Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution’s HLC staff liaison. In the subject line, include the phrase “Draft Team Report,” the institution’s name and the liaison’s surname (e.g., “Draft Team Report—Narnia University—Stenson”).

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase “Final Team Report,” the institution’s name and HLC staff liaison’s surname (e.g., “Final Team Report—Narnia University—Stenson”).

Institution: Inver Hills Community College City, State: Inver Grove Heights, Minnesota Date of On-Site Visit: 03/20–21/2017

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Dr. Vaidehi Rajagopalan; Professor of Psychology; Saint Charles Community College; Team Chair

Ms. Renee Hill; Dean of Student Life; Columbus State Community College

Dr. Deborah Anderson; Vice President of Academic Affairs; Illinois Valley Community College

Dr. John Gratton; President; New Mexico State University Carlsbad

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)
A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC’s Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).
- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution’s overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable (Year 8 only).
- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. Include all the elements of the visit. Example: “The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review.”

For institutional context, provide a statement of the basic characteristics of the institution. This could include the institution’s mission, comments on changes to the institution since its last comprehensive evaluation (including new administrative team members), notable points of the institution’s strategic plan, or other topics.

The Evaluation Team conducted a CQR visit at Inver Hills Community College. (IHCC) on March 20 and 21, 2017. The visit included a Federal Compliance Review in collaboration with the desk audit of the Federal Compliance Review Panel.

Inver Hills Community College is a community college located in Inver Grove Heights, Minnesota, United States. Founded in 1970, the college is part of the Minnesota State Colleges and Universities System (MnSCU) system. The 90-acre campus consists of nine buildings, Inver Hills has more than 4,000 students per semester, and the college offers 35 two-year degree options, one diploma and 25 certificates, including an Associate of Arts degree with nine emphasis areas.
IHCC also provides classes at the South of the River Education Center, a partnership with the Minnesota Workforce Center, Metropolitan State University, and Dakota County Technical
College. Students can earn an Associate in Arts (A.A.) degree at this location in three years’ time, providing flexibility and accessibility to busy adults. Courses at this location meet the Minnesota Transfer Curriculum (MnTC) goal areas and electives to meet A.A. graduation requirements as well as General Education requirements for A.S. and A.A.S. degrees at IHCC. As a result of the President’s meeting many internal and external stakeholders and the changing higher education landscape, during the academic year 2010-11 the College redefined the mission, vision, and values of the College. These changes were approved by the MnSCU Board of Trustees (BOT) in summer 2011.

After the AQIP portfolio feedback report, IHCC attended and subsequently participated in the Strategy Forum in 2015. The College then began an inclusive strategic planning process comprised of faculty members, staff, and external constituents. The strategic plan was adopted in 2016.

Tim Wynes, J.D. is president of both Inver Hills Community College and Dakota County Technical College and has served as president of Inver Hills in Inver Grove Heights since 2010, as Interim President of Dakota County Technical College (DCTC) in nearby Rosemount since 2013, and as President since June, 2015. President Wynes recently experienced a vote of no-confidence. However, in the judgment of the CQR team, the basis for that vote has no bearing on the institution’s compliance with either the Criteria for Accreditation or the Assumed Practices. President Wynes enjoys wide-spread support on both campuses.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents for these evaluations are available at hlccommission.org/team-resources.

Also list any unique aspects of the review, such as any virtual or in-person meetings with stakeholder groups or institutional partners. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

The CQR team spoke with members of the Board Trustees and representatives of the Minnesota State College and Universities system including Mr. Alex Cirillo, State Board of Trustees; Mr. Jay Cowles, State Board of Trustees; Mr. Ron Anderson, Minnesota State Vice Chancellor; and Ms. Lynda Milne, Minnesota State Associate Vice Chancellor. Based on this 30-minute phone conversation, the team members did not have any concerns regarding the relative independence in the day-to-day operations of Inver Hills Community College (IHCC) as leadership responsibilities fall squarely on the President of IHCC and his cabinet members.

D. Additional Locations or Branch Campuses Visited (if applicable)

None visited

E. Distance Delivery Reviewed
As part of the comprehensive evaluation, a review of distance delivery was completed pursuant to the HLC’s Protocol for Reviewing Distance Education and Correspondence Education. The Team’s findings are also included in Criteria 3, 4, and 5.

The team met with distance learning faculty and administrators to conduct an interview about distance learning processes. On-line instruction has been available at IHCC for better than ten years, including the offering of complete programs. Several faculty voluntarily use the Quality Matters structure as a framework for their instructional practices, and many courses have been QM certified. The institution compared the success rates of QM and non-QM courses and determined that there was a general parity between the two. Course success and saturation rates were reviewed, and data indicates that hybrid courses have the highest success rates. Reviewers were provided with an online course demonstration during which time they could assess instructional design, content, and rigor.

F. Notification Related to Third-Party Comments

Notification for third party comments was widely announced. Inver Hills used both print and web based solicitation for comments. There were 3 total comments and all were negative, one submitted by a parent and the other two by students. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution’s compliance with Commission’s notification and third-party comment requirements. The team has no additional concerns in this area.

II. Compliance with Federal Requirements

See the separate Federal Compliance Overview in preparing this section. The team’s completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

The Team reviewed the Federal Compliance Report created by the Federal Compliance Panel (Panel). The Team verified the report information during the campus visit and confirmed the Panel report to conclude that there are no compliance issues. See Appendix B for the Federal Compliance Worksheet.

III. Fulfillment of the Criteria for Accreditation
Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is “Met,” improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is Met. If all of the Core Components are met, the Criterion is met.

Criterion Is Met with Concerns. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.
Criterion Is Not Met. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion 1. Mission
The institution’s mission is clear and articulated publicly; it guides the institution’s operations.
Core Component 1.A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:
- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

Inver Hills Community College (IHCC) is part of a 31-institution state system within the State of Minnesota. Situated on a 90-acre campus outside of St. Paul, Minnesota, IHCC offers Associate of Arts, Associate of Science, and Associate of Fine Arts degrees in 35 program areas, one diploma and 25 certificates. In addition, the College offers accelerated programs for adult students and options for completing bachelor and master’s degrees through its partnerships with other institutions of higher learning. The College is approved by the Higher Learning Commission to offer courses and programs online. IHCC credits transfer to institutions throughout Minnesota, with 97.5% of credits accepted at receiving institutions in FY 2015. The student population of IHCC is comprised of diverse student populations, approximately 1/3 students of color and largely 1st generation college and low-income students. IHCC has committed significant resources to meeting the needs of its student populations, and, as a result of their efforts, the College has made significant strides in closing the achievement gap. IHCC has undertaken an action project to improve their processes for integrated and strategic planning. Phase one of the process was completed last year when a timeline for the planning process was created. The Action Project, or implementation phase, will take place this year and align the department planning with the budgeting process.

Core Component 1.B: The mission is articulated publicly.

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

Subcomponent 2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The College’s mission is “Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.” Processes for reviewing the mission, vision, and values are in accordance with Minnesota State Procedure 3.24.1. The mission appears on College documents, the College website, and in the entryway of main campus buildings. The mission statement is reviewed approximately every five years as part of the College’s strategic planning and was reviewed during the most recent strategic planning during AY 2015-2016 and remained unchanged. As part of the same planning, however, the vision and values of the College were revised. Additionally, four strategic directions were identified that align with the mission: Student and Academic Success, Diversity, Equity, and Inclusion, Growth and Sustainability, and Innovation and Partnerships. Each of these strategic goals aligns with the goals of the mission to “inspire students, build careers, and strengthen communities.” These commitments are further emphasized in the College’s vision, to “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.” College values, equity, inclusion, integrity, and respect, are visible throughout the campus, and widely regarded as practiced by the community at large. It is evident from discussions with members of the campus community that they understand the mission of the College and how their respective roles contribute to that mission.

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

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:
IHCC has made several commitments that underscore its understanding of the relationship between its mission and the diversity of society. Because of the diversity of its student population (33 percent students of color), including its acceptance of international students, IHCC has provided academic resources that have helped them close the achievement gap. Such resources include developmental education, learning resource centers providing support in math, English, and other academic disciplines. Academically, IHCC often represents the best of Minnesota community colleges in this regard, showing no gap in achievement between white students and students of color for the fall 2014 cohort. This achievement is borne out with strong completion rates as compared to the other colleges in the metro area. In addition to providing academic resources, IHCC includes student life opportunities that reflect the diversity of its student populations. Student Life manages the Cultural Center, offers diversity programming, and provides diversity awareness training for faculty throughout the academic year. Finally, the College is committed to the completion of a Diversity Plan designed to meet State diversity metrics, including areas such as employee diversity and the campus diversity climate.

