Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document.

The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: Inver Hills Community College

Main contact in the financial aid office: Scott Rolke

Number of staff members in the financial aid office: 4.5

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: 2 staff attended the US Department of Education training in December of 2015

Assignment of Credits, Program Length and Tuition

1. Complete the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*. Submit the worksheet and the attachments listed in it as **Appendix A**.

2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

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The Minnesota State College and University System, MN State, possesses the authority to review and approve degree and certificate programs for its member colleges and universities.

Inver Hills Community College is a two-year comprehensive community college with open access to enrollment. Offerings include occupational and general education areas of study that transfer to four-year colleges and universities. Key instructional programs include the AA degree in Liberal Arts and Sciences as well as certificate, diploma and associate degree programs in the following areas:

- Nursing
- Criminal Justice and Law Enforcement
- Contemporary Business
- Human Services Worker
- Paralegal
- Emergency Medical Services

Associate of Arts degrees are 60 credits and contain three parts:

MN Transfer Curriculum (40 credits)

Health & Physical Education (2 credits)

Electives (18 credits)

Associate of Arts with emphasis 60 credits

The A.A. with emphasis allows students to prepare for a chosen major in a bachelor's degree program. Students complete the Mn Transfer curriculum and incorporate specific requirements for the identified emphasis area. Each emphasis area has articulation agreements with an identified 4 year partner. Students are encouraged to meet with an academic counselor or advisor to carefully plan their course sequence. Emphasis areas at IHCC are; Anthropology, Biology, Chemistry, English, Gender and Women Studies, History, Mathematics, Political Science, Psychology.

Associate of Applied Science (AAS) 60 - 75 credits

In the A.A.S. degree, typically one-half of the credits will come from coursework in a program area; one-third will come from general education and liberal arts coursework. The balance of credits will come from either a program area or general education, depending on the specific major.

Associate of Fine Arts (A.F.A.) 60 - 68 credits

Designed for transfer, our Associate of Fine Arts, or A.F.A., degree is designed to establish students in one of three fundamental artistic pursuits: Art, Music and Theatre. The Art department provides instruction in six important focus areas, including ceramics, drawing, glass, photography, 3D artwork, sculpture 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.

Certificates: Inver Hills Community College offers certificates that range in credit from 5 - 30 credits, in the following disciplines; Business, Criminal Justice, English, Health Care, Information Technology, Child Care, Human Services, Legal Administrative Assistant and Paralegal.
https://www.inverhills.edu/DegreesAndPrograms/Certificates/index.aspx

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Assignment of Credits

Inver Hills Community College offers undergraduate courses and programs in alignment with Minnesota State Colleges and Universities policy 3.36 Academic Programs, and Procedure 3.36.1

Definition of Student Credit Hour (MN State Procedure 3.36.1, Part 2, Subpart P, Q)

1.   An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than -
a. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, such as in distance learning environments; or
b. At least an equivalent amount of work as required in paragraph (1.a.) of this definition for other academic activities as established by the system college or university including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

MN State Procedure 3.36.1 Academic Programs   Part 3 Authorized Academic Awards, Authorized Academic Awards, Sub part B Academic Award Attributes
1.   Undergraduate Certificate. An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program. An undergraduate certificate may have an occupational outcome or address a focused area of study.

An undergraduate certificate shall not have emphases.

At least one-third of the credits in the undergraduate certificate shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college or university.

An undergraduate certificate less than 9 or more than 30 credits in length may be approved when the academic program prepares an individual for employment and the length or the designation as a certificate is (1) required by an employer, a licensing body or other regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.
2.   Diploma. A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.

A diploma may have one or more emphases of at least 9 credits when there are at least 30 credits in the major that are common to the emphases.

A diploma may be individualized according to the standards outlined in Part 5. Subpart C, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.

At least one-third of the credits in the diploma shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college.

A diploma of more than 72 credits in length may be approved when the academic program prepares an individual for employment and the length is (1) required by an employer, a licensing body or other

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regulatory agency, accrediting association, or board, or (2) based on a formal task analysis conducted within the previous three years and the results endorsed by an advisory committee.

3.   Associate of Arts Degree. An associate of arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting college or university.

An associate of arts degree requires completion of at least a 40 credit curriculum that fulfills the Minnesota Transfer Curriculum goal areas.

The associate of arts degree program is named Liberal Arts and Sciences.

An associate of arts degree may have one or more emphases of at least 9 credits each in liberal arts and science fields, provided there is an articulation agreement with a related baccalaureate major offered by one or more system universities.

At least 15 credits in the associate of arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

4.   Associate of Fine Arts Degree. An associate of fine arts degree is a named degree awarded upon completion of a 60 credit academic program in particular disciplines in the fine arts.

An associate of fine arts degree is designed to transfer in its entirety to a related fine arts discipline baccalaureate degree program. An articulation agreement with a related baccalaureate degree program at a regionally accredited university is required. A system college shall pursue an articulation agreement with a system university before establishing an articulation agreement with a non-system university.

