

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

Inver Hills Community College

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for

The Higher Learning Commission

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Elements of Inver Hills Community College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for

the institution's current state, as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary for Inver Hills Community College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

As one of the 31 institutions within the Minnesota state Colleges and universities system (MnSCU) Inver Hills Community College (IHCC) uses the MnSCU's Strategic Framework for its overall strategic direction. IHCC'S student body comprise of 4,000+ full year equivalent (FYE) credit seeking students of which 10% are developmental students, 72% part-time students, 29% students of color, and 64% students aged 26 and older. Eleven programs and 18% of all credits are offered online. The College is expanding to off-campus sites and seeking ways to provide credit for prior learning. As a result of changes at the state level, the College started a process of redefining its mission, vision, and values during the 2010-11 academic year and received MnSCU approval for its changes in 2011. The new mission, vision, and values stress innovation, affordability, recognition of diversity, student success, and ties to the local and global communities.

Using feedback from its 2010 AQIP Systems Portfolio, the College has embarked on Action Projects to enhance data-informed decision-making, align curriculum and outcomes, focus on the first-year student experience, and strengthen leadership communications capabilities.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Inver Hills Community College achievements and to identify challenges yet to be met.

- IHCC has a dual-level structure, which provides the campus with both strategic and logistic direction. The MnSCU provides statewide requirements, while IHCC applies local

specific values, mission, and goals statements to develop processes that work within this framework. The campus is becoming an evidence-based and data-guided organization through a system of metrics derived from the MnSCU requirements and locally determined measures. As it continues to move forward, the College has opportunities to provide data obtained from direct measures of assessing student learning and to provide longitudinal data from these measures. The College also has an opportunity to develop a formal and systematic process that has the potential to use data in a consistent and comprehensive manner and set targets for improvements based on patterns of data collected over a long-term period.

- IHCC as an institution is moving from reactive to systematic maturity in Category 2. The College has established processes for selecting and managing non-instructional objectives that involve a broad spectrum of the academic and external communities. Initial efforts to assess the effectiveness of these objectives have been made. More sophisticated assessment involving the greater use of direct measures, additional employment of comparative and longitudinal data where available and more robust analysis has the potential to support continued growth in this area.
- IHCC's use of AQIP Action Projects for early warning and scheduling support its transition from reactive to emerging aligned maturity status in serving students. The College has identified key stakeholders, and has collected data using multiple measures that are appropriate for understanding students' and other stakeholders' needs, though the development of direct measures may broaden its ability to address student needs. Furthermore, IHCC may consider developing a robust system for analysis of all of the data gathered.
- Survey results have been used to set targets for improvements. While the College has made several improvements over the years, and recently through AQIP projects, IHCC has an opportunity for developing and implementing formal, centralized processes to plan, budget, track, and assess performance results to make systematic changes.
- IHCC operates within the framework of MnSCU for its general policies and guidelines, but develops specific policies to fit its distinctive culture and climate as it values its people. The institution is maturing in its approach to processes used to identify key issues related to employee motivation, selection of courses of action, and evaluating employee satisfaction and wellbeing. IHCC has the opportunity to develop more formal systematic processes and systems to collect and analyze data from all areas.

- IHCC recently experienced a number of changes in senior leadership and is settling in to new patterns of organizational communication. The College is provided specific guidelines and processes for operation by the MnSCU in “leading and communicating” with the capacity to provide a local campus adaptation within the statewide framework. IHCC has many opportunities to mature its communication processes and systems and has initiated two Action Projects in that regard. Specifically, a systematic, comprehensive data analysis plan will assist the institution in better utilization of collected information concerning the requirements of this AQIP category.
- IHCC’s formalized processes are designed to align with the MnSCU policies and procedures. AQIP Action Projects have helped in developing the emerging quality culture and assisted the College in measuring and improving institutional support processes that address the needs of students and stakeholders. However, some key processes seem reactive rather than proactive. The campus leadership should consider a more systematic and comprehensive process for gathering, analyzing, and disseminating data, as this would likely improve institutional efficiency and effectiveness. The College would likely benefit from including assessment data from teaching and learning in the establishment of clearly defined short and long term goals which align with the mission and vision.
- When measuring institutional effectiveness, IHCC does so through a two-level system, the MnSCU framework and a local campus implementation of the statewide directives. Much of the collected data is gathered through indirect methods, and additional direct measures would assist the College in its quality journey. There also appears to be a need to customize the systems and processes to be consistent and committed to IHCC’s own mission and vision statements. IHCC has the opportunity to move from data collection to developing and formalizing a comprehensive system of institutional metrics through its action project focused on building a culture of data-based decision making.
- Planning at IHCC adheres to MnSCU requirements while making efforts to facilitate internal planning processes that support collaboration of the entire campus community to supplement MnSCU has in place. With new leadership and strategic planning changes, the College has an opportunity to develop more systematic and comprehensive initiatives that would enable the selection of long term strategies based on trend analysis. In addition, the College would benefit by providing more details of its own culture and defining characteristics in this area.

- IHCC has developed a number of collaborative relationships within the MNSCU system, state, and metropolitan region that appears to have the potential to enhance its operations and service to residents and students. IHCC also has multiple long-term relationships in place, particularly with four-year institutions, high schools and workforce. Internally, it has an infrastructure that facilitates cross-functional planning and a process that places accountability on its Executive Team. IHCC has also started to collect and analyze data from its new initiatives to inform future decision-making.
- It is not clear, however, how the College prioritizes the creation of external relationships or if there is a systematic approach to building relationships. The College has opportunity to strengthen and explain its data collection and analysis processes and may benefit by centralizing the collection of data, analyzing data over time and gathering more comparative data from a national sample of its peers. Development of a comprehensive, institution-wide, coordinated, aligned, and assessed process for building collaborative relationships will assist IHCC to transition from a reactive to systematic institutional-level of maturity.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

Strategic Challenges for Inver Hills Community College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for Inver Hills Community College in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

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

- Several initiatives exist, however, some gaps are apparent as it relates to setting of goals, tracking results over a period of time. As IHCC continues to focus on improving the Continuous quality improvement process, the College has an opportunity to align the various initiatives to its strategic planning process and enhance the outcomes in the institutional effectiveness category. In this regard, the senior leadership team is new and should consider developing the “institutional will” early in its tenure to systematically plan for continuous organizational improvement.
- IHCC collects data in many areas; however, it is unclear from the portfolio if there are specific methods of analysis regularly used for each data set. Appropriate analysis, including the use of trends and comparative data, is an important component of turning raw collected data into useful information. The absence of these creates the potential for misinterpretation of the data.
- As IHCC continues to meet the challenges of establishing its own identity and processes within the framework established by MNSCU, it should consider taking steps to ensure that these processes are systematic and comprehensive. This will increase the likelihood that changes will be synergistic and that steps forward in one area do not create problems in another.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution’s thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It

examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 1.

IHCC provides examples of compliance with policies, procedures, and strategic directions of the MnSCU requirements, yet strives to maintain an individual identity. The College recognizes areas for improvement in assessment of student learning outcomes and articulation of these with the student services division, as well as enhancing student engagement and satisfaction with academic support services. The College also reports creating a new AQIP Action Project (Curriculum Mapping and Outcomes Alignment) as an outcome of recently joining the HLC assessment academy.

1P1, S. IHCC complies with the MnTC for its general education curriculum. It is based on ten learning goals and competencies and was developed by faculty from all levels of public higher education in Minnesota. The College develops its own courses, reviewed by the Academic Affairs and Standards Council, through which students address the competencies. In addition, through campus-wide conversations, IHCC students and faculty developed three learning outcomes for all degrees that are specific to the College.

1P2, S. IHCC determines specific program learning objectives through a proposal process for new programs, a five-year program review process, adherence to the MnSCU strategic framework, participation in the Higher Learning Commission's Assessment Academy, and participation in the implementation of industry-standard Technical Skills Assessments. Faculty, staff, administrators, advisory committee members, and the AASC are all involved at various levels of these processes.

1P3, SS. IHCC reports that the design of new programs and courses are aligned with MnSCU planning for "Charting the Future," and the resulting "Workforce of the Future" plan and IHCC's mission to be responsive to employer needs and employment trends and the needs and desires of students. The MnSCU needs assessment process with input from Internal and external Stakeholder groups, including community members, is reported to provide the direction for new programming. IHCC process determines the

fiscal and personnel resources to support and approve the new programming and subsequently sent through the district process for recommendations and approval.

1P4, S. IHCC has an extensive array of programs designed to meet the educational needs of a wide variety of students. For example, the institution has developed an innovative approach to preparing high school students for College-level courses: Inver Prep. This collaborative program works with high school teachers to prepare students with developmental education needs to move into dual credit courses.

1P5, S. IHCC follows the MnSCU mandate, which requires students to take the ACT or the Accuplacer inventory with cut scores determined by a statewide-committee of faculty, student affairs staff, and students. Some programs have specific admissions processes and requirements determined by the program director, faculty, advisory committee and accreditation requirements. Prerequisites for individual courses are determined by faculty from within the discipline with consultation with faculty outside the discipline, advisory committees, and research on student success in the courses.