**Core Component 1D:** The institution’s mission demonstrates commitment to the public good.

**Subcomponent 1.** Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

**Subcomponent 2.** The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

IHCC demonstrates commitment to the public good insofar as it sees its mission to help inspire students and build communities. As an open-access institution, IHCC does not provide financial returns to investors; rather, tuition dollars and State funding are invested in providing a quality education. The College also provides services to the community to supplement the public good provided by the education it provides. These include cultural events open to the public, a community garden project, and a TRIO Upward Bound program for area high school students.

The College also reaches out to the community it serves for valuable input and feedback such as invitations to participate in strategic planning, community advisory boards and partnerships with K-12 schools. The College's educational mission is prominent in its robust community-based learning and internship programs. Its commitment to academic rigor has been reinforced by the decision to decrease the concurrent enrollment offerings to include only those high school instructors who meet college-level credentialing requirements.
Team Determination on Criterion 1:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The members of the IHCC community fully understand the College's mission, vision, and values and strive to live up to them in their daily activities. Efforts to promote inclusion are evident across the campus from the prominent display of the College's values to the promotion of its Cultural Center and its efforts to increase the success of students of color. The College also actively seeks input and feedback from the larger community it serves.

Criterion 2. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

IHCC has established processes for fair and ethical practices in its financial, academic, personnel and auxiliary functions. Board policies establish procedures in the event of fraudulent or dishonest acts and a Minnesota State Colleges and Universities Office of Internal Auditing exists to provide independent financial oversight. Codes of conduct are established for employees and students to outline appropriate ethical expectations for the campus community. The College takes seriously its commitment to academic integrity, ensuring consistent standards and rigor across all modalities. Students receive information on the college's Academic Integrity Policy during new student orientation and they have access to the policy both on the college website and in the student catalog. Students are also notified of the process for academic dishonesty in their courses, most often through the course syllabi. Additionally, the College ensures academic freedom for faculty through its Academic Integrity Policy. Furthermore, IHCC has an Institutional Review Board (IRB) to maintain integrity in research, including research involving human subjects. Finally, IHCC adheres to the personnel and auxiliary functions policies of the Minnesota State system.
Core Component 2.B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

IHCC’s website provides comprehensive information to the public concerning its programs, requirements, faculty and staff, costs to student, control, and accreditation relationships. Information is also presented in the College’s course catalog that is reviewed and updated annually. Curricular and program changes are submitted, reviewed, and implemented based on the timeline followed by the Academic Standards and Affairs Council. The next step in the implementation procedure includes changes to marketing materials and the website.

**Core Component 2.C:** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

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

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

As part of the Minnesota State system, IHCC is governed by a 15-member Board of Trustees appointed by the governor. The Board hires the system Chancellor who is supported by four Vice Chancellors who oversee the areas of Business and Finance, Academics, and Human Resources. College Presidents report to the system Chancellor. The Board sets policy for the
system in areas of system planning, academic programs, finances, personnel, admissions requirements, tuition and fees, and rules and regulations. Regulations granting the Board’s general authority prescribe autonomy to individual campuses. Meetings of the Board are open to the public and live-streamed over the internet. As public officials, Board members adhere to the ethics requirements required of all public officials per Minnesota statutes. Day-to-day operations are delegated to campuses through the Chancellor. The President further delegates responsibility to his staff. Contractually, all academic affairs and standards proposals are brought to the Academic Affairs and Standards Council comprised of 2/3 faculty and 1/3 administrators/staff which provides direction for the college president on these matters.

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

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The College ensures freedom of expression and the pursuit of truth in teaching and learning and formally articulates this commitment in Article 23, Section 3 of its collective bargaining agreement. The Academic Freedom clause states, “Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching.” No incidents of the College violating this clause were recounted during the team’s visit.

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

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:
The College takes seriously its commitment to academic integrity, ensuring consistent standards and rigor across all modalities. Students complete training in avoiding plagiarism, and the College ensures academic freedom for faculty through its Academic Integrity Policy. Furthermore, IHCC has an Institutional Review Board (IRB) to maintain integrity in research, including research involving human subjects.

**Team Determination on Criterion 2:**

- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

**Summary Statement on Criterion:**

IHCC is committed to integrity and ethical conduct in its endeavors. Its practices are aligned with the ethical policies set forth by the Minnesota State system that require transparent operation in financial matters and dealings with students and the public as well as the elimination of conflicts of interest. The Board grants sufficient autonomy to the campuses in their daily operations.

**Criterion 3. Teaching and Learning: Quality, Resources, and Support**

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

**Core Component 3.A:** The institution’s degree programs are appropriate to higher education.

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

- **Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

- **Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

IHCC’s degree programs are current, of high quality and appropriate for higher education. The College ensures that programs are relevant and meet program-specific accreditation standards. The College is governed by the Minnesota State System (MnSCU) and has Strategic Performance Metrics which must be met each year. One metric is passage rates of licensing exams for required programs; another metric is the transfer rate. The college has exceeded state
requirements in both areas and compares favorably to peer institutions. The College also has multiple long-standing advisory boards that provide essential feedback during required meetings each year.

IHCC offers four Associate degree programs, and there are multiple certificate programs across several academic disciplines. Program and course requirements are articulated in detail within the college catalog and on individual program pages which are housed on the college website. Faculty members from across the college work together within the various disciplines to identify and evaluate program learning outcomes. Based on the various methods of assessment used, faculty determine area(s) for improvement. It is important to note that adjuncts/part-time faculty members are involved in the assessment process. Consistency in academic rigor and academic expectations are assured across all instructional modalities, including distance learning, using master course outlines which state common learning outcomes and course objectives.

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

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

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

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

**Subcomponent 4.** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

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

**Team Determination:**

- [ ] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

IHCC follows the general education and transfer curriculum framework established by the Minnesota Transfer Curriculum (MnTC), which is built upon ten learning goals and their accompanying outcomes. Upon completion of the transfer curriculum, students are able to receive credit for all lower-level general education requirements upon admission to any
Minnesota public institution.

IHCC’s Academic Affairs and Standards Council is responsible for ensuring the MnTC general learning requirements are clearly articulated within each course by reviewing course proposals. All faculty who assess student work covering campus-wide outcomes utilize a common rubric demonstrating student competency. Beginning AY 16-17 disciplines assess their Minnesota Transfer Curriculum Goal areas and programs continue to assess their Program Outcomes during the annual Program Review process.

IHCC values diversity and requires all programs to have coursework addressing the following goals: Ethical & Civic Responsibility and Human Diversity. Additionally, courses that meet the History, Social and Behavioral Sciences content requirements include material that addresses the Global Perspective, Religion in Society, and Social Inequity goals.

Other evidence addressing diverse needs include: The Diversity Council, Disability Services, TRIO Student Support Services, and Veteran Services. Inver Hills is deemed military friendly and designated as a Yellow Ribbon institution. Additional information about these services is available on the following webpages:

https://www.inverhills.edu/LearningSupport/DisabilityServices/index.aspx
https://www.inverhills.edu/LearningSupport/TRIOSSS/index.aspx
https://www.inverhills.edu/LearningSupport/VeteranServices/VeteranResources.aspx

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

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

**Subcomponent 2.** All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

**Subcomponent 3.** Instructors are evaluated regularly in accordance with established institutional policies and procedures.

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

**Subcomponent 5.** Instructors are accessible for student inquiry.

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

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met
The IHCC faculty intent-to-hire process is governed at the Minnesota State Colleges and Universities System level by a procedure in place to confirm faculty credentials. Newly hired faculty are required to complete a series of courses on teaching and learning during the probationary period, and the College consistently maintains faculty ratios above contractually designated thresholds. Faculty contracts outline requirements for office hours for student inquiry.

IHCC follows the credentialing process outlined by the Minnesota State Policy 3.32, and the College Faculty Credentialing Policy 3.33 for all faculty members including dual enrollment faculty. This is in addition to any credentialing requirements for career and technical programs. Minnesota State is working to become aligned with HLC credentialing requirements. The College’s human resources department maintains an established plan for faculty evaluation which includes a template for academic deans and timeline for implementation.

IHCC supports faculty and staff professional development in multiple ways, and all are highly engaged with students both in and out of the classroom, as evidenced by student comments and course activity. Faculty and staff identified multiple opportunities for engagement with students during academic and research events. Support services staff members are hired accordingly based upon policy, and financial aid staff have an additional code of conduct as a result of their work with Title IV funding.

Distance learning is provided primarily by full-time faculty, many who have completed training in the use of the Quality Matters rubric for instructional design. Some faculty members indicated having completed additional Quality Matters training to be certified Quality Matters peer reviewers. Thirty-eight of the College’s online courses have been certified by Quality Matters as part of its peer review process. In addition, to the Quality Matters training, experienced distance learning faculty serve as mentors to instructors offering new distance learning courses.