An associate of fine arts degree program may be individualized according to the standards outlined in Part 5, Subpart F. Associate of fine arts individualized studies degree programs do not require an articulation agreement.

An associate of fine arts degree requires a minimum of 24 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum. Requirements for the following disciplines have been adopted.

Art. An associate of fine arts degree in art requires the minimum of 24 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.

Music. An associate of fine arts degree in music requires at least 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.

Theatre arts. An associate of fine arts degree in theatre arts requires completion of the entire Minnesota Transfer Curriculum with a minimum of 40 credits.

An associate of fine arts degree shall not have emphases.

An associate of fine arts degree program may be individualized according to the standards outlined in Part 5, Subpart F, to provide a student an opportunity to design an academic program to meet specific academic or occupational goals that cannot be met by current program offerings.

At least 15 credits in the associate of fine arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

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A waiver may be granted to exceed a length of 60 credits when (1) the waiver criteria in Part 3, Subpart C, are met and (2) an articulation agreement specifies the transfer of a greater number of credits.

5. Associate of Science Degree. An associate of science degree is awarded upon completion of a 60 credit academic program in scientific, technological, or other professional fields.

The associate of science degree is designed to transfer in its entirety to one or more related baccalaureate degree programs. A college shall pursue an articulation agreement with one or more system universities before establishing an articulation agreement with a non-system university.

An associate of science degree program may be individualized according to the standards outlined in Part 5, Subpart F. Associate of science individualized studies programs do not require an articulation agreement.

An associate of science degree may address a single specialty or a set of allied specialties such as, but not limited to, (1) agriculture, (2) business, (3) computer and information sciences, (4) education, (5) engineering, (6) engineering technologies, (7) environmental sciences, (8) health sciences, and (9) natural sciences.

The associate of science degree requires a minimum of 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum.

An associate of science degree shall not have emphases.

An associate of science degree may be individualized according to the standards outlined in Part 5, Subpart F, to provide a student an opportunity to design an academic program to meet specific occupational goals that cannot be met by current program offerings.

At least 15 credits in an associate of science degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the system college or university.

A waiver may be granted to exceed a length of 60 credits when (1) the waiver criteria in Part 3, Subpart C, are met and (2) an articulation agreement specifies the transfer of a greater number of credits.

3. Are there any differences in tuition for specific programs?

☒ Yes

☐ No

If so, please identify the programs and explain the rationale for the difference in tuition.

Higher tuition rates are charged in five programs, namely Nursing, Information Technology, Paramedic, Education and Human Services. The higher tuition rates offset the higher cost of instruction for these programs.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

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Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

Inver Hills Community College fields complaints/grievances from students at both the formal and informal levels. Students who have informal complaints typically voice concerns to front line staff. At that point, if a simple resolution seems likely, the student will be directed to the appropriate resource. These types of informal complaints are not currently tracked. For student concerns that require a more formal resolution, the college staff and faculty support students in filling out the college complaint tracking form, designed to ensure accurate tracking and routing through the resolution stage .

Subpart B of the policy states; Complaint is a written claim made by a student using the Inver Hills Student Complaint Form, alleging improper, unfair, or arbitrary treatment or action taken by an Inver Hills employee or student. The nature of the complaint dictates which college policy/procedure will govern the resolution process. The actual student issue supported by Policy 3.8: Complaint/Grievance policy/procedure (see Appendix B) may be govered by different policies at the college. Historically, many of the complaints center around issues related to two primary policies; Educational Policy 3.6 Student Code of Conduct which contains academic integrity and academic renewal policies and the Educational Policy, 2.13 Grade Appeal Policy. Other areas of concern may also be addressed in the complaint and grievance process .

The college views complaints as an essential component of the quality improvement process and works to resolve them at the lowest possible level. Based on feedback in the 2014 Portfolio, IHCC will undertake an Action Project in September of 2016 specific to improving accessibility to the complaint process, automating the processing of the complaints and integrating systematic review of the complaints to identify themes and address systemic improvement. Currently, complaints/grievances are collected and addressed at two levels - at the individual complaint level, and then through the annual review. The annual review is scheduled to take place twice a year, in January and June. A cross functional team including student affairs leadership & staff and academic affairs leadership and staff participate in the review process.

Complaint Procedure
A complaint is an informal claim regarding alleged improper, unfair, arbitrary or discriminatory treatment. Any student or group of students may file a complaint concerning any campus issue and discuss it with the appropriate employees or administrators. A formal complaint is one submitted in writing using the college complaint tracking form and/or written grievance form. An informal complaint is one that does not reach the level of being submitted in writing using the college complaint tracking form and/or the written grievance form. A complaint may constitute a grievance if the issue is not mutually resolved, and the complaint falls within the description of a grievance. A greivance is defined as; a written claim made by a student using the Inver Hills Student Grievance Form, alleging improper, unfair, or arbitrary action by an Inver Hills employee involving the application of a specific provision of an Inver Hills or MnSCU policy or procedure.