1P6, S. While IHCC has a full array of hard copy or web-published information, the key communication for many of the issues around student degree plans, degree requirements, and semester course schedules is contact with a faculty member, advisor or counselor. To facilitate this critical process, IHCC recently moved to a one-on-one advising model from a group model.

1P7, S. All students are required to participate in orientation with advisors/counselors following completion of the Accuplacer. In addition, IHCC offers a course in Life Career Planning and a Student Success Day where students have the opportunity to explore College expectations, career exploration, transfer information and networking opportunities.

1P8, S. IHCC provides a wide variety of targeted processes and assistance to deal with students from area high schools that are underprepared for the College-level academic programs and courses offered prior to enrollment. Some examples include targeting students in the “academic middle” to achieve College readiness and collaborations with Adult Based Education (ABE) programming. Students identified as needing additional resources may take advantage of a variety of targeted workshops and developmental courses, including learning communities. Appropriate evaluation instruments are used to provide data to inform this decision-making process.

1P9, S. Effectively addressing student learning styles benefits from including both students and faculty in the process. In the first-year experience course for traditional students, and for nontraditional students Educational Planning and Assessment students assess their preferred style. During academic development days, faculty can participate in sessions on learning styles and teaching methodologies to address the needs of students. Faculty members are encouraged to share best practices formal and informal settings.

1P10, S. IHCC addresses the needs of student subgroups with its Center for Accessibility and Inclusion to provide special accommodation for students with learning disabilities or physical handicaps; a mobile pantry for students in economic distress; a veterans' resource area; expanded hours of operation in student services; access to online resources; and such auxiliary amenities as food and vending services.

1P11, S. IHCC has a comprehensive system in place to communicate expectations for effective teaching and learning. The steps include: a living set of foundational documents (mission, vision, and goals), MnSCU expectations, policies and procedures, formal organizational structural tasks, and various formal and informal venues for publically communicating the expectations.

1P12, S. IHCC has adopted the MnSCU-sponsored D2L course management system. Data on enrollment trends, fill rates by course, section, day and time are used to determine if the appropriate number of sections are being offered. Due to a completed AQIP Action Project a two-year schedule is developed that offers predictability, consistency, and flexibility; and effective use of institutional data; while attempting to reduce the overall number of course cancellations and increasing the overall fill rate. The College received HLC approval to offer 100% of its courses online.

1P13, S. Formal program review (5 year cycle) includes an in-depth review of AASC-approved course learning outcomes and program objectives; coursework; alignment with College mission, goals, and master academic plan; budgets; student success; licensure rates where applicable; employment; and student satisfaction and engagement and is done in consultation with Advisory Committees, other College departments which provide service courses or use the programs courses and other institutions with which the department/program articulates its courses.

1P14, S. Program changes are driven by changing industry standards and often start in discussions with advisory committees or workforce partners. Some changes can be

developed by faculty members in consultation with experts and followed by AASC for approval. Major changes involving change in credits, title, online-only delivery, or delivery at a new location, must receive MnSCU for approval. Program discontinuance follows a multistep process involving both on and off campus stakeholders, culminating in MnSCU approval.

1P15a, S. IHCC reports being invested in student services and has made several changes and additions to personnel and space to support student learning. Other College events, clubs, and courses and meetings with counselors and faculty members are facilitated to support students. Surveys are administered to obtain student satisfaction with the services.

1P15b, O. The IHCC portfolio contains a list of faculty related activities and assessment. It is not clear how this process is aligned with student learning, development, and assessment processes.

1P16a, S. IHCC aligns some of its co-curricular goals and curricular learning objectives through AQIP Action Projects, alignment with AQIP categories, MnSCU strategic performance metrics, and the College's master plan. The College shared a chart where it explicates the manner in which sponsored groups align co-curricular activities with curricular learning objectives. The College has also developed a Leadership Academy that offers workshops related to a variety of skills, as well as opportunities for students to participate in campus and system governance.

1P16b, O. It is unclear from the material included in the portfolio how IHCC aligns its co-curricular development goals with its curricular learning objectives. Co-curricular activities use both institutional and individual student resources. Clear alignment of co-curricular and learning goals has the potential to help both the institution and students make most effective use of these resources.

1P17, S. The College has identified learning outcomes for its degrees and certificates, relying heavily on MnSCU mandated measures. In addition to learning outcomes assessment at the course level, at the institutional level, assessment of learning outcomes includes licensure pass rates, MnSCU Strategic Framework Performance Metric results, internship site supervisor evaluations, and capstone or portfolio course completion. Faculty members use a variety of methods to assess the program learning objectives that have been mapped to their courses.

1P18, S. IHCC designs its assessment processes through compliance with the requirements of MnSCU and processes driven by active community participation at various levels of the institution (MnSCU, IHCC administrative structure, Action Projects, specific individual tasks) that provide many stages of accountability. This has resulted in processes that have evolved from the IHCC SAAP developed in 1995, through identifying CWLOs, creating Rubrics, and developing pre-and posttests. The most recent step is participation in the HLC Assessment Academy.

1R1a, S. IHCC collects data consistent with the MnSCU Strategic Framework Performance Metrics along with nationally benchmarked and locally developed surveys.

1R1b, O. The portfolio does not provide an indication of how IHCC analyzes the data. IHCC has an opportunity to obtain valuable information from the data by developing statistical procedures for analysis appropriate to each of its data sets, which would enable the College to use data to set targets for improvement.

1R2, O. The portfolio would benefit from analysis of data from and a summary data on more of the common student learning objectives beyond results collected for the Communication and Critical Thinking CWLOs. Recognizing that space is an issue a simple table summarizing the pre-post test data across a number of common student learning objectives would provide a fuller range of performance results on common student learning and development objectives.

1R3, OO. The Portfolio would benefit from the inclusion of direct measures of learning some of which are mentioned in 1R1. Satisfaction and course completion data are valuable but they do not directly measure results for program learning objectives. This is an important factor to consider when judging curricular performance.

1R4, S. IHCC's pass rate on licensure exams including NCLEX, EMT and Peace Officer compares well with other institutions and MnSCU standards. It also exceeds expectations for two MnSCU metrics transfer rate and related employment.

1R5, O. IHCC uses both SSI and CCSSE; the results indicate that the performance rates are comparable or exceed comparison groups in most areas. Some areas of concern appear to be in advising and counseling services, computer labs and the writing center, the math center, and peer tutoring. Major gaps were noted between importance and satisfaction for help in achieving educational goals. IHCC has an opportunity to determine if the factors leading to success in the library and counseling services can be

used to inform and strengthen performance in other areas. This could lead to an increased effectiveness in the use of resources in learning support processes.

1R6, O. IHCC does not report specific data for this item. It has been embedded across other items in this section. IHCC has an opportunity to present a more complete data set by providing more comparative data reported distinctly for its peers in the MnSCU system and from other higher education institutions outside of the MnSCU system. This would help the College set targets from meaningful comparative data for decision-making and improvement purposes.

111a, S. IHCC shared a number of improvements resulting from its involvement in the AQIP process, including changes in course scheduling, facility remodeling, curriculum mapping, involvement in the HLC Assessment Academy, creation of the Instructional Design Team for online learning, and the engagement of Student Services personnel in identifying learning outcomes related to their function.

111b, O. The College reports making improvements in several areas to support student learning outcomes, but performance results in these areas are not yet reported. It is also not clear from the descriptions provided how the various systems are aligned with the strategic planning and the budgeting process. In addition, there is no indication if they are systematic and comprehensive. Quality improvement activities may effectively create change in one area; however, changes that are planned to be systematic and comprehensive may produce greater overall change using the same resources and help assure that changes in one area do not create problems in another.

112, O. The College has a long standing infrastructure for improvement, adopted the MnTC in 1993 and has been an AQIP institution since 2002. MnSCU Strategic Framework establishes numerous targets and stretch targets for the MnSCU. The College's commitment to improve student learning is evidenced by the structure of the processes in place, faculty commitment to improving teaching and learning, and IHCC's enrollment in HLC's Assessment Academy. However, the College has yet to come up with a comprehensive system that is capable of targeting College-specific improvements for helping students learn.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the

institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 2.

IHCC has identified three distinct objectives aligned with MnSCU strategic foci and departmental action plans: The Center for Experiential Learning, Fine Arts programming, and Regional Workforce Development. The distinctive objectives were developed through design and operational processes grounded in the College's collaborative team-driven decision-making values.

2P1, S. IHCC designs and operates three customized key non-instructional processes to serve significant stakeholder groups that engage the campus community; align with College and Minnesota State College and University (MnSCU) mission, values, and strategies; respond to research-identified needs; recognize fiscal and personnel constraints; and involve consultation with experts. The objectives for the Center for Experiential Learning, Fine Arts Programming, and Regional Workforce Development are operationalized and aligned primarily through internal and external partnerships.

