spring Review of FY2018 Annual Plans tied to FY2018 Budget; Update FY2018 Continuous Improvement Plans VPs and directors develop timeframe between Feb. and March to gather input from staff, submit initial FY18 budget, review and recommend final FY2018 budget to submit to Finance</td>
<td></td>
</tr>
<tr>
<td>March 2017</td>
<td>FY2018 Budget packets due back to finance; Finance prepares FY2018 budget; Budget Committee meets and reviews summary then makes recommendation to cabinet</td>
<td>FY2018 plans reviewed in conjunction with budget plan development</td>
<td>Deans submit initial budget to CAO by mid-March with items prioritized by A (must have), B (not essential) and C (Discretionary), with a draft sent to CFO by late March</td>
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<tr>
<td>April 2017</td>
<td>First draft FY2018 budget reviewed with Student Senate, MSCF, AFSCME, MAPE and MMA; FY2018 cabinet finalizes FY2017 budget &amp; submits budget to Minnesota State Board of Trustees for approval</td>
<td>Final end of year report on FY2017 College goals; Close out FY17 annual plans; Complete FY2017 end of year Continuous Improvement report</td>
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<tr>
<td>May 2017</td>
<td>College president and system chancellor review progress on FY2017 College goals; college president and chancellor discuss FY2018 College Goals (includes Strategic Framework Performance Metric goals and specific focused goals for IHCC)</td>
<td>Submit AY 16-17 Program Review report to dean Preliminary budgets ready by end of May</td>
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<td>June 2017</td>
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<td>August 2017</td>
<td>FY2018 College Annual Strategic Priorities communicated with Strategic Leadership Council</td>
<td>AY 17-18 Program Review cycle begins</td>
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<td>September 2017</td>
<td>Fall review of FY2018 Department Plan and Goals tied to FY2018 budget</td>
<td>Review and revise FY2018 Department Plan and Goals tied to FY2018 budget</td>
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</tbody>
</table>

Inver Hills Community College is committed to continuous quality improvement. The evidence presented in this quality highlights document confirms our college’s resolve to serve our students and stakeholders through assessment, strategic planning, communication and data-informed decision-making.

Inver Hills has taken significant positive action to integrate the guidance provided by 2014 Systems Appraisal Feedback Report. That action underscores the college’s standing as a quality institution in terms of the Criteria for Accreditation. The college has addressed criteria feedback in the portfolio addendum.