

Assurance Argument

Indian Hills Community College - IA

Review date: 12/2/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

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

Indian Hills Community College (IHCC) developed its mission to be systemic and inclusive. It is the driving force behind all College operations and serves as its guiding vision.

Mission

Indian Hills Community College changes lives by inspiring learning, diversity, social enrichment, and regional economic advancement.

A set of five values support the College's mission. These values are:

Values

- Academic Excellence and Student Success
- Integrity, Relationships, and Teamwork
- Acceptance, Inclusion, and Accessibility
- Tradition and Culture
- Innovation and the Future

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

IHCC's mission statement is reviewed and considered every two years as part of the institution's strategic planning process. The College's current mission was updated from the [previous version](#) and adopted in 2015. During this process, values were created and added to support the mission and broaden its scope. At the time, the Executive Council – a fifteen-member leadership team chaired by the president that includes the vice president, the chief financial officer, the chief information officer,

deans, and directors – felt the mission needed an overhaul to be more clear, concise, and reflective of the College’s current efforts and path forward.

As a first step in the [revision process](#), the Executive Council collected input from faculty and staff. This was gathered during the College’s annual Staff Workshop Day in spring 2014. Following the president’s “State of the College” session – consistently the most well attended session of the day – participants were asked to fill out a questionnaire giving their opinions on questions related to the mission, values, and goals of the institution. The [responses were then compiled](#) and used to inform discussion of the mission during the council’s [annual retreat in June 2014](#). This was the council’s first opportunity to discuss new language to reflect the institution’s mission, vision, and purpose.

The Executive Council incorporated student input into the process by reviewing feedback from a student focus group in August 2014. Led by an external marketing firm, the purpose of the focus group was to learn more about what IHCC meant to students. Student feedback that, [“attending Indian Hills is life-changing,”](#) struck a chord with the council. This led to the inclusion of “changes lives” in the mission statement’s final form.

Over the next several months, at [regularly scheduled monthly meetings](#), the council drafted [multiple versions of possible mission and values statements](#) as well as drafts of the Strategic Plan. In November 2014, the president presented a draft of the mission, values, and strategic priorities to the Board of Trustees – a nine-member board elected by residents of the College’s 10-county region – at their [annual retreat](#). After receiving input from the board, the [Executive Council again reviewed and revised the materials](#). The final version of the mission and values were [formally adopted by the board at their January 2015 meeting](#). These are reflected on the [2014, 2016, and 2018 Strategic Plans](#).

This inclusive and thoughtful process is suited to IHCC’s nature and culture. The College strives to consider the perspectives of its constituents whenever possible, and to make decisions that are well-informed and beneficial for all.

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

Academic programs

Adhering to its mission, IHCC *inspires learning* through its wide variety of academic and co-curricular offerings; *inspires diversity* through study abroad opportunities, student clubs, and events; *inspires social enrichment* through fine arts programming, service learning, and cultural excursions; and *inspires regional economic advancement* by preparing graduates for successful employment and providing training and services to area businesses and entrepreneurs.

Education at IHCC can be accessed through two full-service campuses – the Ottumwa Main Campus and the Centerville Campus – as well as through the North Workforce Campus located six miles north of Ottumwa near the airport. Additionally, the College operates four county service centers and nine high school career academies throughout its service area. Interactive audio-visual and online options make IHCC academic programming accessible from almost anywhere. Students live on campus, commute to campus, and connect to their courses through electronic means.

IHCC offers more than 70 degree, diploma, and certificate programs. (See list in 3.A.) Through the Office of Continuing Education & Workforce Solutions, the College provides [customized training](#) to area businesses and employees as well as [continuing education courses for community members](#) and

[area businesses](#). This expansive selection of academic offerings presents students with a variety of educational and training pathways. Students may choose to earn an associate degree or diploma, attain a certificate for a specific job skill, prepare to transfer to a four-year institution, concurrently enroll while in high school or participate in a continuing education course designed for lifelong learning.

[Approximately half of IHCC's degree-seeking students](#) are enrolled in Arts & Sciences to prepare for transfer to a four-year institution. Within Arts & Sciences, students may enroll in one of 36 focus areas that aligns directly with their anticipated four-year college major. The College helps facilitate transfer by developing and maintaining articulation agreements with four-year colleges. At present, the College has [articulation agreements](#) allowing Associate of Arts and/or Associate of Science degree graduates to enroll at a junior-level standing with 21 four-year institutions. [Buena Vista University](#) also has a location on the Ottumwa Main Campus, enabling students to continue their education without uprooting to another city.

The Health Sciences and Advanced Technologies programs – IHCC's Career and Technical Education (CTE) programs – enroll the remaining 49 percent of students. These programs prepare students for specific career fields and include hands-on training in addition to classroom instruction. While the majority of CTE graduates enter the workforce directly, opportunities abound for these students to continue their education, as well. To facilitate Associate of Applied Science graduate transfer, the College has [13 articulation agreements](#) with four-year colleges for a variety of programs.