2P2, S. Driven by the MnSCU framework and established campus expectations, IHCC determines its major non-instructional objectives for external stakeholders in a process facilitated by the Institutional Effectiveness Council (IEC) that identifies and builds on strengths, considers mission and goals, and develops collaborations. Task forces, grant writing, evaluations, informal feedback, and developing on- and off-campus relationships are some of the tools employed in these processes, as is a set of criteria that include measurable outcomes and the collection and dissemination of data.

2P3, S. IHCC communicates its expectations regarding these objectives in a manner adapted to the particular objective. The Center for Experiential Learning employs a learning agreement to define expectations. Fine Arts programming expectations are set by the Fine Arts faculty and communicated to students and the community. Regional Workforce Development customizes expectations in planning processes and program review and shares information through an annual report. Initiatives with external funding sources meet the reporting requirements of the grant providers. Outcomes are standard components of all expectation; accountability is communicated at the outset and becomes a part of the performance review process.

2P4a, S. IHCC assesses and reviews objectives by determining alignment with MNSCU and institutional strategic goals, examining related student learning outcomes, studying growth, ensuring collaboration, and providing support for local and regional communities. A broad spectrum of stakeholders is involved to assess the value of these objectives, including the team responsible for the objective, surveys, focus groups, continuation of funding, and collaborative meetings.

2P4b, O. IHCC obtains most of its evaluative data through such indirect means as surveys, anecdotes, and conversations. The College also focuses most of its data collection activities in this category to major initiatives and little to broad-based campus activity. The College has opportunities to strengthen its data collection methods and to broaden its evaluative focus beyond three major initiatives, which will assist in setting future goals and targets.

2P5, S. IHCC determines faculty and staff needs relative to these objectives and operations through faculty and staff participation on advisory boards, planning committees, work group meetings, and one-on-one conversations. The College has hired a full-time coordinator for the South of the River Education Center as part of an effort to involve faculty and staff in a formal assessment of its needs and operations.

2P6a, S. IHCC has an ongoing customized process involving data collection and supporting faculty and staff to develop and accomplish distinctive objectives. The process permits initiators to seek support from participants, supervisors, and key administrators. The data have led to expanded activities in the areas of experiential learning, fine arts, and workforce development.

2P6b, O. IHCC incorporates information on faculty and staff needs to readjust objectives and processes through advisory committee meetings, embedding community-based learning throughout the curriculum, and cost-benefit analysis. The College has an opportunity to provide more detail about the systematic nature of its data-gathering and decision-making processes beyond individual objectives and activities to assist it in maximizing the effectiveness of resource allocation in this area.

2R1, S. IHCC collects and analyzes a number of measures related to the effectiveness of its major non-instructional objectives, including surveys, outcome measures, continued funding, participation data, and sustainability. The College notes a positive relationship in student participation in their community based on learning experiences and student engagement survey data.

2R2, O. Although the data shared show positive trends for IHCC's participation and resource usage objectives, the College has opportunities to broaden the measures employed to include qualitative data and data directly related to learning outcomes. Establishing direct measures and targets may help focus efforts on those particular objectives and goals that have the most room for improvement.

2R3, O. IHCC comparative performance data reveals mixed results in contrast with local and national institutions of higher education for its community-based learning (CBL) program. The College has opportunities to discuss comparative data related to its fine arts and workforce development efforts, to probe deeper into why students are not participating and not satisfied with their CBL experience, and to broaden its comparative data into a longitudinal examination of trends affecting its programs. This information could assist the institution in more effectively using its non-instructional dollars.

2R4, S. IHCC believes its processes related to Accomplishing Other Distinct Objectives have strengthened the College by enhancing student learning, fostering faculty scholarships, developing new partnerships and relationships, and raising its visibility in the community. Some examples include the development and improvement of College and Career Days at several high schools, high satisfaction and continuation rates from CBL partners, the development of basic language skill instruction for Spanish speakers, the South of the River Education Center, and increased business partnerships.

2I1, O. IHCC lists improvements but there is no indication if these are systematic and comprehensive in nature. Quality improvement activities may effectively create change in one area but changes that are systematic and comprehensive may produce greater overall change using the same resources. The College has an opportunity to improve data collection, develop systematic analysis, and consistently make decisions based on the collected data.

2I2a, S. IHCC indicates that its cultural and infrastructure permits it to identify new collaborative efforts, strengthen its outreach to the community, and identify ways to serve students better through the involvement of faculty, staff, and external partners in the development of strategic initiatives. Surveys, benchmarking, and student comparison data provide the basis for informing the College in meeting student needs. Active community involvement is supported among the Foundation, alumni, and leadership to reinforce collaboration.

2I2b, O. It is unclear from the portfolio how strong the community orientation and

emphasis on collaboration reflects IHCC's culture and infrastructure and in selecting specific processes to set targets for improvements. Many efforts seem to be driven by the activities of the administration. The College has an opportunity to provide information to clarify the depth to which its culture and infrastructure truly drive Accomplishing Other Distinctive Objectives.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 3.

IHCC identifies eight stakeholder groups, each of which is actively engaged with the College and reports the use of multiple measures (benchmarking, surveys, advisory boards) to compile stakeholder needs. Leadership is actively involved in community advisory boards and regional planning, resulting in the Education Center. In addition, two Action Projects were established to improve communicating student progress and optimizing use of space while increasing access to classes.

3P1, S. IHCC identifies the changing needs of student groups and analyzes and selects courses of action in multiple ways generally unique to the characteristics of a particular group. The College surveys current students regularly and analyzes trends by such subgroups as race, gender, veteran status, and age; evaluates courses; and conducts program reviews. Actions selected have led to measures related to veteran student orientation, student outreach, and the creation of the Accessibility and Inclusion Center.

3P2a, S. IHCC uses reasonable and accepted practices in developing, maintaining, and continuing long-term relationships with prospective and current students and alumni. The College has developed a particular focus on non-traditionally-aged students, who comprise about two-thirds of the student body through accelerated programs, prior learning assessments, and special degree programs.

3P2b, O. IHCC builds relationships with prospective and current students. However, based on the evidence presented, it was not clear how the institution maintains these

relationships. The College has an opportunity to develop processes that improve its ability to identify and address the changing needs of student groups.

3P3a, S. IHCC analyzes the needs of its stakeholders in planned and systematic ways. The administrative oversight provides a strategic context for logistical operations to be carried out throughout the organization.

3P3b, O. IHCC analyzes the changing needs of key stakeholder groups and selects courses of action regarding their needs through the use of advisory boards, participation in economic and civic groups, and relationships with postsecondary institutions. However, it is unclear how these various efforts are systematically integrated, monitored, and targets set for improvements. The College has an opportunity to provide additional information on formal processes that supplement personal interactions and provide additional insight into the changing needs of stakeholders and effective ways to build and maintain these relationships.

3P4a, S. IHCC builds and maintains relationships with its key stakeholders on a regular basis by actively engaging in the community and inviting community leaders and others to partner with them on various initiatives including grants, student admissions, alumni involvement, and workforce needs.

3P4b, O. The College has an opportunity to develop processes that are able to integrate and monitor data that can provide additional insight into the changing needs of key stakeholders. The process has the potential to be effective in building and maintaining relationships with key stakeholders.

3P5, O. IHCC's Executive Team, Deans, and Directors review enrollment and budget data to make decisions about targeting new student and stakeholder groups. The College has an opportunity to clarify how its processes incorporate other data sources, such as workforce needs, peer institution analysis, and market research, to target students and stakeholder groups in a proactive fashion. This process may be able to target students and stakeholder groups that fit the profile of graduates needed in the future.

3P6, O. IHCC's portfolio included several formal and informal ways in which the College collects and resolves student complaints and grievances of various issues. However, it is unclear if there is a process in place that consolidates the complaints and evaluates the data for patterns to set targets for improvement. The College has an opportunity to

develop the centralized process for analyzing complaint feedback and communicating the courses of action resulting from this analysis. The portfolio does not outline mechanisms for receiving and dealing with complaint information from other stakeholders.

3R1a, S. IHCC determines the satisfaction of its students and other stakeholders using such measures as surveys, faculty consultations, usage data, and job placement and transfer rates. The College also employed two AQIP Actions Projects to address timely feedback on academic progress and class scheduling as part of its processes.

3R1b, O. While IHCC includes a number of measures related to student satisfaction, the College has an opportunity to employ direct measures and to develop measures and processes that determine the satisfaction of other stakeholders.

3R2, O. IHCC has provided extensive data from several performance measures and indicated areas of continued improvement and challenge. The presentation and types of data present opportunities to the College. There is an opportunity for sustained data-gathering efforts and to conduct longitudinal studies to provide IHCC with information to track patterns related to student satisfaction variables. There is also an opportunity to develop clear methods of data presentation to assist those using the data contained in the tables to make data-based decisions.

3R3a, S. IHCC relies heavily on data from student satisfaction measures, persistence rates, graduation and transfer rates and job placement rates to assess its performance results for building relationships with its students. While the results fluctuate from year to year, the general trend is upward. The College may wish to administer an alumni survey to gather additional data for measuring relationships.