Inver Hills Community College has the opportunity to be more effective capturing informal complaints that are resolved at the lowest level - often during conversations. One component of the AY 16-17 Action Project will be to determine which informal compliants are able to be tracked and effective strategies for capturing informal complaints that are resolved at the lowest level. Current IHCC documents complaints and their resolutions only when the student files the complaint paperwork.

The process reads;

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Step 1 - Student confers with involved faculty/staff member in order to resolve issue informally. If complaint is not resolved, student may submit complaint to employee's supervisor. Supervisor will attempt to reach mutually acceptable resolution.

Step 2 - If an unresolved complaint meets the definition of a grievance, the student may submit written grievance to the appropriate administrator. The administrator discusses grievance with student and affected employee. If grievance is resolved decision is documented. If unresolved, administrator provides written answer to student.

In accordance with Minnesota State policy and procedure language, a grievance and complaint are defined as followed:

Complaint- An oral or written claim concerning a college or university issue brought by a student alleging improper, unfair, or arbitrary treatment.

Grievance- A written claim raised by a student alleging improper, unfair, or arbitrary action by an employee involving the application of a specific provision of a college or university rule/regulation or a board policy or procedure. This policy does not apply to those college/university rules or regulations or to board policies or procedures that include an appeal or grievance process.

Through the holistic review of our student complaint process we have identified some inconsistencies related the complaint/grievance terminology used on our student complaint forms, policy, and procedure. Cleaning up the terminology inconsistencies, and using consistent language that students easily can understand will be a focus of the current action project. For the purposes of the complaint tracking form, both complaints and grievances are submitted using the form. One form is used for both types of issues. The college has attempted to create a simplistic process for students to provide feedback to the institution(complaint submission).

Step 3 - If grievance is unresolved, student may submit written grievance to the college president. The president or designee meets with student in attempt to resolve issue. The president then makes a decision, that decision is final.

Between 2009 - 2016 Inver Hills has had 203, documented formal complaints.

Action Project Accomplishments to Date:

Identified the student complaint process as an AQIP Action Project.

Identified the Action Project committee membership. The areas represented on the committee include: Dean of Students, Academic Dean, Academic Counselor, Director of Enrollment Services/Registrar, IT staff person, HR staff person.

Analyzed current student complaint process, tracking system at IHCC.

Established administrative ownership of the student complaint process to the Dean of Students/Enrollment Management position.

Identified some immediate action items including the establishment of an interim student complaint process workflow, electronic tracking system with additional tracking fields, and a tentative semi-annual review schedule of all complaints

Gathered and reviewed the student complaint process/policies/forms at other Minnesota State peer institutions.

Committee chair has met individually with each member of the committee to discuss action project goals and get to get input from each of the departments represented on the committee.

Established Action Project committee meeting schedule for spring semester. The first meeting is scheduled for Tuesday, January 17th, and the committee will meet every two weeks during spring semester.

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5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

The full text of the student complaint policy 3.8 is located on the Inver Hills forms page and available at https://www.inverhills.edu/CollegeForms/pdfs/StudentComplaintForm.pdf

Complaint and grievance data summaries information is located in Appendix B and C

https://inverhills.edu/Policies/pdfs/Campus/3.8ComplaintsGriev.pdf

Procedure/Form

https://inverhills.edu/CollegeForms/pdfs/StudentComplaintForm.pdf

or attach as **Appendix B**.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

As noted in the 2014 AQIP Systems Portfolio, this is an area of opportunity at IHCC. Inver Hills has opened an action project designed to address complaint process data collection and the resulting processesa and systemic improvements that result from a bi annual review process. The current process is identified below.

The college Deans, Vice Presidents, and/or President is made aware of any individual complaints in any of their areas of responsibility, via circulation of the paper based complaint form. Currently, this notification is on a rolling basis as the complaints arize. There is an expectation for each administrator to explore opportunities for improvement that are identified through review of the individual level student complaint process. Student complaints addressing a specific employee or group in an adminsitrators area of responsibility are addressed directly with the specific employee or group. When student complaints address an individual or group that cross departmental reporting lines, the adminstrators with responsibility work together to resolve the complaint and determine any institituional changes that should be made.

The action project related to the complaint process intends to improve not only student access but continuous quality process improvement by reviewing cumulative complaint details each semester in integrated, cross functional meetings. In additon, Inver Hills Community College administrative team is developing a process calendar that maps annual meetings where key issues and processes are expected to be discussed. This would include annual reviews of compiled complaints at the cabinet level, and bi annual reviews by the Deans and Directors & Student Affairs teams. To date, the administrative team has reveiwed the Student Complaint action project charter, conducted intital review of other M State complaint processes and identified key meetings where complaints will be discussed and tracked on a biannual schedule. During the 2016-17 academic year, the academic deans will use the complaints to provide feedback and direction for process inprovements.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirement: Assumed Practice A.4.