**Core Component 3.D:** The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

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

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

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

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

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**Team Determination:**

☐ Core Component is met
☐ Core Component is met with concerns
Core Component is not met

Evidence:

IHCC has a plethora of support services for students specifically focused on student success and retention. The College Learning Center (which includes the Math Center, Writing Center, and peer tutoring), Transfer Support, Career Services, Financial Aid, TRIO Programs, Veterans Services, and Mobile Pantry are examples of services available for student success.

The College has a vast infrastructure to support students and instructors during the learning process. Library renovations and an IT structure are conducive to student learning and support. Research is supported at the College, and an IRB is in place to ensure the integrity of the research process at the College.

Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

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

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

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

IHCC has a variety of co-curricular options for students spread across the college enabling students to explore workforce needs, career fields and career-related educational requirements. The College has a department that is dedicated to helping students apply what is learned in the classroom through experiential learning options. Connections are made with employers and K-12 partners to engage students for learning experiences. The College has a large-scale community garden that benefits the students' and larger community’s food needs.

IHCC has multiple resources and co-curricular opportunities available for Veteran students to enrich the educational environment for this population of students. The college also has a Student Senate which is the officially recognized representative of the Inver Hills student body. The Student Senate delivers student viewpoints about issues related to college committees and policies and develops projects and activities for members, the college, and the larger community, including the Minnesota State Capitol.
Team Determination on Criterion 3:

☐ Criterion is met
☐ Criterion is met with concerns
☐ Criterion is not met

Summary Statement on Criterion:

IHCC provided the evidence needed to support the information provided in the addendum prior to the site visit. The team was also able to meet with various stakeholders to confirm addendum statements. Stakeholders included students, faculty, student support services personnel, advisory board member, K-12 community partners, and community agencies. The College provides a multitude of modalities for student learning, reviews learning outcomes each year, and promotes continuous improvement through faculty engagement in assessment activities such as a Charette (French for “little cart”) to identify one specific assignment for improvement.

Criterion 4: Teaching and Learning: Evaluation and Improvement

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

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

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

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

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

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

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

Core Component is met with concerns

Core Component is not met

Evidence:

IHCC has initiated a procedure of conducting regular program reviews to provide data related to the assessment of student learning and the evaluation of operations, planning, and budgeting. The adopted initiatives are a sound development and demonstrate the college’s commitment to link its processes for assessment of student learning, evaluation of operations, planning and budgeting.

This approach follows a five-year cohort model. The current Academic Program Review process is structured to facilitate an in-depth focus each year as each department/subject area submits a report that is discussed during Academic Development Days (ADD) at the end of spring semester. Faculty feedback collected twice during an academic year provides the input for the continuous quality improvement in this area. Program Review is utilized for all programs, MnTC, and A.A. (Associate of Arts) course offerings. Review for AY16-17 includes 45 academic areas and the library.

IHCC has policies in place for transfer credit, advanced standing/test credit, and credit for prior learning and provides guidelines for the Office of the Registrar’s evaluation of and the institution’s awarding of transfer credits from other institutions of higher education.

IHCC transfer policies are set within context of the Minnesota State College and University (MnSCU) system. Information describing transfer-in and transfer-out is easy to find on the website. Detailed information is available for transfer at the course-to-course level and also for articulation agreements. All articulation agreements are searchable online. They are posted in their entirety and are fully accessible to students and the public. Sample transfer documents that are provided to students are included in the appendix material to illustrate that policy aligns with how credits transfer for specific students (student identifying information was redacted).

IHCC currently has four externally accredited or approved programs: Accounting and Business, accredited by the Accreditation Council for Business Schools and Programs (ACBSP); Emergency Medical Services, accredited by the Commission on Accreditation of Allied Health Education Programs; Nursing, accredited by the Accreditation Commission for Education in Nursing (ACEN); and Paralegal, approved, though not accredited, by the American Bar Association (ABA). IHCC is currently in the process of applying for accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This is also addressed in Appendix W of the Federal Compliance Report.

New course proposals and revisions are reviewed by the Academic Affairs and Standards Council, with the College president serving as the ultimate decision-making authority. The composition of the Academic Affairs and Standards Council is specified in the faculty contract (Article 8, Sec. 2) and includes both faculty and administrators. Individual faculty members are
responsible for following the developed course outline under the contract and under Board Policy 3.26.

All IHCC courses, regardless of the setting, use the same course outline. The Academic Affairs and Standards Council-approved document identifies course outcomes, content weight and evaluation methodology. High school teachers participating in the dual enrollment program are required to have the IHCC faculty conduct side-by-side scans and sign off on the syllabi used in the high school to ensure they reflect college requirements, course outcomes, and instructional and evaluation requirements. In addition, dual or concurrent enrollment program operations are aligned with the National Association of Concurrent Enrollment Programs (NACEP) standards. NACEP standards include additional professional development requirements for high school teachers to ensure course content aligns with college classes.

IHCC evaluates the success of its graduates in multiple ways. At the System level the following metrics are described and measured:
- Completion rates – All students, comparison of white students vs. students of color
- Number of certificates and degrees awarded by fiscal year
- Related employment of graduates
- Successful Transfer
IHCC posts Federal Gainful Employment data on eligible programs on its website.

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

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

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

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

IHCC’s 2014 -17 Master Academic Plan has identified the improvement of its current outcomes assessment plans as is its number one priority.
The college’s work with the Academy for the Assessment of Student Learning (with the goal of creating a culture of assessment) led to the college’s participation in the Multi-State Collaborative Assessment project (AY13-14), and later, in the Minnesota VALUE Collaborative (AY14-15). Based on the conversations the CQR team members had with both full-time and adjunct faculty groups, academic deans and coordinators, and two of the four faculty assessment coaches, IHCC appears to have a strong assessment process framework in place. Many areas have started to collect data, and some have made data-based improvements based on that data. For example, the Paralegal and Psychology areas have improved assignments and changed prerequisites for their courses. It was evident that faculty were engaged in the assessment process at various levels. Work on assessment appears to have created an assessment culture that is meaningful for faculty. IHCC’s current assessment processes have encouraged the use of the same artifacts, when possible, for assessment at multiple levels or in more than one area. Assessment activities include the course/program/MnTC goal area levels and are integrated into Program Review. The final level of assessment focuses on college-wide learning outcomes (CWLOs). The assessment of college-wide learning outcomes was accomplished through participation in the LEAP rubric assessment project and the Multi State Collaborative and Minnesota VALUE Collaborative Projects funded through the AAC&U VALUE project.

This work, utilizing rubrics for authentic assessment of student artifacts, led the Assessment Steering Committee to also employ rubrics for assessment of the MnTC goal areas in disciplines or for programs with fewer than 10 graduates each year.

Initially, a consultant provided the guidance for the assessment committee 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. Subsequently, IHCC joined the multi-state collaborative, with the primary goal of obtaining assessment data that would help faculty and the college leadership to assess and improve the levels of achievement on cross-cutting outcomes important for all programs/disciplines. The assessment process framework (Attachment) was well articulated by staff and faculty at the various open forums and in the meeting with the faculty assessment committee leadership and faculty assessment coaches.

To demonstrate IHCC’s commitment to assessment, two faculty have been given release time to act as coaches to faculty in AY16-17, one for Program Review and one for College-Wide Outcomes Assessment. Additionally, time is allotted at each Academic Development (AD) Day for discussion and presentation of assessment topics, and an assessment fair occurred in January 2017.

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

IHCC is in the process of articulating program learning outcomes as indicated in the master academic plan and indicated by the college leadership and faculty assessment coaches as well during the meetings and open forum discussions.

**Attachment:** AY 15-16 College wide outcomes assessment Results.

IHCC co-curricular activities are driven by the IHCC’s Student Affairs division which had several changes in leadership and transitions over the past three years. At this time, the collaboration...
with its sister institution Dakota County Technical College has helped IHCC align and implement pilot assessment models for selected co-curricular activities. Currently, each area in the Student Affairs division has developed an annual plan and is engaged in the annual cycle of planning, reviewing, and reporting. Two initiatives identified as priorities for Student Affairs are, New Student Orientation (NSO) and work-study soft-skill development. Career Ways, which is designed for work-study students, aims to improve long-term employability by building workplace soft skill competencies. Eighteen students and seven departments in the student affairs division participated during the AY 15-16 launch year, with the same number participating during AY 16-17. Based on the feedback from the first year of its implementation, the second year’s proposed focus is process improvement.

Additional areas of co-curricular programs will be added as part of the ongoing annual planning process.