3R3b, O. IHCC shared longitudinal results for building relationships with prospective and current students that indicated the number of students in a select group of programs improved, as did attendance. The College, however, provides little context for interpreting this data and many cells in the tables presented are listed as “not applicable.” The College has an opportunity to present data to improve its presentation to indicate properly that it is making progress in its quality journey.

3R4, O. IHCC shared performance results for stakeholder satisfaction related to CBL and partnership maintenance. The College has an opportunity to provide more robust data from multiple sources to provide evidence that it is gathering and analyzing data to

inform decision-making efforts in several areas.

3R5, O. IHCC provided performance results with key stakeholders using one chart and describing trends over three years. The results indicate that the gap between importance and satisfaction has widened in the period between 2006 and 2010. The College has an opportunity to study and analyze the reasons this gap has grown and to prove more robust data related to its efforts to build relationships with stakeholders.

3R6, O. IHCC reported comparative satisfaction rates for two years which indicated a general decline in satisfaction and a number of results below the MnSCU and national levels. The College has an opportunity to explore the reasons for these decreases and develop an improvement plan in response. It also has an opportunity to use comparative data that use the MnSCU framework and local surveys.

3I1, O. IHCC shared a number of recent improvements focused in student services, particularly advising and counseling, financial aid, services to underrepresented students, information technology services, and adult and distance learners. Because there does not appear to be systematic and comprehensive processes and performance results for Understanding Students' and Other Stakeholders' needs, the College has an opportunity to develop and implement formal, centralized processes to plan, budget, track, and assess performance results to assist it in using scarce resources more effectively and allow for strategic, coordinated improvements College-wide.

3I2a, S. IHCC indicated that its collaborative culture provides an environment in which it selects improvement processes as evidenced by the increased number of articulation agreements with K-12 and postsecondary institutions, College-ready programs, active advisory boards, and an active foundation. The infrastructure also allows gathering of feedback from students and advisory boards to guide improvement processes.

3I2b, O. While many targets are pre-determined for the College by MnSCU, others are driven by the College's own mission. The College has an opportunity to develop a systematic process of identifying all stakeholders' needs, tracking trends, setting targets, and establishing a sustainable continuous quality improvement process.

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to

work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 4.

IHCC states that it has well aligned processes which operate within the requirements set by MnSCU for valuing people in the areas of recruiting and hiring, new faculty and staff orientation programs, personnel evaluation systems, training in ethical practices, and a formalized employee rewards program. Other processes are in place to systematically identify key issues relating to employee satisfaction, motivation and wellbeing. Action projects are developed based on inputs from employees College-wide via surveys. The College recognizes the need to improve assessments in some key areas including the alignment of training with identified priorities.

4P1, S. The MnSCU system sets the minimum credentials following recommendations from the Joint Committee on Credential Fields and approval by the Chancellor. At the campus level, the IHCC hiring administrator/supervisor and Human Resources identify the challenges, opportunities and institutional values that are key to the position.

4P2, S. The online application contains job-specific questions developed by Human Resources based on minimum and preferred qualifications. Interview questions are behavior-based and prepared by Search Advisory Committees and Human Resources. Human Resources does an informal credential review of faculty applications and conducts reference checks on most candidates.

4P3, S. IHCC uses multiple recruiting sources that support diversity and professional specializations in its hiring practices. Competitive wages, benefits, working conditions and professional development opportunities are among the retention strategies used by the College. IHCC promotes a sense of engagement among its employees by encouraging participation on committees, and it also facilitates interim assignments of employees to higher job classifications which can help prepare them for promotions.

4P4, O. IHCC made changes to its all-employee orientation process as an outcome of the data gathered from an exit survey. Its attempts to address the concerns including an AQIP Action Project were not successful. The College has an opportunity to continue its efforts to address this issue which has the potential to increase employee retention.

4P5, S. Planning for personnel changes at IHCC is part of a successful dual-level of functioning as the College operates within a systematic framework established by MnSCU. The system includes financial incentives for early retirement, leadership training, and a pilot succession plan currently being piloted.

4P6, O. While the institution has many committees that design work processes and quality improvements, less than half of the employees participate in the committees. Having all employees participate in the work of the College through committees could be helpful to create a participatory culture. It is unclear if there is an overarching process in place that is utilized in aligning the committees' work with strategic goals and objectives.

4P7, O. IHCC has an opportunity to enhance its ethics program by providing training to the College community on selected topics. Periodic opportunities for all community members to understand how the Code applies to specific and current issues have the potential to ensure that employees understand how to apply the written policies in specific situations.

4P8, O. IHCC recognizes the need to establish a systematic process for determining needs other than those provided through the MnSCU System. The College has the opportunity to benefit by identifying needs based on an analysis of employee evaluations or individual request trend data and through further development training that is aligned with organizational plans and instructional and non-instructional programs and services.

4P9, S. IHCC has well-established, comprehensive processes in place for developing its employees including courses, professional development plan for faculty, job performance goals and an action plan for staff, supervisory training and coaching, budgeted funding for tuition reimbursement and professional development.

4P10, O. It is unclear how IHCC designs its evaluation system and aligns these systems with the objectives for both instructional and non-instructional programs and services. The College has the opportunity to develop specific processes for designing and aligning its personnel evaluation system to ensure it is meeting its needs and is consistent with changing personnel, campus objectives and state mandates.

4P11, S. IHCC operates within the framework of the MnSCU System for its employee recognition, reward, compensation and benefit policies. In addition, it has developed guidelines for staff achievement awards, authorized by collective bargaining agreements, and administrator exceptional performance financial awards.

4P12, S. A triennial employee climate survey provides data which are reviewed at a campus-wide meeting. The issues are analyzed and addressed through a consensus approach and assigned to appropriate individuals for action. In addition, the administration meets regularly with representatives of its unions providing them with an opportunity to identify issues related to motivation.

4P13a, S. Appropriate individuals and units are involved in providing for the safety and well-being of the campus community. Evaluation is conducted through the collection of data from a systematic application of a climate survey as well as by more formal organizational negotiations between labor and management.

4P13b, O. IHCC has the opportunity to evaluate employee satisfaction, health and safety, and well-being to determine if the programs provided are having the desired effect and whether additional or other programs might better serve the campus community. The College could benefit from using multiple measures to collect and analyze data to set the course for action to increase the motivation of faculty, staff, and administrators. This could further assist the College in effectively using resources in this area.

4R1, S. IHCC collects and analyzes data for valuing people using multiple measures including climate surveys, exit surveys and internal reports such as affirmative action plans and MnSCU hiring practices.

4R2, O. IHCC has had mixed results in its efforts to increase diversity in its workforce. The increase in the percentage of minorities is noteworthy, but this is accompanied by a decrease in the percentage of women and irregular results for people with disabilities. IHCC has an opportunity to determine if the processes used to successfully recruit minorities can be employed to recruit women and people with disabilities.

4R3, O. IHCC reports data on the NCLEX-RN and Emergency Medical Services pass rates as evidence of the productivity and effectiveness of its faculty, staff and administrators in achieving its goals. The College has an opportunity to place this data in a context related to the Valuing People category and to provide a broader examination of its performance involving staff and administrators.

4R4, O. Although a comparison is made with the aggregate MnSCU data, IHCC has the opportunity to better understand how it compares with other like and aspirant institutions in determining the appropriateness of its current processes for valuing people. IHCC

may also consider developing formalized processes for collecting, measuring, and assessing performance results that would help to clearly identify productivity and effectiveness in achieving the College's overall goals.

411a, S. IHCC shared multiple improvements implemented recently, a number of which were developed in response to feedback received through various measures.

411b, O. The College may consider developing comprehensive and systematic processes to collect, interpret, and continuously improve performance in this area. Systematic and comprehensive planning can help the institution to use data to make significant changes using the same resources and avoid systemic errors and duplication.

412, O. IHCC has gathered information from a climate survey and has initiated an Action Project based on an analysis of the data. Due to its recent implementation, the College has not been able to determine its success. Given this identified need, this continues to be an opportunity for continued organizational development.

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 5.

The changes in MnSCU's systems led to the creation of a new strategic framework in 2012 and performance metrics related to that framework in 2013. The changes in leadership and strategic direction from the MnSCU has resulted the creation of action projects to improve open communication within the institution and with stakeholder groups. Since 2010, the MnSCU System appointed a new Chancellor and IHCC has used a planned, staggered retirement process to replace all four members of the Executive Team. The IHCC campus has its own leadership and subset of strategic projects set in the context of the MnSCU initiatives (specifically open communication, transparency and meeting the needs of its stakeholders).

5P1, S. The Board of Trustees, appointed by the Governor, approves the mission,

vision and values of the College within the framework of the MnSCU. A new President led a collaborative process in developing revised statements of the key institutional documents. Involved in that campus-wide process are a variety of key stakeholder groups.