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Publication of Transfer Policies

8. Where are the institution's transfer policies published?

   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 on the Transfering to Inver Hills tab of the Transfer page or can be found at https://www.inverhills.edu/Transferring/index.aspx

   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 content that explains the 40 credit liberal arts curriculum that transfers to all system universities as well as the University of Minnesota. Information about transfer policies is located on the Inver Hills website and can be found at http://mnscu.edu/board/policy/321.html

   https://www.inverhills.edu/Policies/pdfs/Academic/TransferCreditPolicy.pdf

   Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.].)

   Articulation Agreements are formal agreements between two or more colleges and universities to accept credits in transfer toward a specific academic program. Articulation Agreements are generally for specialized professional or technical programs offered at colleges (e.g., Associate of Science (A.S.), Associate of Fine Arts (A.F.A.), Associate of Applied Science (A.A.S.), diplomas, certificates) that can be applied to a specific program/major at the receiving university. Inver Hills maintains a comprehensive list of articulation agreements at http://www.mntransfer.org/students/plan/s_agreements.php. There is a link to this page from the Transfer page on the college website.

   Program specific articulation agreements are also listed on the "Transfer" tab for each major on the college website.

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Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

Inver Hills maintains a database of course equivalencies in DARS. DARS is an acronym for Degree Audit Reporting System. DARS is the leading, degree audit software that allows students to assess degree progress. A DARS report shows all of the requirements needed to receive a degree, and which courses are used to satisfy those requirements. DARS is a self-advising tool that greatly simplifies the preparation of student transfer and graduation. It is an automated process for tracking academic progress toward completing a degree at Inver Hills. DARS is accessible to students and the public through the Transferology website.

Inver Hills uses the TES (Transfer Evaluation System) as a database for researching credit and course data from institutions of higher education. It allows quick location of course descriptions to ensure timely transfer evaluation.

A summary of IHCC transfer credit inforamtion is provided below.

Academic Year (Fall/Spring/Summer) Credits	Transfer Credits Accepted	Students Receiving Transfer Credits
10-11	16701.82	4175
11-12	15394.28	3925
12-13	19096.38	3958
13-14	16039.65	3786
14-15	12021.5	3916

The Minnesota Transfer Curriculum 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 ten 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 which 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.

It is the responsibility of each institution's faculty to review their current approach to general/liberal education, to assess it in light of the MN Transfer Curriculum, and to determine 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

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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 of the liberal arts curriculum are reviewed by program deans in conjunction with their faculty to determine course equivalency.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

The evidence is contained in our database of transfer equivalencies which is accessible through the Transferology website at https://www.transferology.com In addition, the system offices at Minnesota State collect trasnfer information by college. The IHCC course transfer rate is included in Appendix F.

In addition, Appendix F provides the reader with several examples of transfer using redacted student transcripts.

 or attach as **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

Related HLC Requirement: Assumed Practice A.5.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

    ☒ Yes

    ☐ No

12. How does the institution verify the identity of students enrolled in these courses?

The Minnesota State Colleges and Universities' Identity and Access Management program (IAM) is an ongoing initiative to streamline access to IT services and at the same time, improve security of information and systems. IAM projects will result in standards, practices, and technical infrastructure to provide the right access for the right people at the right time.

An important part of the program is StarID: a single, system wide login credential used to access campus and enterprise level IT systems.

Identity management is all of the following:

•   A life cycle activity that involves the establishment, maintenance and retention or deletion of identity information, like first and last name, social security number, password, and the like.

•   An integrated system of business processes, policies and technologies that facilitates business-critical control activities related to physical and logical access.

Access management is all of the following:

•   The control exerted over someone's ability to see, use, change, or delete applications or resources, or to access system or application functionality.

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- Involves the regulation and restriction of user access to controlled information and functionality.

Putting the two definitions together reveals Identity and Access Management as the coordination of policy, business needs, data and technology with the goal of developing a standardized system used to facilitate secure yet simplified access to all MnSCU affiliated technology systems so that MnSCU can provide the right access for the right people at the right time.

The StarID is a username with the goal of replacing many login IDs with one ID, one password, everywhere. Once activated, the StarID and password can be used anywhere that accepts StarID. It is unique across the Minnesota State Colleges and Universities system, so it can be used at more than one school.

Student identity is verified at both the institutional and classroom levels at IHCC. As an institution, IHCC uses a unique identifier system, (MnSCU Star ID) assigned to each student. An IHCC student identity is verified through a single set of log-in credentials (MnSCU StarID system), An individually unique student identifier (StarID) is created at the time of student orientation as part of the IHCC / MnSCU registration process.