IHCC also offers opportunities for high school students to earn college credit. Area secondary students may enroll in community college CTE programming through IHCC's off-campus [career academies](#) or on-campus [career discovery academies](#). Students can also access core college courses at their local high school through IHCC [concurrent enrollment courses](#). Additionally, in 2019, the Iowa Legislature allocated \$600,000 for community colleges to offer summer career academies for high school students for the first time. [IHCC's 2019 summer college career academy offerings included business, health sciences, and welding](#).

For additional information about study abroad opportunities, student clubs, events, fine arts programming, service learning, and cultural excursions, see 3.B.4. and 3.E.1. More information about IHCC preparing graduates for successful employment is included in 3.A.1.

Student Support Services

IHCC offers numerous support services to assist students throughout their educational journey. In line with the College's mission, services such as academic advising, tutoring, disability accommodations, the library, on-campus housing, TRiO programs, and early alert *change lives* and contribute to student success. These support services also inspire "Academic Excellence and Student Success" and "Acceptance, Inclusion, and Accessibility," as identified in the College's values. The numerous student support services offered by IHCC are described in detail in 3.D.1.

In addition to direct support services, the College offers *life changing* assistance to students to help finance their education. Among the wide variety of financial resources available to students are [Foundation](#) scholarships including two new scholarships awarded to past IHCC students who did not graduate (see Second Chance Fund and Come Back Scholarship information in 4.C.3.). In [fiscal year 2018](#), the IHCC Foundation awarded nearly \$1.2 million in scholarships to 538 students. The number of students assisted jumped to [755 in fiscal year 2019 with a total of \\$1,699,782 scholarship dollars awarded](#). Students also have access to financial support through two state-funded programs:

the [GAP Tuition Assistance Program](#), which provides tuition assistance for students in non-credit certificate programs leading to high-demand fields, and the [Pathways for Academic Career and Employment \(PACE\)](#) program, which assists students with basic living expenses and additional non-tuition educational costs.

Enrollment Profile

IHCC enrolls a student population primed for *life changing* opportunities through *learning, diversity, social enrichment, and regional economic advancement*.

During the 2017-18 academic year, the College enrolled 5,153 students (see IHCC Profile 2018 cited earlier in this section). The majority of students are from the surrounding [10-county area](#) in rural southeast Iowa, designated by the state as Merged Area XV. As shown in [fall enrollment profiles from the last three years](#), approximately 70% of students are residents of these ten counties. The region measures 4,891 square miles – more than the states of Rhode Island and Delaware combined – and has a population of 137,396 or approximately 28 people per square mile. The average median household income is \$46,682 – 23% less than the national average (\$57,652). In Wapello County, where the College's main campus is located, 21.9% of residents age 18 and under live in poverty. This compares to 14.8% of youth statewide. (Source: U.S. Census Bureau, 2013-17 American Community Survey 5-Year Estimates.)

Consistent with the region's demographics, many IHCC students come from disadvantaged backgrounds. According to institutional research, 55.5% of students come from low-income households, nearly one in three (29.8%) are first-generation college students and 23.2% are both low-income and first-generation college students. About two percent of students report having a disability. Many students also come to IHCC needing developmental education. From 2014 to 2018, the number of students enrolled in developmental/remedial education increased by nearly 25%. This was one of the [largest increases amongst Iowa community colleges](#). During the same time period, the number of English Language Learning (ELL) students increased by approximately 14%.

Most IHCC students are Caucasian (see fall enrollment profiles cited earlier in this component). This is reflective of the general population of Merged Area XV, which is 93% Caucasian. However, in the City of Ottumwa – where IHCC's main campus is located – racial and ethnic diversity is more apparent. From 2000 to 2017, the city's Latino population [grew from 2.8% of the population to 14.7% of the population](#). This increase was largely due to the demand for labor at JBS USA Pork, a meat processing plant in Ottumwa. IHCC actively serves this burgeoning community through a variety of initiatives and programs, including its [TRiO Educational Talent Search](#) program, [Latino Photonics Camp](#), and [ELL programming](#) on campus and in the community. Other ongoing efforts to attract the Latino community to the College include creating [promotional materials for events in Spanish](#), adding Spanish translation capabilities to the website, and conducting [targeted recruitment activities](#). IHCC has also grown on-campus student diversity thanks to an expanded international program. This is described in I.C.1.

Like many colleges in Iowa, IHCC has experienced enrollment decline over the last decade. Administrators attribute this decline to school-aged student population loss as well as improved employment rates in Merged Area XV. Though this comparison process is non-scientific in nature, the College has long examined the correlation between unemployment and enrollment and has seen a noticeable trend. This correlation – as well as data showing the region's decreasing school-aged population – is shown in a [PowerPoint presentation the president shared with the Board of Trustees in November 2017](#). Despite the enrollment decline, IHCC remains poised for long-term success.