5P2, S. Inver Hills Community College has two layers of determining and enacting its institutional purpose: the state level (MnSCU) and the Institutional Executive Committee. The Institutional Executive Committee, in consultation with various stakeholder groups, developed four major strategic plans to guide the College (master academic plan, master facilities plan, instructional technology plan and the enrollment management plan). A key to coordinating the various plans is a budget process that requires all requests to be connected to local campus and MnSCU priorities and values.

5P3, S. There are procedures and processes that guide the campus community in gathering input systematically from both internal and external stakeholder groups. There are multiple voices involved in decision-making using this collected data as a shared governance model provides a vehicle for addressing needs and expectations.

5P4, S. The senior leadership of IHCC is accountable to MnSCU in developing future opportunities in its local context. Strategic planning processes are used and multiple voices provide input into this important organizational set of activities that includes enhancement of learning, employment opportunities, seamless transfer policies and alignment of other campus activities.

5P5, S. The campus community engages in cross-functional collaborative decision-making seeking input from multiple people, in multiple offices at multiple levels of the institution in meeting its academic, legal and fiduciary responsibilities. The described structure seems to work well for IHCC given the need to make decisions within the context of the MnSCU system.

5P6a, S. The College uses normal and standard practices in collecting, analyzing and disseminating information to people and committees required to make decisions to enact the strategic plan. The College's commitment to data-guided decision-making is evidenced by the initiation of an Action Project and in the use of various metrics that include local, regional and national tools and comparative data.

5P6b, O. IHCC has an opportunity to mature in its use of data in decision-making. The current Action Project is designed to move the campus forward in this important area of

university operations, but it is unclear as to the status of the processes related to the Action Project especially in how data is analyzed and used. IHCC also has an opportunity to mature its procedures for developing more robust and appropriate analysis to each of its data sets.

5P7a, S. The “communication mechanisms” described in the portfolio allow for necessary and reasonable channels of interaction to occur, allowing for delivery of information to only specific levels of the organization.

5P7b, O. An Action Project is underway and due diligence to fulfilling it will allow the campus to continue its quality journey in the important task of effective organizational communication. It is unclear what process is in place for students or alumni to communicate with campus leadership.

5P8, O. It is unclear how campus leadership, in the messages it communicates, deepens and reinforces the traits of high performance organizations, especially by including an intentional focus on learning. IHCC has an opportunity to explore how to incorporate these principles into the cultural fabric of organizational practices as they are basic to decision-making.

5P9, S. Numerous opportunities are available for personal and professional growth and development of the faculty, staff and administration. The Luoma Leadership Academy provides a good example of how IHCC uses external resources to improve the leadership at all levels of the campus. The process of sharing “new learning about leadership” is encouraged through both formal and informal processes. The College shares knowledge and best practices through regularly scheduled campus-wide and unit meetings.

5P10, S. IHCC has a well-developed succession plan that guides strategic exits and the mentoring of new hires (as described in 4P5). Institutional cultural memory is layered into the campus community with specific processes, including a mentoring program, the cross-training of employees and offering interim leadership opportunities. This type of organizational activity allows for successful succession planning.

5R1, O. The portfolio lists three specific measures of collecting data, but there is no evidence provided and thus no interpretation of the results from the assembled data. The portfolio would be stronger with a more detailed description of how the collected data aligns with IHCC’s performance measures.

5R2, O. The data presented only indirectly answers the AQIP stated requirement for this category. IHCC has an opportunity to examine the results and select areas for improvement regarding leading and communicating in the context of longitudinal data.

5R3, O. IHCC uses campus climate data to compare itself a limited number of peer institutions. The mentioned tool (CSSE) allows for a more robust ability for the campus to know about itself and to compare itself to like institutions. An opportunity exists to collect and analyze data from other nationally normed instruments allowing for benchmarking with other peer and aspirant institutions on a regional and national level.

5I1, O. The College can benefit from using the AQIP Action Project in this area to become increasingly systematic, consistent and comprehensive in gathering data, and evaluating its performance and setting targets for improvement.

5I2b, O. The targets for continual improvement are set in the large scheme by the MnSCU and carried-out by the IHCC community to fit the specific context. The Systems Portfolio could be stronger with a more detailed description of how the IHCC culture and infrastructure align with and contribute to the performance results of “leading and communicating” on the IHCC campus. The campus community has an opportunity to review the functioning of its committee structure to determine if a mechanisms exist to select specific processes to improve and to set targets for meeting the requirements of this category.

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 6.

IHCC's Administrative Services and Finance divisions are facilitating the College's activities to comply with the MnSCU's strategic plan of Charting the Future and to “Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.” The feedback from staff and students has helped the College recognize and create an action project titled, “Improving

Leadership through High-impact Communication” to address the need for improved Communication.

6P1, S. IHCC has a number of formal and collaborative processes to identify the needs of campus stakeholder groups including committee input and the collection of data from campus surveys as the primary methods used to gather information. An inter-linked committee structure keeps the administration in touch with the support service needs of identified stakeholder groups.

6P2, S. Methods commonly used in the higher education area of identifying the internal needs of faculty, staff and administrators, are utilized by the campus community.

6P3, S. A university-wide collaborative process is used to manage support processes regarding campus safety policies and procedures. Documentation is provided to the campus community through a variety of specific summary reports designed to educate, train and inform faculty, staff and students.

6P4, S. Policies and procedures guide the individuals and offices responsible for overseeing the development and implementation of College initiatives and goals. Data is collected, interpreted and distributed to appropriate campus personnel.

The processes are coordinated via an effective data management system that includes requirements of the MnSCU as well as the local nuances of the IHCC campus community. Campus leadership has developed mechanisms to provide specific data to functional areas of operation to assist in decision-making.

6P5, O. There is little documentation provided for how IHCC encourages knowledge sharing, innovation and empowerment. A few examples are provided, but the intent of the category item is not demonstrated. The campus has an opportunity to examine its processes in this area of organizational need and to implement relevant best practices.

6R1, S. The Institutional Research Office oversees a campus process for collecting and distributing data and holding the organization accountable for measuring the effectiveness of support services (enrollment data, student data, financial data, auxiliary data, employee data, facilities/operations data).

6R2, OO. A couple of specific, isolated examples are provided, but the performance results are very limited and lacks context for an adequate interpretation. IHCC has an opportunity to effectively analyze existing data to determine if the resources used have

been properly allocated to care for the concerns of this portfolio category.

6R3a, S. The College's infrastructure and processes appear to support and enhance institutional operations that target key College initiatives. Specifically, the CFI is above the NACUBO benchmark, higher than the MnSCU system average and outpaces the HLC's threshold for financial health and viability. Additionally, the IHCC has relatively high satisfaction rates from employees and students in key areas of operation.

6R3b, O. The information provided reports data that is collected for various means, however, there is no analysis of the processes to determine if the data collected is appropriate. The College has an opportunity to integrate data from other measures related to facilities, enrollment, students, and auxiliary operations in order to gain a more comprehensive overview in order to develop improvement plans for identified areas of need. Additionally, the processes themselves could be evaluated to make sure that they are effective.

6R4, S. It appears that the specific operational units and cross-functional teams are capable of collecting, analyzing and making decisions based on identifying short-term and longitudinal patterns of organizational behavior. Changes that span multiple service areas or require cross-functional analysis and coordination are brought to the Management Team for consideration and possible resolution.

6R5, O. Limited examples are provided to suggest the type of data collected for certain campus functions, but there is little reflective analysis given to validate how the campus community is able to use data to guide its decision-making. Also, IHCC has an opportunity to compare its performance with other institutions in positioning targets for improvement in meeting the needs of its stakeholders and to increase its financial efficiency.

6I1, O. It is unclear whether the improvements in this category are systematic or comprehensive. IHCC has an opportunity to systemize and formalize processes and procedures to assist overall College operations as it begins to routinely take proactive steps in making improvements in this area.

6I2b, O. It is unclear how the campus culture and infrastructure help the leaders select specific processes to set targets for improvement. The College has an opportunity to use multiple methods and measures to gather comprehensive and consistent data to facilitate continuous quality improvements that support its organizational operations and

overall effectiveness.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 7.

There is variability in the maturity of the processes for measuring effectiveness at IHCC with programs with external accreditation frequently demonstrating greater maturity. Additional processes are being developed and implemented which will include the creation of reports to allow users to view real time data. The College is committed to data informed decision-making and has created an action project titled "Data-informed decision-making. Additional resources to support its office of Institutional Research are sought through contractual services as needed.

7P1, O. IHCC has provided a list of the groups who are responsible for collecting and distributing feedback data regarding its instructional and non-instructional programs and services to respective areas. It is unclear if this process is centralized and aligned with the College's key performance goals and objectives. As it strives to use data for informed decisions, the College may consider developing processes for the selection, collection, management, analysis and distribution of the data that align with its strategic plan.