Each student is assigned the personal unique identifier (MnSCU StarID). The students MnSCU StarID requires a "hardened" password, password policy requires the password to be changed on a regular scheduled basis, cannot be a re-used recent password, and needs to consist of alpha - numeric - special characters. A Student account is managed by group policy rules around enrollment and course start dates

Students must use their unique StarID user name and password to access all IHCC I.T. related services, including their course components in D2L Brightspace, student email accounts, course registration, classroom and lab computers, library services, and network printing services.

The college uses the same authentication systems and protocols for distance delivered courses as it does for face-to-face courses. This includes required authenticated registration and access to the learning management system (D2L Brightspace), which requires a StarID and password.

At the instructor level, faculty use a variety of authentication strategies imbedded in their courses throughout the semester. These include; multiple versions of writing assignments, video conferencing, audio and visually recorded assignments, small group work and interactive discussion forums.

Moving forward, M State System Office and the Campus CIO group have discussed a "2-factor" authentication process for access to M State/ campus resources using StarID. There is no timeline for this plan but it would be implemented across M State for StarID.

The second factor authentication process in discussion is as follows:

Factor one:

Enter StarID

Enter StarID password

Factor two:

Identify a pre-selected photo or the answer to a secret question

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

☐ Yes

☒ No

14. What are these additional costs?

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there are no additional costs assigned

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

there are no additional costs

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

Verification of students accessing online courses is managed through the MnSCU StarID credentialing process.

IHCC has in place Policy 2.7 Student Data Practices Policy. The policy statement reads; Minnesota State Colleges and Universities comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, 34 CFR 99; the Minnesota Government Data Practices Act, (MGDPA) Minn. Stat. Ch `13, Minn Rules Ch 1205, and other applicable laws and regulations concerning the handling of educational data.

The IHCC Student Data Practice Procedure states that students are informed of their rights under federal and state privacy laws through an annual notice of rights and this policy, which is included on the Inver Hills Community College website. In addition, students have a right to inspect and review personal education data. Students also have the right to consent to disclose information which identifies him/her except to the extent that these disclosures are allowed without student consent under state and federal law.

In addition all new Inver Hills Community College employees must complete a three part training on data privacy titled; Public Jobs- Private Data.

For more information see Federal Requirement 34 CFR §602.17(g).

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

    a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

       Inver Hills Community College was recertified April 21, 2016 with a provisional approval.

    b. When was the institution's most recent Title IV program review?

       The institution has not been subject to a Title IV program review

    c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

      ☐ Yes

      ☒ No

    d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

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e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

No limitation, suspension or termination actions have been imposed by the Department.

f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

Title IV program The college is subject to heightened cash monitoring – due to late submission of an audit report by the Minnesota State Colleges and Universities System Office. The late submission was due to the implementation of a new state wide accounting system.

g. What response and corrective actions has the institution taken in regard to these Department actions?

The college, working through the System Office Director of Financial Aid has stressed the importance of timely submission of audit reports to the responsible System Office staff. Minnesota State system office has had ongoing communication with MMB regarding the importance of timely submissions of the state's comprehensive annual financial reporting. The state has submitted timely reports the past three years.

h. What are the consequences of these challenges for the institution's short- and long-term financial health?

There are no significant challenges presented, as practices and procedures have been adopted to accommodate the resulting disbursement reporting and loan disbursement requirements to minimize the impact on the college's financial health.

The current adopted procedures are working well, students are receiving their financial aid in a timely manner, and colleges are requested financial aid after disbursing. Minnesota State has always stressed the importance of have adequate cash reserves, thus the temporary spend down of cash has not caused any significant short or long term issues.

i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?
There were no material weaknesses in the processing of financial aid in the three most recent audited financial statements.

j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

☒ Pell Grant
☐ Federal Family Education Loan
☒ Federal Direct Stafford Loan
☒ Direct PLUS Loan
☒ Federal Supplemental Educational Opportunity Grant
☒ Federal Work Study
☒ Perkins Loans
☐ Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I.**

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For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

    a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?
    There has been no action on the part of the Department resulting from reviews of the institution's composite ratios and financial audits

    b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?
    There have been no fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews

    Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

    c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.)*
    No actions have been necessary.

    Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

    Institutions and teams should use the three-year default rate to complete this section.

    a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

    Year 1: 10.5%

    Year 2: 9.1%

    Year 3: 11.6%

    b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

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The institution is not required to take action based on recent Cohort Default Rates. The institution is voluntarily increasing student financial planning outreach efforts which include a component encouraging sound borrowing decisions and management of student loan repayment.

Included below, find the three year cohort default rates for other two year colleges in the Minnesota State System. Of note is IHCC's position, while not the lowest default rates in the sytem, the college is among the institutions with the lowest default rates.