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

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

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

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

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

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

IHCC has demonstrated its commitment to its student retention, persistence and completion through the program review (PR) and program prioritization (PP) processes that have been developed and are aligned with the Minnesota State System Strategic Framework Performance metrics (SFPM). However, IHCC sets its own goals based on its own historical performance and predicted demographic shifts.

IHCC has in the last year created and implemented two predictive models. Data from the three most recent years for which retention to second fall was available were used to create the model. Since its implementation, advising staff are notified of those with a less than 50% predicted
probability of retention. The staff then uses data to guide student interventions and, in turn, support the goal of an increase in retention rates. The predictive model approach is expected to inform the campus about students at risk of dropping out sooner than even an early alert system would indicate, thus providing the opportunity for IHCC to take an intrusive/proactive approach in enrollment as well as in other areas on campus. The strategy of developing leading indicators vs. lagging indicators is supposed to help the campus take action as well as evaluate performance through the use of lagging indicators.

The data tool provided by the Minnesota State system office allows each college and university to breakout student persistence and completion data by 11 demographic variables. This system allows IHCC to track persistence and completion rates up to eight years. In addition, the tool provides comparison data at the system, college, or university level.

IHCC’s Institutional Research (IR) department follows Minnesota State definitions as used in the Strategic Framework Performance Metrics when calculating retention, persistence and completion. Furthermore, IHCC is able to maintain consistency in data by using the Minnesota State system to store and track its data. Data obtained is used to analyze the persistence and completion of a wider group of students including part-time students and high school and non-degree-seeking students.

Team Determination on Criterion 4:

☑️ Criterion is met
☐️ Criterion is met with concerns
☐️ Criterion is not met

Summary Statement on Criterion:

IHCC has redesigned and implemented an integrated program review process that is aligned with areas of academic assessment and annual planning. The processes and methodologies to assess student learning include the substantial participation of faculty in both the development and implementation of assessment. Some areas of student learning outcomes have used results to make some changes that confirm the processes in place have the potential for continuous improvement to occur at the course, program, and institutional levels. The new generation of program level outcomes and assessment could further enhance and complete the process.

IHCC has defined its goals for student persistence and completion via the program review and program prioritization process and has, in the last year, created and implemented two predictive models. This approach was introduced to strategize and evaluate its performance in this area utilizing leading indicators instead of lagging indicators.

At the time of the CQR visit, it was evident that IHCC had established the foundation for a strong strategic alignment of processes and a culture of assessment. The CQR team recommends that IHCC continue the current efforts in building and maintaining the existing assessment practices. Some of the institutional level assessments were supported by external funding and would require a consistent funding source to assure continuity and sustainability. Assessment cycles that have been completed in some areas could be the model of best practices in other areas that are just beginning to generate outcomes, and planning for assessment activities. IHCC is encouraged to provide a more thorough depiction of all its assessment activities that indicate that the full cycle of assessment practices is consistently occurring across all levels of courses, programs and institutional outcomes. Over the next few years, IHCC should be able to look at data and its use from a longitudinal perspective to systematically improve student learning.
Criterion 5: Resources, Planning, and Institutional Effectiveness.
The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

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

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

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

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

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

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Inver Hills Community College is required to maintain a substantial fund balance and is subject to Minnesota State Policy which emphasizes financial health indicators. The College has implemented sound procedures to cope with impending enrollment decreases. The College has implemented a sound process of repair and replacement expenditures, and its infrastructure planning has identified three crucial funding sources for building construction and maintenance. Additionally, the College has identified three strategic priorities which link future technology needs to the institution’s strategic plan, and the College demonstrates a sufficient number of human resources. In addition, the College’s distance learning programs are well planned and are of quality.

The College abides by an Allocation Framework which is based upon a state Classification of Instructional Program code of providing instruction. The College’s overall performance is measured in the Strategic Framework Performance Metric, and IHCC compares very favorably with its peer institutions. Additionally, the College acknowledges that some programs are more expensive to conduct than others, and, as such, the institution has adopted a program prioritization methodology to provide a more substantial analysis of program needs.
IHCC has adopted a mission to “inspire students, build careers, and strengthen communities.” The College’s allocation of resources aligns very well with the stated goals of the institution’s mission.

IHCC abides by a stipulated Handbook for Search Committees which was created by the State of Minnesota. A multi-tiered hiring practice is employed to ensure that the institution’s staff possesses the required qualifications, skills, and values to perform their duties. The HR Team screens all hires to ensure appropriateness, and the College has adopted a stipulated policy of evaluating the experience and academic credentials of proposed faculty members to ensure compliance with HLC criteria. The College provided a very succinct report on the credential guidelines and stipulations that had been adopted. Perhaps more detail could be provided as to the process of evaluating dual credit faculty. The College conducts an appropriate set of trainings for its employees.

The College has adopted revised budgetary planning processes to communicate and engage all campus constituents in the planning procedures. The institution abides by a very strong procedure to implement its annual budget and has adopted software tools and succinct procedures to monitor expenses throughout the fiscal year.

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

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

IHCC is governed by a 15-member Board of Trustees appointed by the Governor. The Board of Trustees has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The College President reports to the Minnesota State Colleges and Universities Chancellor who reports to the Minnesota State Colleges and Universities Board of Trustees. Campus entities communicate through the President to the Board in ensuring sound governance. One concern was the splitting of the President’s responsibilities for two separate institutions; however, during the visit it
appeared that the relationship between the two institutions was improving and that the dual role of the President was feasible and provided appropriate leadership for both campuses. In discussion with the Board, the visiting team inquired as to the frequency of the Board’s presence and oversight on the Inver Hills Community College campus.

The Board of Trustees maintains the authority needed to operate and govern the institution. The Board provides the appropriate oversight of the institution’s financial and academic policies and the Board is bound by state laws in the conduct of its responsibilities.

The Academic Standards and Affairs Council provides direction to the College President on all matters related to academic affairs. College leadership and faculty are represented as voting members on the council and students participate in collaborative representation through the Student Senate. New policies or changed policies are communicated to all faculty and staff through official emails from the Policy Committee. Received comments are reviewed by the Policy Committee, and final approval is the privy of the Strategic Leadership Council.

Core Component 5.C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 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.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

IHCC has implemented a sound process of allocating its resources in alignment with its mission and priorities. As a part of Charting the Future, a recommendation from the System’s Incentives and Rewards team was instigated to redesign the current financial model to incent and reward collaborations, strategic framework commitments, and Charting the Future recommendations. A Technical Advisory Committee was established to consult with the Leadership Council, campus leaders, bargaining units, and student associations on the process of allocating resources in a collaborative manner.
As indicated in Criterion 4 as well, IHCC has instigated a procedure of conducting regular
program reviews to provide data related to the assessment of student learning and the evaluation
of operations, planning, and budgeting. The adopted initiatives are a sound development and
demonstrate the college’s commitment to link its processes for assessment of student learning,
evaluation of operations, planning and budgeting.

The College has adopted a Continuous Improvement Plan to evaluate the accomplished results
and to use the results to improve and inform college initiatives. The planning processes are
created by supervisors in consultation with their team members, and all plans are reviewed by the
College Cabinet. The described process encompasses the college entities but does not stipulate
the involvement of external stakeholders.

IHCC closely monitors its budgetary policies and takes measures to protect against possible
risks. The College identified risk factors in the areas of enrollment, fiscal year accruals, and
facilities. A Strategic Enrollment Initiative was undertaken, and a significant effort was established
to restore fund balances to an appropriate level. Additionally, the college implemented an
energy-savings initiative to lower energy consumption.

The College has established significant initiatives to address the emerging technology needs of
its students, faculty, and staff, and the institution has planned very well for the changing
demographics and globalization of college programs.

Core Component 5.D: The institution works systematically to improve its performance.

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

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

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

IHCC has adopted a set of 21 metrics at the campus level that are updated annually by the
Systems Research Office. The metrics are aligned with the Strategic Framework goals and serve
as the impetus behind performance evaluation for the campus and the President. Results are
aggregated at the system, college, and university level so that accurate performance
comparisons may be conducted. Distance education offerings are evaluated in the same manner
as face-to-face courses.
The College has made significant improvements in its processes of identifying information which it needs to systematically collect, analyze, and share to drive continuous improvement. The College has completed its strategic plan and has implemented a new integrated planning process for non-instructional units. New reports have been created to aid enrollment services and a full-time scheduling analyst position was added in order to more effectively manage the course schedule.

Team Determination on Criterion 5:

- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

Summary Statement on Criterion:

IHCC has undertaken a series of very positive initiatives in order to address the core components of Criterion Five. The adopted budgetary processes provide sound fiscal management and the strategic plan provides sound information in planning and measuring institutional initiatives. The faculty and staff hiring practices are in keeping with HLC guidelines; these faculty and staff are provided training once hired, and the college has undertaken several key improvements to its technology and infrastructure initiatives. Newly implemented processes such as the program review procedures, program prioritization, and integrated planning provide the college the necessary tools and data to systematically improve performance across all areas of the campus community.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.