7P2, O. At the institutional level, the IHCC Strategic Plan is aligned with the MnSCU Metrics and designed to provide data for the overall performance and determination of allocation of some state funds. IHCC manages and distributes a large set of this integrated data to support its planning and improvement processes. As the College manages data by aligning surveys and reporting tools to measure its own specific goals and strategies, it can begin to make adjustments as needed to improve institutional initiatives.

7P3, S. IHCC's Director of Institutional Research meets regularly with unit heads to determine their needs related to data collection. The College data are accessible

through a variety of means including its website, email and meetings via established permission levels. In addition, the College has processes following industry standards for keeping data secure.

7P4a, S. MnSCU's Institutional Research Office provides system-level data that are analyzed and distributed in multiple ways primarily to the executive committee. IHCC has a number of mechanisms for sharing data across the institution.

7P4b, O. It is unclear from the portfolio if IHCC has established processes for the analysis of all its data sets. No information is included concerning how the institution determines its own needs and priorities for comparative data and information and what criteria and methods are utilized for selecting comparative data and information within and outside of the higher education community. The College has the opportunity to extract and use College specific information to enable data-based decision-making.

7P5, S. IHCC determines the needs and priorities for comparative data by benchmarking with similar (or aspirational) institutions, reviewing trend data and applying MnSCU's Strategic Framework Performance Metrics. IHCC's criteria and methods for selecting sources of comparative data and information within the higher education community are to identify like institutions such as those with a similar geographic area or providing similar types of services. The College uses IPEDS criteria for comparative data with a custom peer group outside the MnSCU System.

7P6a, S. IHCC has a Master Academic Plan that establishes the needs and priorities of all instructional and non-instructional campus activities and provides a systematic process for determining and maintaining the necessary alignment. Specific instructional programs with external accreditation requirements have well-defined processes for ensuring compliance.

7P6b, O. There is no process for sharing the alignment of instructional and non instructional programs outside of those with content area accreditation. The College has an opportunity to provide more detailed information in how it ensures that department and unit analysis of data from the different areas aligns with its institutional goals for instructional and non-instructional programs and services and how this analysis is shared.

7P7, S. MnSCU's system and processes provide IHCC with the ability to assure data security, access and reliability. The College IT Department provides a comprehensive

system of technology devices, services and technical support to help students learn, instructors teach, and staff and administrators work productively. Information Technology follows a defined security access structure that meets industry standards.

7R1, O. IHCC has an opportunity to identify a process for an organization-wide analysis of the data it collects. As the College moves to enhance data-based decision making, it is important to measure the effectiveness of the systems that supply the data and convert it to usable information.

7R2, O. IHCC is part of the MnSCU System which has committed itself to improvement with a clearly defined set of 21 strategic framework performance metrics along with targets to measure performance. The IHCC Portfolio includes performance data of disaggregated groups of students and its efforts to continue to increase success, retention and completion. The College has an opportunity to address the evidence that the system for measuring effectiveness meets the needs to accomplish its own mission and goals.

7R3, O. IHCC provides limited satisfaction survey results making it difficult to determine how it compares to its higher education peers and to organizations outside of higher education. IHCC has an opportunity to gather and analyze longitudinal and comprehensive data perhaps by determining like institutions' best practices and adapting these for use at Inver Hills College.

7I1, O. Although IHCC shares the creation of an AQIP Action Project in this area and provides a table of recent improvements, they do not appear to be part of a systematic or comprehensive process for measuring its effectiveness. The Action Project is an opportunity for the College to develop a foundation that is systematic and comprehensive for this area.

7I2, O. IHCC receives considerable direction in selecting metrics and targets for improvement from the MnSCU System. The College has the opportunity to set goals and targets that align with its unique mission, values and values.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator

capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 8.

IHCC's planning processes are closely tied to the MnSCU Strategic Framework and Charting the Future which serves as the College's strategic plan. Institutional master plans are based on the System's strategic framework and are developed through input from a cross-functional team of internal stakeholders. Additionally, a strategic enrollment management plan is being developed as a result of feedback from a consulting firm and analysis of data. Leadership has further plans for alignment, including greater involvement of the Institutional Effectiveness Council in master planning and alignment.

8P1, S. IHCC's cross-functional executive and management teams and the Institutional Effectiveness Council (IEC) are responsible for aligning the College's strategic plan, master plans, and program action plans with the overarching MnSCU strategic framework and charting the future. New leadership changes and subsequent survey results have driven the realignment of some plans to better correlate with performance measures.

8P2, S. IHCC selects short- and long-term planning processes in alignment with its mission, vision, and values and the MnSCU strategic framework. It gathers data from multiple stakeholders. For long-term planning, the Executive Team prioritizes its strategies and merges them into key themes. Short-term strategies often develop at the unit-level based on data indicating emerging needs and aligning with long-term strategies.

8P3, S. IHCC has an established process to develop key action plans that support the College's organizational strategies. Action plans are developed based on input from appropriate stakeholders, resources and various data components. Goals are established to align with MnSCU strategic plan and IHCC's strategic and relevant master plans. Prior to the action plan being finalized, resources are identified and a communication and continuous improvement plan are developed.

8P4, S. IHCC has formal processes in place with the executive team overseeing, coordinating and implementing the College's strategic planning systems and activities. This process coordinates with the MnSCU framework and includes gathering information from campus elements beyond the senior leadership level. Strategies are regularly shared openly across campus through various forums that include faculty, staff and

students' discussions with the management team identify areas of overlap and opportunities for cross-collaboration.

8P5, S. IHCC's metrics and targets are based on the standards set by the MnSCU system and is updated annually by the System's IIR department and reported through the President's Office. The Institution and the College President are evaluated by the Chancellor based on these established targets and metrics. Additional measures and targets are established from IHCC's strategic plan and master plans.

8P6, S. Resources are an integral component of all planning processes at the College. IHCC's executive and management team evaluate all initiatives to ensure they align with College's goals, outcomes, and budget. Budgeting and planning processes are integrated to ensure availability of funding to support strategic initiatives. Initiatives are ranked and the highest priority initiatives are approved and funded within limitations of the College's budget. In addition, College personnel are trained on the budgeting process which enhances their ability to integrate it into proposed initiatives.

8P7, S. Risk is assessed in a variety of ways, including MnSCU forecasting, SWOT analyses, environmental scanning, and political factors guiding the institution in considering and planning for risk in its strategic planning activities. IHCC has launched several strategies including a capital campaign through the Foundation to address anticipated shortfalls due to MnSCU mandates for reduced tuition.

8P8, S. IHCC supports its employees through a comprehensive organizational and individual professional development planning process to address changing organizational strategies. All employees are provided with annual training opportunities, and supervisors establish professional growth for their staff to ensure that their skill sets align with the College's strategies and action plans. In addition, IHCC allocates resources for professional development to ensure campus-wide communication and integration when new initiatives are implemented.

8R1, OO. The institution's response does not provide evidence of regular measurement of the effectiveness of IHCC's planning processes and systems for Planning Continuous Improvement. The College may benefit by using multiple methods, such as all-College events or email feedback, to collect and regularly analyze the effectiveness measures of its planning processes and systems.

8R2, O. The reported Strategic Framework Performance Metric results show

considerable variability. IHCC met targets in some areas, while there were gaps in the attainment of goals in many other areas as indicated in Table 8R2-1. IHCC has an opportunity to examine these results and may benefit by developing related category groupings within these metrics and incorporating local measures, data, and results that provide additional and confirming information on its improvement processes and results.

8R3, O. IHCC utilizes the MnSCU system's strategic framework metrics to set its performance targets and focuses its strategic goals and action plan. However, the College did not provide any information on how it planned to achieve the targeted goals.

8R4, O. The data indicates that IHCC's performance in many areas in this category was lower compared to 3 other institutions. The College may benefit by establishing comparative results unique to the College's processes for Planning Continuous Improvement. In addition, the College has an opportunity to compare with higher education institutions outside of the MnSCU System.

8R5, OO. Based on the limited evidence provided, it appears that IHCC lacks a systematic method of measuring and evaluating planning processes and activities. Additionally, the evidence provided did not demonstrate that the College had made improvements compared to its peer institutions. Lastly, the data does not establish that the College is meeting its own goals and targets. The College acknowledges that such processes are being developed. IHCC has an opportunity to explain how the measures related to an AQIP Action Project for its orientation processes constitute success when several efforts developed from the process have been discontinued. The College also has an outstanding opportunity to provide data from its internal reviews as complements to the MnSCU data discussed in 8R2, 8R3, and 8R4.

8I1, O. The College has an opportunity to use the progress of its Action Projects and the new leadership to broaden efforts to develop a process for comprehensive and systematic improvements.

8I2b, S. The culture and infrastructure at IHCC is guided in part by the MnSCU System which sets targets for all the Colleges and universities within the system. The specific infrastructure at IHCC promotes cross-functional teams and committees that collaborate to seek alignment of its strategies and planning with its mission and the MnSCU Strategic Framework.

8I2c, O. IHCC uses and complies with MnSCU's Strategic Framework Performance

Metrics as the basis for selecting its specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*. The College has an opportunity to discuss how its own particular culture and infrastructure influence its performance.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Inver Hills Community College for Category 9.