3 Year Cohort Default Rate Comparison as of September 29, 2016

Institution	FY 2013	FY2012	FY2011
Alexandria Technical and Comm College	8.7	8.3	12.5
Dakota County Technical College	10.1	13.7	16.7
Normandale Community College	11	12.2	15.8
Inver Hills Community College	11.5	10.5	13.6
South Central College	12	14.6	16.8
Ridgewater College	12.3	15.7	16.9
St Cloud Technical And Community College	12.4	12.2	13.8
Anoka-Ramsey Community College	12.6	11.3	12.9
Century College	13.1	13.6	16.8
Northwest Technical College	13.3	16.6	23
Mn State Community and Technical	13.5	14.2	21
Vermilion Community College	13.5	10.7	17.4
Rochester Community and Tech College	14.2	13.6	14.7
North Hennepin Community College	14.4	13.3	15.4
Minnesota West Community and TC	14.7	14.7	16
Lake Superior College	14.8	14.8	12.1
MN State Southeast	14.8	13.6	18.2
Hennepin Technical College	14.9	14.8	17.5
Anoka Technical College	15.1	14.5	16.2
Pine Technical and Community College	16.3	15.8	25.8
Riverland Community College	17.1	18.5	19
Itasca Community College	17.4	17.8	23.5
Central Lakes College	18	17.5	18.1
Hibbing Community College	20.5	24.5	25.4

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

☐ Yes

☒ No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.
The college does not have a private loan program and the college does not have a related corporation that does so. There are no samples to provide for Appendix L.

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

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Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Inver Hills Community College is committed to the wellbeing of the campus community including students, staff, and guests. The college has taken numerous steps to maintain a safe learning environment for all. The college also encourages students, faculty, staff, and visitors to take appropriate steps to insure their own personal safety. We encourage everyone to report suspicious individuals, activities, or hazardous conditions immediately. Each classroom contains posted campus safety information including phone numbers and contact information for behavior intervention teams, campus mental health services and campus secruity.

Questions about campus Public Safety or questions about the annual crime report should be directed to the Director of Operations, Paul DeMuth 651-450-3536 or the Dakota County Sheriff Deputy Office on campus at 651-450-3711

It's important to note Inver Hills Community College does not have any on campus student housing and therefore is exempt from the Annual Fire Safety Report and Missing Student Notification requirements.

CAMPUS SECURITY DEPARTMENT
Inver Hills Community College employs two, full-time Dakota County Sheriff Deputies to provide security and police services to the college. The campus has a full time Deputy on campus from 8:00 a.m. until 12:00 midnight, Monday through Friday. Deputy Sheriffs are sworn law enforcement officers who serve the campus through crime prevention and intervention, including arrests and supervision of detainees.

Each Dakota County Sheriff Deputy submits a daily log/report to Paul DeMuth, Director of Operations for Inver Hills Community College. Paul DeMuth the administrator on campus that is repsonsible for the annual crime report and for ensuring its accuracy. These logs and reports are reviewed regularly with each deputy for accuracy, compliance, and overall campus security recommendations.

Inver Hills Community College does not have athletic teams and therefore does not have the required athletic particpation disclosure requirement

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?
☐ Yes

☒ No

c. Does the institution have any findings from the Department regarding these disclosures?
☐ Yes

☒ No

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Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.
Not Applicable

    d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

    a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Inver Hills does not have athletic teams

    b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?
☐ Yes
☒ No

    c. Does the institution have any findings from the Department regarding these disclosures?
☐ Yes
☒ No

    d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
n/a

    e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

    a. Are these policies readily available to students?
☒ Yes
☐ No

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b. Do they satisfy state or federal requirements?

☒ Yes

☐ No

c. Does the institution have any findings from the Department regarding these disclosures?

☐ Yes

☒ No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.
n/a

d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.

e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

☒ Yes

☐ No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q.** Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

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(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R.**

26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.

College Policies: https://www.inverhills.edu/Policies/index.aspx
     Campus Security: https://www.inverhills.edu/CampusResources/Security/index.aspx
     Equal Opportunity: https://www.inverhills.edu/AlumniFriends/EqualOpportunity.aspx
     Institutional Research: https://www.inverhills.edu/Administration/InstitutionalResearch/index.aspx
     Sexual Violence: https://www.inverhills.edu/CampusResources/SexualViolence.aspx
     Drug and Alcohol Free: https://www.inverhills.edu/Policies/pdfs/Campus/DrugAndAlcoholFree.pdf

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

    ☒ Yes

    ☐ No

    Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each.

    Home page: https://www.inverhills.edu/

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Future students: https://www.inverhills.edu/FutureStudents/index.aspx

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U.**

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

https://www.inverhills.edu/Accreditation/index.aspx

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

Data is gathered about student outcomes by Institutional Research using the Integrated Student Record System (ISRS) maintained by Minnesota State.