Please provide a brief paragraph or two that captures the team’s perception of the institution’s overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

IHCC is beginning to operate within the newly implemented integrative processes that are operationalized in significant areas. These processes are generally understood by the key constituencies of the institution.

In response to the AQIP systems portfolio feedback of 2014 and subsequent Strategy Forum participation, IHCC has developed an all-inclusive comprehensive strategic planning process that aligns the various initiatives from all areas of the college. The implementation began in August of 2016, and at the time of the CQR visit, it was evident that the goals and objectives of individual areas and an overall alignment with the college goals were well articulated and understood throughout the college. All academic areas participate in the program review process and have identified measurable outcomes that align with the goals and the planning cycles. The evaluation and use of data has begun to emerge in some areas while in some others, like program outcomes assessment, are in the process of developing outcomes.

IHCC has a great opportunity to make this process sustainable and repeatable if the current levels of energy and resources continue into the future. The established processes are currently in place are...
systematic and moving towards “Aligned,” and must become part of the college’s own budget-funded continuous improvement cycles.

**Evidence of Principles of High Performance Organizations**

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

Inver Hills Community College has embarked on a series of substantial initiatives which demonstrate the college’s commitment to high performance. Evidence of this commitment is indicated by a very aggressive approach to its strategic plan initiatives and a dedicated effort to ensure compliance with faculty credential stipulations. Additionally, the College has initiated sincere efforts to strengthen the relationship between Inver Hills Community College and Dakota County Technical College as the two institutions share administration and many services.

The visiting team was impressed by the sincere efforts initiated by Inver Hills Community College as a result of their systems portfolio results. The subsequent report that was submitted by the College denoted a dedication to improved processes and procedures that were noted as being somewhat deficient in the systems portfolio.

**V. Commitment to the AQIP Pathway**

Provide brief bullet points for each section that demonstrate success or progress in each area.

**Actions That Capitalize on Systems Appraisal Feedback**

- Completion of the strategic plan
- Building a relationship with Dakota County Technical College
- Strengthening relationships with external stakeholders
- Building stronger relationships with high school partners
- Adoption of revised budget allocation procedures
- Stronger linkages of college processes to the mission, vision, and values
- Furthering of processes to ensure federal compliance standards are met
- Enhancing of assessment processes

**Actions That Capitalize on Strategy Forum Participation**

Inver Hills Community College identified its strategic plan initiatives as its most pressing issue at their recent Strategy Forum. Since returning, the College has developed an in-depth strategic plan that very succinctly identifies the College’s strategic goals and objectives and the personnel who provide the necessary input and data in order to measure the institution’s performance on each key performance
indicator. Additionally, the College implemented an enhanced assessment process as a result of IHCC’s participation in the HLC Assessment Academy (2013).

**Actions That Capitalize on Action Projects**

In response to the portfolio feedback report IHCC retired or integrated its old action projects (as listed below) and integrated them into the program review process and became priority number two on the master academic plan. IHCC has changed its process for Action Projects with the new integrated approach and has them aligned with the Integrated Planning process. The cycle is yet to start in the fall of this year. Action Projects will be determined and integrated with institutional priorities, the Master Academic Plan and other Campus plans, Program Review, Program Prioritization, and campus enrollment.

Data-driven decision-making is not a stand-alone project but has been integrated into the program review and the prioritization processes. Improving leadership though high-impact internal communications continues to be an area of opportunity for IHCC despite improving some areas by enhancing the email communication systems. At the time of the site visit and as indicated in the federal compliance report, IHCC had convened an action team, had made substantial progress in studying the complaint process, and had started a series of bi-weekly meetings as of 2017 spring semester. IHCC plans to review cumulative complaint details annually at several levels of leadership, including the cabinet, deans, and student affairs administration. An Action Project relating to Advisory Committees was launched recently in January of 2017, but IHCC reported using a similar but less integrated process in the past. Advisory board members continue to review information and provide feedback related to program recruitment, student success, financial costs for the program, job placement rates and community engagement strategies.

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

IHCC recently retired the following action projects:

- Curriculum Mapping and Outcomes Alignment
- Data-Informed Decision-Making
- Improving Leadership through High Impact Internal Communications

Current action projects include:

- Student Complaint Process
- Integrated Planning
- Program Prioritization Annual Integrated Process (Phase 2 of Program Prioritization)
- Advisory Committees

**Commitment to Active Engagement in the AQIP Pathway**

IHCC as an institution has demonstrated a long-term commitment to the AQIP pathway and has worked to develop processes and structures to foster an inclusive culture of continuous quality improvement. In response to the 2010 Systems Portfolio feedback, IHCC has developed and continues to develop and
update master plans and has developed strategic priorities and a program review process that aligns with the MnSCU Strategic Framework, the SFPM, and Charting the Future goals. As in the past, IHCC has demonstrated its commitment by actively engaging in the process of improving and responding to the most recent Portfolio feedback report of 2014. The College has made tremendous and impressive efforts to create a comprehensive system of processes and structures to capture, evaluate, and use data to strengthen its efforts to support its student success.

IV. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

   The institution provided evidence that it complies with all the five Criteria for Accreditation and their Core Components, and has developed a quality culture and quality infrastructure dedicated to continuous quality improvement. The CQR team recommends that IHCC receive Reaffirmation of Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

   Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

   In the judgment of the CQR team, IHCC should be eligible to select its next accreditation pathway.

3. Criterion-Related Monitoring Required (report, focused visit):

   Monitoring:

   Interim Report None

   Rationale: (Provide a holistic rationale for this recommendation.)

4. Federal Compliance Monitoring Required (report, focused visit):

   Monitoring:

   None

   Rationale: (Provide a holistic rationale for this recommendation.)

B. HLC Sanction or Adverse Action

   None

V. Embedded Changes in Affiliation Status
If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at hlcommission.org/team-resources.

**Type of Change: NA**
Appendix A

Interactions with Constituencies

Paralegal employers; attorneys, banks, Foundation, TRIO, Arts Council, Center for Learning, K12 Partnerships, Nursing, Allied Health

All interactions were positive and the interactions between the constituencies and the institution were praised for their collaborative approach and the mutual respect displayed.

Roster of people present at the various meetings is continued on the next page.
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<tr>
<td>Scott K</td>
<td>Transfer Specialist</td>
</tr>
<tr>
<td>Sharon H</td>
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</tr>
<tr>
<td>Sue D</td>
<td>Interim Associate Academic Dean</td>
</tr>
<tr>
<td>Angela B</td>
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<td>Emily D</td>
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</tr>
<tr>
<td>Scott R</td>
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</tr>
<tr>
<td>Suzie B</td>
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<tr>
<td>Patrick J</td>
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<tr>
<td>Liz D</td>
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<td>Rob H</td>
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<td>Paul D</td>
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<tr>
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<td>AVP Strategic initiatives</td>
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<tr>
<td>Wendy R</td>
<td>VP Student Affairs</td>
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**March 20 – Distance Learning Review**

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<tbody>
<tr>
<td>Hamid K</td>
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<tr>
<td>Paul W</td>
<td>UFT Political Science</td>
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<tr>
<td>Barb C</td>
<td>UFT Psychology</td>
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<td>Steve H</td>
<td>UFT Language</td>
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<tr>
<td>Cheryl R</td>
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<tr>
<td>Chad P</td>
<td>D2L Administrator</td>
</tr>
<tr>
<td>Todd J</td>
<td>CIO</td>
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<tr>
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<tr>
<td>Ann D</td>
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<tr>
<td>Steve S</td>
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<tr>
<td>Tarryl C</td>
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**March 20, Open Forum Discussions- Criterion One and Two**

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<tbody>
<tr>
<td>Sue E</td>
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<td>Suzie B</td>
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<tr>
<td>Mary Jo G</td>
<td>Director, K-12 Partnerships</td>
</tr>
<tr>
<td>Carrie S</td>
<td>Associate VP – Strategic Initiatives</td>
</tr>
<tr>
<td>Kevin J</td>
<td>EMS faculty</td>
</tr>
<tr>
<td>Jeff M</td>
<td>Director of Energy</td>
</tr>
<tr>
<td>Laina C</td>
<td>Interim Chief Human Resources Officer</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Wendy R</td>
<td>VP, Student Affairs</td>
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<tr>
<td>Steve S</td>
<td>Philosophy faculty</td>
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<tr>
<td>Kelly R</td>
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<td>Michelle H</td>
<td>Faculty</td>
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<tr>
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<tr>
<td>Angela K</td>
<td>EMS lab assistant</td>
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**Monday March 20th – Meeting with Community Partners**