Inver Hills Community College's mission, the MnSCU Strategic Framework and its "Charting the Future's" fifth recommendation reinforce the College's aligned processes for building and maintaining collaborative relationships. IHCC has built collaborative relationships with a variety of partners, from four-year Colleges to technical schools to feeder high schools, and has processes in place to maintain and improve those relationships.

9P1, S. IHCC creates, prioritizes, and builds relationships with educational institutions and other organizations from which it receives students using a variety of methods. The College places a high priority on relationships with high schools, employers, underserved and minority populations. Relationships with K-12 systems focus on concurrent enrollment and College preparatory activities for underprepared students.

9P2, S. As part of the campus strategic plan, IHCC is maintaining and maturing its relationships with those organizations dependent upon its graduates through foci on specific academic programs within MNSCU, curriculum alignments, articulation agreements and baccalaureate completion programs, and program advisory board feedback. Input from such organizations is gathered through involvement on advisory boards, surveys and involvement in professional activities.

9P3a, S. IHCC creates, prioritizes, and builds relationships with organizations that provide services to students using student survey feedback, data review, existing relationships, and studying costs and benefits. These processes have led to partnerships that brought a mobile food pantry to campus and allowed students access

to healthcare services. The portfolio included several examples such as the mobile food pantry and physician services provided to students.

9P3b, O. It is unclear what relationships, process, or information is collected to determine the effectiveness of these relationships and services to students. It is not clear from the evidence provided what organizations are included, how relationships are developed, how expectations are created, who is involved in setting expectations, or what processes are used to evaluate the effectiveness of these relationships.

9P4, S. IHCC creates, prioritizes, and builds relationships with organizations that supply materials and services following state and system policies that govern procurement and auxiliary services. In addition, the professional judgment of campus leadership is used in determining how best to initiate and develop relationships with organizations servicing the needs of the campus.

9P5, S. The MnSCU Strategic Framework provides the foundation for how IHCC creates, prioritizes, and builds relationships with its education associations, external agencies, consortia partners, and the general community interact. In addition, these relationships are based on a community-based learning program, existing relationships and participation in events and conferences.

9P6, S. IHCC measures whether or not its partnerships meet the varying needs of those involved using informal and formal methods to gather feedback and assessments from both internal and external stakeholders in the forms of surveys, meeting state and federal policy and regular review of agreements.

9P7, S. IHCC creates and builds internal partnerships through various means, including cross-functional teams and representation, collaboration with student organizations, professional development opportunities, and planning processes.

9R1, S. The College collects and analyzes a variety of data that are aligned with the MnSCU Strategic Framework including surveys, development of articulation agreements, return-on-investment information, customized training performance evaluations, and fiscal information.

9R2, O. IHCC shared a variety of results related to external relationships, the establishment of relationships, perceptions of service, and advisory board functions. The results presented show variability from year to year with a considerable amount of the data from the 2013 campus climate survey and much of it is not longitudinal in nature.

The College has an opportunity to sustain its continuous quality improvement by explaining the results in greater detail and developing longitudinal data collection and analysis processes. In addition, the College has an opportunity to improve in areas where it is performing below its targeted levels.

9R3, O. IHCC provides comparative data from peer institutions in the MnSCU System, usually based on one point in time, although the time range is not provided for most of the comparisons and does not provide context for interpretation. The results are mixed, and IHCC has the opportunity to analyze the results for its own performance trends and gaps in order to develop effective procedures for building collaborative relationships. IHCC also has an opportunity to develop comparative performance metrics with Colleges outside its system and with organizations and educational institutions outside of the educational arena.

9I1, O. As many of the improvements in building collaborative relationships are new, performance data are often limited. IHCC has the opportunity to collect and analyze data as they become available to continue to strengthen its effectiveness in this area and to make comparisons over time. Although IHCC shares improvements in this area, improvements appear to be more *ad hoc* than systematic. IHCC has an opportunity develop a systematic and comprehensive process for building both external and internal collaborative relationships.

9I2, O. IHCC's information technology infrastructure appears to be beneficial to the College, but very little information is provided to describe, explain or prove the existence and effectiveness of a campus culture working on collaborative efforts. IHCC has an opportunity to build on its current team culture and performance- based improvements in *Building Collaborative Relationships* by addressing the various activities in an integrated manner, aiding in the development of short- and long-term goals including development of specific, data-based targets for improvement.

Accreditation Evidence Inver Hills Community College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies

as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

There were no accreditation issues noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X	X	X	
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.		X		X	
Adequate but could be improved.	X		X		
Unclear or incomplete.					

1P1 & 1P2. HLC 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.*

- IHCC uses the Minnesota Transfer Curriculum (MnTC), a 40-semester-credit, lower-division curriculum built on 10 learning Goals, which provides a general education program that is appropriate to the mission, educational offerings, and degree levels of the institution.

- Each MnTC goal has learning competencies that students should achieve through which the institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.
- The four central themes of the MnTC: Human Diversity; Global Perspective; Ethical and Civic Responsibility; and People and the Environment recognize the human and cultural diversity of the student's world.

1P2 & 1P18. HLC Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

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

1P4 & 1P10. HLC Core Component 1.C. The institution understands the relationship between its mission and the diversity of society.

- The institution addresses its role in a multicultural society through the four central themes of the MnTC: Human Diversity; Global Perspective; Ethical and Civic Responsibility; and People and the Environment.

- IHCC reaches out to students where economic distress might have a negative impact on learning.
- IHCC has an Affirmative Action Plan and a recently redesigned Center for Accessibility and Inclusion.

1P4 & 1P12. HLC Core Component 3.A. The institution's degree programs are appropriate to higher education.

- All departments and programs conduct a formal program review every five years. This review includes an in-depth review of AASC-approved course learning outcomes and program objectives.
- Dual credit program courses are taught by high school instructors who meet credential requirements of the College and who are mentored by IHCC faculty. These courses, using the official College course outline and text books approved by the College faculty.
- IHCC maintains the integrity of its online programming through adherence to the official course outline and identified learning outcomes, professional development of instructors in Quality Matters principles, student evaluation of online courses, and dean "attendance" at online courses. Online/hybrid success data are compiled and tracked in comparison to face-to-face in the same subject areas during program review.

1P4 & 1P13. HLC Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs.

- Formal program review (5 year cycle) includes an in-depth review of AASC-approved course learning outcomes and program objectives; coursework; alignment with College mission, goals, and master academic plan; budgets; student success; licensure rates where applicable; employment; and student satisfaction and engagement and is done in consultation with Advisory Committees, other College departments which provide service courses or use the programs courses and other institutions with which the department/program articulates its courses.
- IHCC has a transfer credit policy: "Transfer credit will be evaluated based on sufficient academic quality when compared with curricula and standards used to meet degree requirements at IHCC. Transfer credit evaluations are completed by the

Enrollment Center. In addition the Minnesota Transfer Curriculum (MnTC), regulated transfer of specific courses between MnSCU schools.

- HCC maintains the following specialized accreditations: accounting, contemporary business and contemporary business practice associate degree programs—Accreditation Council for Business Schools and Programs (ACBSP); Emergency Health Services program (EMT/Paramedic)—Commission on Accreditation of Allied Health Education Programs; Nursing program—Minnesota Board of Nursing and Accreditation Commission for Education in Nursing (ACEN); and Paralegal program—American Bar Association.

1P16. HLC 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.*

- The following information is readily available: Information on programs and their requirements on Don the IHCC and departmental websites, the College catalog, and department program fact sheets; faculty degrees and certifications found on the IHCC website and the College Catalog; costs to the student found on the College website and including a net price calculator; textbook costs for specific courses provided by the bookstore; IHCC leadership and the relationship to the MnSCU system found on the IHCC and MnSCU websites; institutional accreditation and programmatic accreditation information found on the IHCC website; and MnSCU policies related to transfer, PSEO, course placement, and student rights available on the MnSCU website.

1P7 & 1P15. HLC Core Component **3.D.** *The institution provides support for student learning and effective teaching.*

- Learning support services include a math center, writing center, tutoring, online tutoring, structured learning assistance, peer mentors, a biology resource room and art studio open lab.
- IHCC also offers a course in Life Career Planning for students looking for skills assessment and guidance in career exploration. Advisors interpret students' responses to background questions and Accuplacer test results and determine which students would benefit from additional support, such as participating in a learning community, first-year experience course, tutoring, or other support services.

- Students are introduced to the learning support services available at Orientation and in On Course and Academic Planning and Assessment courses.