33. List the types of student outcome data available to the institution:

Using the ISRS integrated student record managements system, and as part of the academic affairs Program Review process, the following data is compiled by SUBJ and posted to the campus' secure website (available also to students):
1. Average Student Success (A, B, C, P) rate by course and by SUBJ for three fiscal years
2. Average Fill rates by course and by SUBJ for three fiscal years
3. Average Student Success rate by delivery method by SUBJ for three fiscal years
4. Student Persistience Data (fall to fall) and Completion (graduation, continuing in school, successful transfer) in 150% of time as a system wide metric.
5. Average Fill rates by SUBJ for three fiscal years
6. Average success rates for white students and students of color (SOC) by SUBJ (3 year average) and a calculation of the ratio of SOC : white students by SUBJ
7. Graduates by SUBJ/Dept/Degree for three years
8. Graduate follow-up (GRFU) survey data by program
9. Graduate Employment Outcomes (GEO) data by program, which matches MN graduates to MN employment and wage data
The college posts Gainful Employment data on its programs on the public website
The college also receives the IPEDS update each year which provides graduation and transfer data.

or attach as **Appendix V**.

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

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IHCC uses the student outcome data in its strategic planning, Academic Program Review, and Program Prioritization processes, at both the campus and System levels. Student outcome data at the institution is reviewed at the system level. This review results in the identification of Strategic Framework Performance Measures for the college. These performance measures are benchmarked against system level outcomes, with improvement goals identified. The strategic framework performance measures inform institution level integrated planning and support the creation of annual academic priorities. In addition, several of the Strategic Framework Performance Measures are integrated into the college academic program review process. The college has a five-year cohort model for Academic Program Review, which is structured to facilitate an indepth focus each year. In addition, annually, faculty look at course and program-level outcomes assessment in their SUBJ/Dept. The data elements identified in question 33 are used to inform that process.

The college also identified the need to annually review overall program health in relationship to institution, program and course level indicators. This process of Program Prioritization ranks each SUBJ across the college, by quartile across multiple metrics, including the following student success metrics:
- Success rate
- Withdrawal rate
- Ratio of success for white students : SOC
- Graduates
- % continuing education or employed (using GRFU data)
- Median hourly wage 1 year post-graduation

The loan repayment rate information has been incorporated into the Program Prioritization Process and is one of the data points that indicate overall program health and viability. Programs/SUBJ that are performing poorly may be placed into monitoring status, or designated as a program of concern, with three pathways: Re-design, suspension, or closure .

Inver Hills Community College uses these student outcome metrics in multiple processes on campus. At the Program level, this data is shared via the Program Review process, and used in the Program Prioritization processes which are written about extensively in our Portfolio Addendum and Quality Highlights reports. As noted in these narratives, program prioritization supports institutional decisions on program suspension, maintainence and investment. At the program review level, these metrics shared annually, provide year to year, program to campus comparison benchmarks. Decisions related to the program operations and future recruiting, course schedules, course redesign efforts and overall program level planning are the result of using this student outcomes data.   Examples of decision making that resulted from information shared via the two processes includes the following brief examples; reviewing course saturation rates over time, the example department made a reduction in the total number of course sections being offered. A closer look on student completion data in the emergency medcal services department resulted in a program restructing proposal that reduced the total number of credits in the program. In addition, reviewing program review reports over time highlighted the need to adapt the process to include the use of expanded annual student outcomes data, annual action plan identification and to move the process from a once 5 year process to an annual program review process with specific cohort year focus areas.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the College Scorecard.

    Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

    The information in the Scorecard is integrated into several processes, including the strategic planning process, the annual program review process and results of the institutional score card are incorporated in to the Strategic Framework Performance Measures set at the system level. In addition, Scorecard metrics inform the IHCC Master Academic Planning process. In 2014 IHCC undertook a Master Academic

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Planning, or MAP process and identified a MAP plan for 2014 - 2017. The MAP uses performance measures to identify academic affairs academic priorities which are rolled out at the program level in the annual program review process. Data from the score card is also included in the annual Program Prioritization Process. Specifically the process provides comparative data on gratuation rates, salary following graduation, retention among other measures of program performance. Loan default rate information is one of the metrics included in this process. Programs/SUBJ that are performing poorly may be placed into monitoring status, or designated as a program of concern, with three pathways: Re-design, suspension, or closure . For additional details about the integration of this data into planning processes, please refer to question #34.

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

    ☒ Yes
    ☐ No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

    Inver Hills Community College publishes comprehensive data across the range of programs on campus. The institutional research department is charged with compiling student outcomes data from a number of sources; M State System level data, program outcomes and student success measures. Question 34 above provides additional details about data categories. Ensuring data accuracy is a multi step process that includes intital release of data to departments followed by a comment period where faculty can address any percieved issues in reporting accuracy. Faculty professional development sessions, held at the annual professional development events, additional data interpretation training held in division and department meetings allow faculty to become more fluent in data interpretation and use.

    The metrics used overlap among the campus quality and student success initiatives used in the program review and program pioritization processes.