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<tbody>
<tr>
<td>Sabrina B</td>
<td>Dean of Career Programs</td>
</tr>
<tr>
<td>Mary J</td>
<td>Director, K-12 Partnerships</td>
</tr>
<tr>
<td>Steve S</td>
<td>Dean Of STEM</td>
</tr>
<tr>
<td>Sue F</td>
<td>Director of nursing</td>
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<td>Gail M</td>
<td>Foundation Executive Director</td>
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<td>Kathy F</td>
<td>Strategic Partnerships</td>
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<td>Steve J</td>
<td>Transition Patient Advocate</td>
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<tr>
<td>Dale H</td>
<td>IT Career Skills Academic Advisory Board</td>
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<tr>
<td>Ben F</td>
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</tr>
<tr>
<td>Michelle T</td>
<td>Volunteer development Manager – The ARC</td>
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<tr>
<td>Maureen K</td>
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<td>Tom V</td>
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<td>Scott S</td>
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<td>Nathan N</td>
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**Open Forum Discussion - Criterion 4**

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<tr>
<td>Deanna Green</td>
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<tr>
<td>Todd J</td>
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<tr>
<td>Name</td>
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<tr>
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<tr>
<td>Rachel M</td>
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<tbody>
<tr>
<td>Patrick J</td>
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<tr>
<td>Carrie S</td>
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</tr>
<tr>
<td>Tarryl C</td>
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<tr>
<td>Ann D</td>
<td>Dean of Liberal Arts</td>
</tr>
<tr>
<td>Steve H</td>
<td>Language Faculty, Co-Chair of Assessment Committee</td>
</tr>
<tr>
<td>Wendy M</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Allison R</td>
<td>Institutional Research Analyst</td>
</tr>
<tr>
<td>Mary Jo G</td>
<td>Director of k12 Relationships</td>
</tr>
<tr>
<td>Sabrina B</td>
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Steve S  Dean of STEM and Social Sciences
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<td>Sue D</td>
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<td>Paul C</td>
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<td>Jerry S</td>
<td>Accounting and Law</td>
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<td>Sue Frosch E</td>
<td>Program Director, Nursing</td>
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<td>Diana J</td>
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<tr>
<td>Thomas W</td>
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<td>Sharon M</td>
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<td>Tarryl Clark</td>
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### March 21, Open Forum Discussions – Criterion 5

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<tr>
<td>Patrick J</td>
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<td>Kirsten M</td>
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<td>Wendy R</td>
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<td>Todd J</td>
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<td>Director of k12 Relationships</td>
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### March 20th – Drop in Session for full Time Faculty and All staff

<table>
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<tbody>
<tr>
<td>Barbara C</td>
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<td>Mary K</td>
<td>Enrollment Center Staff</td>
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<td>Shawn H</td>
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<td>Matthew K</td>
<td>Director TRIOSSS</td>
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<tr>
<td>Andrea W</td>
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<td>Sue F</td>
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<td>Julia G</td>
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<td>Keith K</td>
<td>IT Specialist</td>
</tr>
<tr>
<td>David O</td>
<td>IT Specialist</td>
</tr>
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</table>

Informal Team Luncheon meeting with IHCC students  Tuesday March 21st

14 IHCC students met with all of the CQR Team Members

The Following sites and meetings were completed during the Site Visit

- MnSCU Website
- Inver Hills President and Cabinet
- Inver Hills AQIP Team
- Inver Hills Distance Learning Faculty
- Psychology Professor – Online Course
- Inver Hills student representatives
Minnesota Board of Regents
Minnesota Administrative Officers
Inver Hills Business Department
Inver Hills HR Department
Inver Hills Assessment Task Force
Faculty Credentials – Met with: Dean - STEM program Sciences Dean, Humanities and Social Sciences, Human Resources
Appendix B
Principal Documents, Materials and Web Pages Reviewed

Appendix B
Principal Documents, Materials, and Web Pages Reviewed

Federal Compliance Panel Report for IHCC
Worksheet for Institutions on the assignment of credit hours and clock hours
HLC Institutional Status and Requirements Report for IHCC
HLC IHCC Student Survey Results
MnSCU Website
Reaffirmation Letter dated March 19, 2010
IHCC College Catalog
IHCC Faculty/Staff Handbook
IHCC Student Handbook
IHCC Systems Portfolio June 2014
IHCC Website
Third Party Comments for IHCC
Employer Survey
Systems Portfolio Addendum Submitted by IHCC in January 2017
Quality Highlights Report Submitted by IHCC in January 2017
2003 –year official cohort Default Notification Letter
IHCC criteria for program prioritization – 2016-17
Data and program Prioritization – 2016-17
IHCC Diversity Council and Diversity Plan – 2016
IHCC document providing instructions for enrollment for students
IHCC document for Leading an Action Project
Notification of student Privacy and Rights Under FERPA (Campus Postings)
Revised Student Complaint Process
Transfer Options
Student Security report
Assessment Newsletter, Spring 2017
Campus Wide Assessment Process Flow Chart 11/14/2014
Assessment Charette – Collaborative structure with the goal of improving student
Learning through the sharing of assignments and assessment methods.
Assessment Salon –Faculty report using assessment to impact their eaching and
help Students Succeed.
Critical Thinking - Value Rubric
Transfer Options – 2016-2017
HLC Learning Academy Mentor Response 2015 and 2016
IHCC outcomes Framework 3
IHCC Accountability Dashboard – Website
College wide outcomes – Subcommittee meeting Minutes
Program Review- Report Template – Student Success (Cohort one)
Assessment of Student Learning – Group Answers
Program Outcomes
Mapping Template
Outcomes Assessment
Plan – Sociology Veteran Services (Website)
IHCC Faculty Roster (Website)
IHCC Ay 15-16 College Wide Outcomes Assessment
Federal Compliance Worksheet for Evaluation Teams

_Evaluation of Federal Compliance Components_

The team reviews each item identified in the _Federal Compliance Filing by Institutions_ (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the _Federal Compliance Overview_ for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Inver Hills Community College

Please indicate who completed this worksheet:

- ☒ Evaluation team
- ☐ Federal Compliance reviewer

_To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:_

Name: Dr. Vi Rajagopalan

- ☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - [x] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
IHCC academic programs follow the typical program lengths for associates degree programs in the range of 60 to 72 credits. The catalog descriptions of academic programs and courses were appropriate for and consistent with expectations of higher education. IHCC follows the MNSCU policy for the credit hour, which approximates the federal credit hour definition. Based on the review of sample syllabi, IHCC follows the credit policy and expects learning and academic work appropriate to the credit level of courses. See the credit hour worksheet for details.

Additional monitoring, if any:
Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
Inver Hills demonstrated to the team that the institution has moved beyond the student complaint studying phase since the last Federal Compliance Review and has developed a draft student complaint process which enhances the current process. The draft demonstrates the substantial progress that the college has made to include routing to appropriate offices based upon the complaint, if needed, confirmation emails to students, description of reviewer responsibilities, final response review description done by Dean of Students, and a biannual review of complaints by cabinet/VP’s/Deans. Draft student complaint mapping document is included in the appendix.

Additional evidence that IHCC provides clear information regarding and receiving complaints under the current process is located on the college website as follows:
Academic and enrollment appeals process and forms can be found under the heading Appeals at https://www.inverhills.edu/CollegeForms/index.aspx.

The student complaints procedure and forms are located on the college forms website under the heading Complaints Procedure at https://www.inverhills.edu/CollegeForms/index.aspx.

For complaints about other students or student services, a link to send an email to the Dean of Students is provided on the IHCC website college forms page under the heading Complaints Procedure at https://www.inverhills.edu/CollegeForms/index.aspx.

Evidence that IHCC responds to complaints and grievances in a timely manner can be found within IHCC Policy 3.8 Student Complaints and Grievances, which is found on the college website at https://www.inverhills.edu/Policies/index.aspx.

Additional monitoring, if any:

**Publication of Transfer Policies**
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (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.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC has demonstrated to the team that the institution has robust transfer policies that serve IHCC in the context of the Minnesota State College and University (MNSCU) system.

Information describing transfer-in and transfer-out continues to be easy to find on the college website:

IHCC has a transferring webpage on the college webpage at [https://www.inverhills.edu/Transferring/index.aspx](https://www.inverhills.edu/Transferring/index.aspx).

Transfer Credit Policy can be found in the 2016-2017 catalog on p. 5-6 on the college website at [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf).

Transfer Options can be found in the 2016-2017 catalog on p. 27-29 on the college website at [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf).