1P11. HLC Core Component 2.D. *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

- IHCC promotes academic freedom and responsible teaching and learning in its Academic Integrity Policy.
- The IHCC labor agreement between MnSCU and the faculty states “The Employer shall maintain and encourage full freedom . . . Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry . . .” Academic freedom is viewed as so fundamental and extensive that the agreement goes on “There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction.”
- In the classroom, students are introduced to freedom of expression through the campus-wide learning outcomes, the MnTC learning competencies, and active learning strategies.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- To ensure the integrity and appropriate use of research, IHCC has an Institutional Review Board (IRB) chaired by a faculty member who reports to the CAO and a Human Subjects Research policy.
- All IHCC degrees require students to take the first College-level English course, Writing and Research Skills, to ensure that they achieve competency “in collecting, analyzing, and communicating information and in mastering modes of inquiry or creative work.”
- The Academic Integrity Policy states: “In each class students will be notified about that class' process regarding academic dishonesty. That notification is most often stated in the class syllabus and may contain definitions of academic dishonesty required documentation style, a reference to the College's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences in the class for

any infraction.” This policy covers plagiarism, cheating, fabrication, enabling academic dishonesty, deception or misrepresentation, and multiple submissions.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

- Student Life built an action plan that aligns co-curricular goals with curricular learning objectives
- The Leadership Academy is “dedicated to creating more prepared student leaders on campus and in the community.”
- Student Life also offers opportunities to practice key leadership skills, including governance on the Student Senate, budgeting through the Student Life Budget Committee that manages the Student Life budget, and service to community as a member of Phi Theta Kappa.
- Student Life sponsors clubs and activities that “inspire students, build careers and strengthen communities,” “create a vigorous intellectual environment” and “enrich individual lives and support our diverse community.”

3P1. HLC 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.*

- IHCC identifies the changing needs of student groups and analyzes and selects courses of action in multiple ways generally unique to the characteristics of a particular group.
- The College surveys current students regularly and analyzes trends by such subgroups as race, gender, veteran status, and age; evaluates courses; and conducts program reviews.
- Actions selected have led to measures related to veteran student orientation, student outreach, and the creation of the Accessibility and Inclusion Center.
- While it is clear that IHCC collects and uses data on a regular basis to identify the needs of student groups and uses the data to make changes and improvements, the College has an opportunity to provide information that it has formal, systematized processes in place for this purpose.

3P3 & 3P5. HLC Core Component 1.D: *The institution's mission demonstrates commitment to the public good.*

- IHCC analyzes the needs of its stakeholders in planned and systematic ways. The administrative oversight provides a strategic context for logistical operations to be carried out throughout the organization.
- It is unclear how the various efforts referenced above are systematically integrated, monitored, and targets set for improvements. The College has an opportunity to provide additional information on formal processes that supplement personal interactions and provide additional insight into the changing needs of stakeholders and effective ways to build and maintain these relationships.
- IHCC determines how new student and stakeholder groups should be targeted by evaluating enrollment and budgetary data, engaging groups in discussion, and developing action plans if a determination is made to pursue new opportunities.
- While IHCC's Executive Team, Deans, and Directors review enrollment and budget data to make decisions about targeting new student and stakeholder groups, the College has an opportunity to clarify how its processes incorporate other data sources, such as workforce needs, peer institution analysis, and market research, to target students and stakeholder groups in a proactive fashion.

4P2 & 4P10. HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

- IHCC has Search Advisory Committees (SAC) that work closely with Human Resources (HR) to develop interview questions for new hires that are behavior-based. In addition, HR has a job specific questions that are based on minimum and preferred qualifications which contribute to the online application and automated screening.
- IHCC surpasses the minimum percent of assignments by 11% that must be awarded to unlimited full-time faculty, as stated in the faculty union contract. More than ½ of the faculty had been employed by IHCC for at least five years in unlimited status and had significant teaching experience.
- IHCC designed and implemented a new faculty performance evaluation tool in 2012. The tool is aligned with the union contract, MnSCU's strategic initiatives and the College's instructional and non-instructional objectives for faculty. Faculty are

evaluated on a regular basis, and classroom observations are conducted by the dean/director who provides written feedback.

4P7. HLC 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.*

- The State of Minnesota and the MnSCU System have numerous policies related to ethical behavior that are supported by IHCC. These policies are summarized in a Code of Conduct which all new employees must read and sign during their first month of employment.
- Employees are required to take an online training component for the Code of Conduct.
- New policies are communicated to the College community through email updates. Appropriate employees sign additional code of conduct certifications related to their responsibilities, and an annual external audit is conducted to examine the financial integrity of the College.

4P7. HLC Core Component 2.E. *The institution ensures that faculty, students and staff acquire, discover, and apply knowledge responsibly.*

- IHCC has a well-developed, comprehensive process that ensures its employees have the opportunity to develop professionally through training, professional conferences, MnSCU conferences/retreats that align with system-wide objectives.
- The College has an established Institutional Review Board process.
- Students are education about ethical use of sources through an established literacy program.

5P1 & 5P2. HLC Core Component 1.A *The institution's mission is broadly understood within the institution and guides its operations.*

- In developing revised institutional mission, vision and goal statements, the new president gathered input from multiple internal constituent groups (fostering understanding and ownership).
- One of the metrics required by the Minnesota State Colleges and Universities System is dissemination of the IHCC's key strategic statements (the portfolio reports its progress in this regard).

- Key stakeholder groups are involved in strategic planning, budgeting and campus development and a clear understanding of the institution's mission is understood to adequately care for this task.
- The IEC works with multiple stakeholder groups in developing the major plans for the College and by logical connection the mission is broadly understood by all involved.

5P2 & 5P6. HLC Core Component 5.C. *The institution engages in systematic and integrated planning.*

- Planning is required by the MnSCU and IHCC provides regular evidence to that group regarding its planning processes.
- IHCC has multiple levels of planning (MnSCU, senior campus leadership, mid-management, and specific line level) all coordinated by the President's Office.
- An AQIP Action Project focused on data-informed decision-making provides evidence that the campus community is engaging in systematic and integrated planning.
- The IR Office continues to oversee the process of providing information to multiple groups at multiple levels of the College indirectly providing evidence that the organization has a systemic process of planning.

5P2. HLC 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.*

- Campus autonomy is built into the Minnesota state system (MnSCU) for each institution as part of the mandated processes for higher education.
- IHCC, under its President, oversees the application of statewide policies, procedures and processes.
- The IHCC campus leadership is responsible for fostering relationships with the specific external stakeholder groups it serves – this is done within the context of the MnSCU plan, but carried forth at the local level where the local campus is responsible for how it accomplishes the state-wide tasks.

5P3 & 5P8. HLC Core Component 1.B. *The mission is articulated publicly.*

- The President meets regularly with key external stakeholder groups and shares the mission of the institution while seeking connection with and gathering input from the various people and groups.
- Appropriate senior leadership and middle management representatives maintain connection with internal and external constituent groups and make public the mission through word and deed.
- The Marketing Office fulfills its explicit function of articulating the College's mission through its assigned tasks.
- Internal constituencies receive regular communication regarding the mission in both strategic visionary ways and in logistical applications to specific operational areas.
- The mission is distributed via traditional print media and through a variety of social mediums.

5P5 & 5P9. HLC 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.*

- IHCC offers internal staff leadership development through the Luoma Leadership Academy.
- College resources are given to the task of personal and professional development of its employees.
- Collaboration occurs as IHCC campus members share with others their professional accomplishments (conference attendance, research projects, and sabbatical work) in a variety of forums.
- The campus community utilizes cross-functional teams in planning and decision-making processes.
- A "faculty shared governance" process is accepted by and used by all levels of the HLCC campus.
- The MnSCU provides policies and procedures to foster campus interaction and collaboration.

7P2 & 7P4. HLC Core Component 5.D. *The institution works systematically to improve its performance.*

- IHCC measures its effectiveness through a two-level system that aligns its strategic plans with the framework provided by the MnSCU System.
- The Institutional Research Office of MnSCU provides large sets of data that are analyzed and distributed to the campus community.
- IHCC primarily relies on data sets provided by the MnSCU System. The institution has the opportunity to create its own customized systems and processes based on direct measures that would measure more effectively its own mission and vision statements.
- The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- IHCC planning processes observe MnSCU requirements with IHCC's executive and management teams assessing that all initiatives align with the College's goals, outcomes, and budget.
- IHCC processes determine that resources are available to meet needs defined in its strategic, master, and action plans.
- The College may benefit by reinforcing its existing processes through a greater reflective interpretation of data and analysis to enable the selection of long term strategies based on trend analysis. With the above approach, the College has the potential to develop a systematic and comprehensive planning process that would lead to continuous organizational improvement.

Quality of Systems Portfolio For Inver Hills Community College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Inver Hills Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

- When reporting results of surveys it would be helpful to know the number of participants, the response rate and the nature of the sample. Was the whole institution sampled, was a specific sample selected, or was a convenient sample used? It would also be helpful to know what the scale was e.g. one equals excellent, 10 equals four.

- When reporting other data it would be helpful to know the number being measured and the nature of the sample.
- In many places when the institution was asked to indicate how it designed something it responded instead with a list of its processes but did not indicate how they were designed.
- The College may consider other methods than just using the average while analyzing scores from questionnaires that use a Likert scale.
- In category 7, the institution lists many data sources but provides data from a limited number. Data from other sources in many cases would help document performance.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.