38. Provide a link to the webpage(s) that contains the student outcome data.

    We have the bullet up on the Future Students page.
    https://inverhills.edu/FutureStudents/index.aspx

    The IR page with outcomes is now 2 clicks away from home page:

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Home > Future Students > IR page with student outcomes
https://inverhills.edu/Administration/InstitutionalResearch/index.aspx#CollegeReports

Additionally, searches for Student Outcomes, Student Success, and Graduation Rates bring up the IR page.

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

 Inver Hills Community College is a member of the Minnesota State Colleges and Universities System currently involved in a naming transition and also referred to as Minnesota State. Included at the bottom of the IHCC website, in print materials, and on the college's main sign, it indicates "Inver Hills Community College is a member of the Minnesota State Colleges and Universities System".

Inver Hills does not have students enrolled from other states that require approvals from state coordinating bodies.

Inver Hills communicates its status with the Higher Learning Commission & specific program level accreditation on the Inver Hills website at: https://www.inverhills.edu/Accreditation/index.aspx

The Paralegal Program is approved by the American Bar Association but it is not accredited and there is no state licensing. This information can be found on the IHCC website: https://www.inverhills.edu/Accreditation/index.aspx and https://voices.inverhills.edu/paralegal/

The Early Childhood Education is not an approved program in the MnSCU system, but this is noted in the college catalog on p.59 "Pending MnSCU Approval", and advisors/counselors also make students aware of this. IHCC is working with the System Office on obtaining program approval.

Students in the Education Foundations program will eventually be subject to a Minnesota state teacher licensure requirements; however, they would complete this qualifying examination upon transferring to (& completing) a four-year degree at one of our partner institutions. This information can be found on p.61 of the current college catalog.

The A.S. in Contemporary Business and the A.A.S. in Contemporary Business Practice are accredited by Accreditation Council for Business Schools and Programs (ACBSP) and can be found on the IHCC website: https://www.inverhills.edu/DegreesAndPrograms/Business/index.aspx

The Associate of Science in Accounting is accredited by Accreditation Council for Business Schools and Programs (ACBSP) and can be found on the IHCC website: https://www.inverhills.edu/DegreesAndPrograms/Accounting/index.aspx

MANE Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is approved by the MN Board of Nursing. This information can be found on the IHCC website: https://www.inverhills.edu/DegreesAndPrograms/Nursing/index.aspx

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EMS is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP) and this information can be found on the IHCC website:
https://www.inverhills.edu/DegreesAndPrograms/EMS/index.aspx

The Criminal Justice program is licensed through the State of Minnesota Peace Officers Standards and Training (POST) and that website is: https://dps.mn.gov/entity/post/Pages/default.aspx
This information can be found on the IHCC website:
https://www.inverhills.edu/DegreesAndPrograms/CriminalJustice/index.aspx

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the *Procedure on Third-Party Comments*.

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

The following constituencies have received the notice of opportunity to comment;

Farmington Rosemount Independent Town Pages, Hastings Star Gazette, Sun ThisWeek, Star Tribune, Pioneer Press, Lillie Suburban Newspapers, Southern Minnesota Newspaper Group. In addition the IHCC student bulletin, IHCC web page, a banner on the IHCC home page, alumni association board email, IHCC Foundation board email, College program level advisory committees, k12 partners.

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42. What media did the institution use to solicit comments?

   Inver Hills used both print, web based solicitation for comments.

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?
   - ☐ Yes
   - ☒ No

   Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?
   - ☐ Yes
   - ☒ No

   Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

46. Provide a list of direct assessment or competency-based programs offered by the institution.
   n/a

47. How does the institution ensure that faculty in these programs regularly engage with students? Please respond to the following questions:

   a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

      n/a

   b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

      n/a

   c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

      n/a

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d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

n/a

e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

n/a

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition
Appendix A.......... Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours

Institutional Records of Student Complaints
Appendix B.......... Institutional complaint policy and procedure, and web address
Appendix C .... Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies
Appendix D .... Published transfer policies
Appendix E.......... List of articulation agreements, and web address
Appendix F.......... Evidence that decisions regarding transfer align with disclosed policy

Practices for Verification of Student Identity
Appendix G .... Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities
Appendix H .... Most recent program review or other inspection or audit reports since last comprehensive evaluation
Appendix I........... Correspondence with the Department and other documents explaining the institution's general program responsibilities
Appendix J .... Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements
Appendix K......... Correspondence with the Department related to default rates and any required default rate management plan
Appendix L .... Samples of loan agreements and disclosure information
Appendix M......... Disclosures to students about campus crime information, athletic participation and financial aid, and web address
Appendix N .... Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
Appendix O .... Disclosures to students about satisfactory academic progress and attendance policies, and web address
Appendix P......... List of contractual relationships

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Required Information for Students and the Public

Advertising and Recruitment Materials and Other Public Information

Review of Student Outcome Data

Standing With State and Other Accrediting Agencies

Public Notification of Opportunity to Comment

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