All articulations agreements can be accessed online at [http://mntransfer.org/students/plan/s_agreements.php](http://mntransfer.org/students/plan/s_agreements.php). They continue to be posted in their entirety and fully communicate relevant information to students and the public.

Additional monitoring, if any:

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**Practices for Verification of Student Identity**  
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.

- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
• Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC has demonstrated to the team that the institution continues to use a secure login and password system for all students to access IT systems including the learning management system and other student and academic services such as enrollment and DARS. The STAR ID system is a single sign-on authentication that is stored at the MMSCU level. This method is used for both face-to-face and online/distance learners. Instructors use a variety of authentication strategies in their courses including video conferencing, audio and visually recorded assignments, and small group work. IHCC does not charge additional fees for verification of identity. IHCC has policies in place to protect student identity as required under FERPA and Minnesota state regulations that protect the handling of educational data.

Information on Student Data Practices is included in the college catalog starting on p. 21. [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf)

Additional monitoring, if any:

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**Title IV Program Responsibilities**
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

   • The team should verify that the following requirements are met:

     o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as
necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.

- **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that 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 will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application
for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - [x] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

IHCC has demonstrated to the team that it continues to follow Title IV requirements.

**Met General Program Responsibilities** – IHCC continues to be in good standing with the US Department of Education and there have been no adverse findings. *IHCC is on heightened cash monitoring because of a late report submission by Minnesota State Colleges and Universities*
System Office, a one-time occurrence that has been addressed. Some minor issues in audits have been addressed to ensure that students are receiving aid in a timely way.

Financial Responsibility Requirements – IHCC has not had any actions and meets these requirements.

Default Rates – Default rates were provided and do exceed Department thresholds or trigger a review. The rate reported as of Sept 29 2016 was 11.5%. IHCC did not include the Sept 29 2016 letter in Appendix K but did provide it when requested. Attached to this document. Campus crime information, and related disclosures – Information was provided about required disclosures. Athletic Participation

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Information was provided to the team about campus crime information and related required disclosures and is located on the college website at https://www.inverhills.edu/CampusResources/Security/AnnualSecurityReport.aspx. Evidence was provided that the official notice of the Annual Security Report Publication was emailed to the IHCC community with the link to the location.

Athletic participation disclosures is not required; IHCC does not have athletic programs.

Student Right To Know – Information is posted on IHCC website at https://www.inverhills.edu/Leadership/InstitutionalResearch/index.aspx.

Satisfactory Academic Progress and Attendance Polices – Information is included in the college catalog and posted on the IHCC website at https://inverhills.edu/Policies/pdfs/Academic/2.9SAP.pdf. This information is also covered in college orientation.

Contractual/Consortial Relationships – IHCC has no contractual/consortial relationships.

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

IHCC’s 2016-2017 catalog is a comprehensive resource and provides detailed information on tuition and fees, programs, policies, student and academic services in a well-organized format and can be found on the website at https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf. A full course list starts on page 107.

IHCC provides required information on safety and security and is located on the college website at https://www.inverhills.edu/CampusResources/Security/AnnualSecurityReport.aspx. Additional information on safety and security polices are on the college website at https://www.inverhills.edu/Policies/index.aspx and is broken into categories of Student, Academic, and Employee.

IHCC demonstrated to the team that the college continues to have practices in place that ensure that Marketing seeks feedback and review of the catalog and other documents by subject matter experts, stakeholders, and campus leaders through a semi-annual review of materials ad through an online ticketing system with continuous availability.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
   - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
   - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
   - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
   - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC displays the mark of affiliation on the web site at [https://www.inverhills.edu/Accreditation/index.aspx](https://www.inverhills.edu/Accreditation/index.aspx).

Program specific accreditation information is also provided at the above web page and in the Catalog on the website at [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf) on page 3. The Catalog is a thorough document that provides complete, appropriate and timeline information.

The Paralegal Program is approved by the American Bar Association but it is not accredited and there is no state licensing. This information is on the college website at [https://www.inverhills.edu/Accreditation/index.aspx](https://www.inverhills.edu/Accreditation/index.aspx) and [https://voices.inverhills.edu/paralegal/](https://voices.inverhills.edu/paralegal/).

The Early Childhood Education program 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. [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf) 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 INCC’s partner institutions. This information is found in the college catalog on p. 61 on the college website at [https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf](https://www.inverhills.edu/Registration/catalogs/IHCC-Catalog-2016-17.pdf)

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](https://www.abilityone.org) (ACBSP) and can be found on the IHCC website: [https://www.inverhills.edu/DegreesAndPrograms/Business/index.aspx](https://www.inverhills.edu/DegreesAndPrograms/Business/index.aspx)

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

IHCC has continuous practices in place that ensure Marketing seeks feedback and review of the catalog and other documents by subject matter experts, stakeholders, and campus leaders through a semi-annual review of materials and through an online ticketing system with continuous availability.

Additional monitoring, if any:

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
   - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
IHCC uses a wide range of student outcome and student progress measures in planning, program review, and institutional effectiveness. Examples of metrics used include course success analyses and reports, persistence and completion metrics, trends in graduates, employment by program including matches of MN graduates to MN employment and wage data, gainful employment data, and IPEDS Data Feedback Reports that provide peer comparisons. The Minnesota State Colleges and Universities system provides member institutions with a dashboard of student outcome and progress metrics. IHCC provided several examples of how these data are used in decision-making and for improvement.

Examples of how IHCC addresses default rate and degree progress are connecting students with financial literacy resources (e.g. Great Lakes Money Management) and an early alert initiative. Early alert is utilized to improve success for at-risk students, promote awareness of class performance, facilitate instructor/student communications, increase utilization of student resources (e.g. Counseling & Advising, the Learning Center, and faculty office hours), and improve retention.

Outcomes data is also utilized as criteria for program prioritization, with many of the student outcomes being largely around what happens post-graduation. Source documents reviewed: Criteria for Program Prioritization: AY 2016-2017 and AY 2016-2017 Inver Hills Community College Program Prioritization.

### Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   - Verify that student outcome data are made available to the public on 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 are clearly labeled as such.

   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - [x] The institution meets HLC’s requirements.

   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
The institution does not meet HLC’s requirements and additional monitoring is recommended.

The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC provides outcome data on the college website in a variety of forms in various locations:

Strategic Framework Performance Metrics Accountability Dashboard -

Student Rights to Know Graduation and Transfer Rates –
https://www.inverhills.edu/Leadership/InstitutionalResearch/index.aspx

The data and links are well organized and the range of IHCC programs are covered.

Additional monitoring, if any:

**Standing With State and Other Accrediting Agencies**
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

   The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

   **Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

   - Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

   - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
• Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC provided detailed correspondence with accrediting agencies and state agencies for their accredited programs. IHCC is in good standing with accreditors for accredited programs such as Business/Accounting, Nursing, and Emergency Medicine Technician. Information about specialized accreditation is appropriately displayed on the accreditation page of the web site and each catalog program entry.

Additional monitoring, if any:

Public Notification of Opportunity to Comment

(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

• Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

• Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
☒ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC has made appropriate and timely efforts to solicit third party comment through print and web-based media starting in September 2016, with a closing date of February 20, 2017.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
   • Review the list of direct assessment or competency-based programs offered by the institution.
   • Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
   • Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   ☒ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

IHCC does not offer competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Provided in the appendix and within the text of this document.
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Inver Hills Community College

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes  ☐ No

Comments:
IHCC has standard 16-week fall/spring terms and a 10-week summer term, with a limited number of mid-term start/end dates in fall/spring as appropriate for the curricular offerings.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes  ☑ No

Rationale:
IHCC has standard 16-week fall/spring terms and a 10-week summer term, with a limited number of mid-term start/end dates in fall/spring as appropriate for the curricular offerings. Information in the catalog and in policy provided in the federal compliance documentation is consistent with appropriate term length practices.

Identify the type of HLC monitoring required and the due date:
None/NA

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions
Review Sections 2–4 of the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. Format of Courses and Number of Credits Awarded. Review the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses (Supplement A1 to the Worksheet for Institutions) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to Worksheet for Institutions, as applicable).

- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

- Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
   - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:
   - Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public
institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A. Identify the Sample Courses and Programs Reviewed by the Team

Catalog descriptions of all of the program offerings and all of the course offerings were reviewed.

A total of 19 syllabi from the following courses/terms/formats were reviewed:

Program: AS/AAS Business
BUS 1131 Legal Environment of Business, Fall 2016, F2F
BUS 1101 Introduction to Business in Society – Fall 2016 (F2F and distance), Spring 2017 (F2F and distance)
BUS 1121 Principles of Management, Fall 2016 (F2F and distance) and Spring 2017 (F2F and distance)

Program: AS in Education
EDU 1109 Introduction to Education and Reflective Teaching, Fall 2016, blend/hybrid format and distance format; Spring 2017 blend/hybrid format
EDU 1138 Children with Special Needs, Spring 2017, blend/hybrid format
EDU 1143 Multicultural Education/Human Relations – Taught Fall 2016 Distance; please provide the syllabus.

Program: AS in Nursing
NURS 2700 Foundations of Nursing – Health Promotion, Fall 2016 and Spring 2017, F2F, multiple sections
NURS 2720 Transition to the Role of Professional Nurse, Fall 2016 and Spring 2017, F2F
NURS 2900 Acute and Complex Care for Nursing, Fall 2016 and Spring 2017, F2F

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

      ☒ Yes  ☐ No

      Comments:

      IHCC’s policy on the credit hour a policy of the Minnesota State Colleges and University system (MNSCU). It is essentially the same as the federal credit hour definition. (See http://www.mnscu.edu/board/procedure/336p1.html)
IHCC also has policies for transfer credit, advanced standing/test credit, and credit for prior learning.

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

      ☒ Yes  ☐ No

      Comments:

      The MNSCU credit hour policy follows the format of the federal definition and provides for credit based on instructional contact time plus expected learning activities outside of the classroom, and equivalent amount of time for non-lecture based formats.

   c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

      ☒ Yes  ☐ No

      Comments:
The MNSCU policy follows the federal credit hour definition and allows for credit to be linked to learning and learning outcomes as verified by evidence of student achievement. Courses at IHCC appear to follow standard formats in either face-to-face, blended, or online delivery that are consistent with higher education standards.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:
See comments for 1a, 1b, 1c.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:
Course descriptions in the Catalog include the number of credits and number of contact hours along with the course description. Most of the courses fall in the 1 to 4 credit ranges, with some courses at a higher range and very few courses offered at high credit levels or in compressed formats; a high-credit Nursing course was included in the syllabus sample review. Many courses are offered in face-to-face, blended, and distance formats. All of the academic programs are described in the Catalog in a complete and consistent format. Syllabi for sampled courses included: learning outcomes for the course; detailed information about class meeting times or a reference to such information in the LMS; a description of what students are expected to do in terms of assignments, study, exams, and other learning activities; information about experiential learning components of the course such as clinical nursing components. In general, there was consistency in the offerings from term to term and among formats.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☒ Yes ☐ No

Comments:
Sample syllabi included learning outcomes that were consistent with the course description and appropriate to the subject and course level. Syllabi described how students are evaluated. The course information in the syllabi was consistent with the policy on award of credit.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes  ☐ No

Comments:

All course descriptions in the catalog followed a clear and appropriate format. IHCC appears to offer very few if any compressed courses on a regular basis. Syllabi sampled of courses offered both in face-to-face and either blended or online formats aligned with policy, and were consistent in the learning outcomes for the course, and learning activities and expectations across the offerings. The syllabus review included a 9-credit course, which included classroom/theory components, lab work, and clinical work by students; the expectations of the student learning appeared to be consistent with the credit assignment.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes  ☐ No

Comments:

The syllabi that were sampled included courses offered both in face-to-face, blended and/or online formats. Information is the same course with different formats were generally aligned with policy, and were consistent in the learning outcomes and learning activities across the formats.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:
Based on a review of the catalog, schedule of classes, and the selected sample syllabi the assignment of credit is reasonable and appropriate to higher education.

C. **Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

<table>
<thead>
<tr>
<th>Is any HLC follow-up required related to the institution's credit hour policies and practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
</tr>
</tbody>
</table>

**Rationale:**

Review of the MNSCU policy on credit hour, IHCC catalog, program and course information, course schedule information, and sample syllabi from Fall 2016 and Spring 2017 and include face-to-face, blended, online and experiential formats provide evidence that IHCC is in compliance with expectations regarding the assignment of credit hours.

Identify the type of HLC monitoring required and the due date:

None/NA

D. **Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

<table>
<thead>
<tr>
<th>Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
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</tbody>
</table>

Identify the findings:

There was no evidence of systematic noncompliance.

**Rationale:**

NA

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**Part 3. Clock Hours**

**Instructions**

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:
Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☒ No

**If the answer is “Yes,” complete the “Worksheet on Clock Hours.”**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

**Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):**

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

**Worksheet on Clock Hours**

A. **Answer the Following Questions**

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

   ☐ Yes  ☐ No

   Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.
3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes  ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes  ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes  ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:
INSTITUTION and STATE: Inver Hills Community College, MN
TYPE OF REVIEW: AQIP Comprehensive Quality Review
DESCRIPTION OF REVIEW: Comprehensive Evaluation to include a Federal Compliance Reviewer. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.

DATES OF REVIEW: 3/20/2017 - 3/22/2017
☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution
Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:
Year of Last Reaffirmation of Accreditation: 2009 - 2010
Year of Next Reaffirmation of Accreditation: 2016 - 2017

Recommended Change: 2026-2027

Accreditation Stipulations

General:
Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No Change
Internal Procedure

Institutional Status and Requirements Worksheet

Additional Location:
Prior HLC approval required.

**Recommended Change: No Change**

Distance and Correspondence Courses and Programs:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No Change**

Direct Assessment:
The institution is approved to offer one credit-based competency-based education program as declared to HLC and offered prior to May 1, 2015. Any programs initiated after that date must receive HLC review and approval.

**Recommended Change: No Change**

**Accreditation Events**

Accreditation Pathway  AQIP Pathway

**Recommended Change: Eligible to choose**

**Upcoming Events**

Systems Appraisal: 06/01/2024

**Recommended Change: No Change**

Strategy Forum: 2021 - 2022

**Recommended Change: No Change**

Systems Appraisal: 06/01/2020

**Recommended Change: No Change**
Institutional Status and Requirements Worksheet

Strategy Forum: 2017 - 2018

Recommended Change: No Change

Monitoring

Upcoming Events
None

Recommended Change: No Change

Institutional Data

Educational Programs

Recommended Change:

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<table>
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<td>Specialist Degrees</td>
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<td></td>
</tr>
<tr>
<td>Doctoral Degrees</td>
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<td></td>
</tr>
</tbody>
</table>

Extended Operations

Branch Campuses
Institutional Status and Requirements Worksheet

None

**Recommended Change: No Change**

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**Additional Locations**

Burnsville, Minnesota Workforce Center/South of the River Education Center, 2800 County Road 42 West, Burnsville, MN, 55337 - Active

Freedom House, Station 51, 296 West 7th Street, Saint Paul, MN, 55102 - Inactive

**Recommended Change: No Change**

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**Distance Delivery**

13.0101 - Education, General, Associate, Education Foundations
19.0709 - Child Care Provider/Assistant, Certificate, Child Care Teacher
19.0709 - Child Care Provider/Assistant, Certificate, Child Care Teacher
22.0301 - Legal Administrative Assistant/Secretary, Associate, Legal Administrative Assistant
22.0302 - Legal Assistant/Paralegal, Associate, Paralegal
22.0302 - Legal Assistant/Paralegal, Certificate, Paralegal
30.9999 - Multi-/Interdisciplinary Studies, Other, Associate, Individualized Professional Studies
30.9999 - Multi-/Interdisciplinary Studies, Other, Associate, Individualized Professional Studies
43.0104 - Criminal Justice/Safety Studies, Associate, Criminal Justice
43.0104 - Criminal Justice/Safety Studies, Associate, Criminal Justice Studies
43.0104 - Criminal Justice/Safety Studies, Certificate, Pre-CCJLE
43.0107 - Criminal Justice/Police Science, Associate, Law Enforcement
44.0000 - Human Services, General, Certificate, Human Services Assistant
46.0412 - Building/Construction Site Management/Manager, Associate, Construction Management
46.0412 - Building/Construction Site Management/Manager, Certificate, Construction Management
50.0702 - Fine/Studio Arts, General, Associate, Liberal Arts
52.0101 - Business/Commerce, General, Associate, Contemporary Business
52.0201 - Business Administration and Management, General, Associate, Contemporary Business Practice
52.0201 - Business Administration and Management, General, Certificate, Project Management
52.0201 - Business Administration and Management, General, Certificate, Supervision
52.0204 - Office Management and Supervision, Certificate, Supervision Certificate
52.0207 - Customer Service Management, Certificate, Customer Service
52.0301 - Accounting, Associate, Accounting
52.0703 - Small Business Administration/Management, Certificate, Small Business Development
52.1001 - Human Resources Management/Personnel Administration, General, Certificate, Human Resource
52.11 - International Business, Associate, International Business
52.1801 - Sales, Distribution, and Marketing Operations, General, Certificate, Marketing and Sales

**Recommended Change: No Change**

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**Correspondence Education**

None

**Recommended Change: No Change**
Contractual Arrangements

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change