Additional information about the College's strong fiscal position and resource base is provided in 5.A.

1.A.3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

IHCC's mission and values are the impetus behind institutional planning and budgeting. As part of the strategic planning process, the College sets a series of strategic priorities and goals in the Strategic Plan (see samples in 1.A.1.). These priorities and goals are, in essence, [a roadmap for carrying out the mission](#). Each priority and goal is intended to help advance the mission, as well as move the College forward by addressing operational gaps and opportunities for growth.

Specific steps to achieve the strategic priorities and goals are created during the annual development of [Plans for Excellence \(PfE\)](#). Executive Council members work with their staff to create departmental PfE priorities and goals, addressing both the Strategic Plan and their department-specific needs. Next, under the direction of the Executive Council, deans, directors, faculty, and staff generate PfE action plans including lines of responsibility, timelines, and estimated budgets. Executive Council members compile the action plans and present their departmental PfE to fellow council members at a fall meeting each year. Members also present on results from the prior year's PfE.

The PfE process creates a direct link between needs of specific departments and the broader institution, engages employees at various levels in the planning process, and ties spending priorities back to the mission through the Strategic Plan. Along with Program Review (described in 4.A.1.), PfE also helps the College identify equipment and facility needs. Equipment needs are reviewed and assessed during the Capital Equipment Procurement process. More information about Capital Equipment and how institutional budgeting is aligned with the mission and strategic priorities is included in 3.D.4. and 5.C.1.

Sources

- 1.A.1. Amperage Student Focus Group Feedback
- 1.A.1. Board of Trustees Meeting Minutes - 1.12.15
- 1.A.1. Board of Trustees Retreat Minutes – 11.17.14
- 1.A.1. Executive Council Meeting Minutes – 12.10.14
- 1.A.1. Executive Council Meeting Minutes – Fall 2014
- 1.A.1. Executive Council Retreat Agenda 2014
- 1.A.1. Mission-Values Drafts 2014
- 1.A.1. Previous Mission Statement
- 1.A.1. Staff Development Day Comments
- 1.A.1. Strategic Planning Process 2014 Timeline
- 1.A.1. Strategic Plans 2015-2021
- 1.A.2. AA-AS Articulation Agreements
- 1.A.2. AAS Articulation Agreements
- 1.A.2. Buena Vista University Ottumwa Location
- 1.A.2. Career Discovery Academies
- 1.A.2. Concurrent Enrollment Course Listing Fall 2019
- 1.A.2. Condition of IA Community Colleges 2018 - Adult Literacy Enrollment Tables

- 1.A.2. Customized Training Overview
- 1.A.2. Fall Enrollment Profiles 2016-18
- 1.A.2. Foundation Annual Report Summary 2018
- 1.A.2. Foundation Scholarship Opportunities Catalog 2018-19
- 1.A.2. Foundation Update PowerPoint – July 2019
- 1.A.2. Iowa DE IHCC Profile 2016 2017 2018
- 1.A.2. Latino Photonics Camp Flyers 2019
- 1.A.2. Merged Area XV Map
- 1.A.2. NEXT Continuing Education Catalog Fall-Winter 2019
- 1.A.2. NEXT LEVEL Business Continuing Education Catalog Fall-Winter 2019
- 1.A.2. President PowerPoint for Board of Trustees – 11.6.17
- 1.A.2. Promotional Materials for Events in Spanish
- 1.A.2. Summer College Credit Program 2019
- 1.A.2. Targeted Latino Recruitment Efforts by Admissions Office
- 1.A.2. TRiO ETS APR Excerpts 2016-17 2017 18
- 1.A.2. US Census Bureau – Latino Population Data 2000 2017
- 1.A.2. Website - Career Academies
- 1.A.2. Website - ELL Programs
- 1.A.2. Website – PACE GAP Programs
- 1.A.3. Institutional Research Roadmap
- 1.A.3. Plans for Excellence 2017-18 and 2018-2019

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B. The mission is articulated publicly.

IHCC articulates its mission widely and visibly. Faculty, staff, students, and the general public see the institution's mission and values on signage in campus facilities, through electronic and print publications, and on vital institutional documents such as the College Catalog & Student Handbook and Strategic Plan. The mission, values, and related mission documents are up-to-date and make clear the institution's purpose, goals, services, and who the College serves.

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

The institution's mission is clearly articulated in multiple public documents. These include, but are not limited to: the Strategic Plan, the [College Catalog & Student Handbook](#), the [Staff Handbook](#) and the [Board Policy Manual](#), all of which are posted on the College website. (See sample Strategic Plans in 1.A.3. and the Staff Handbook in 2.A.1.) The mission and values also appear prominently on the first page of the NEXT Continuing Education Catalog (see 1.A.2.). This publication is sent to more than 33,000 households in the region twice annually and appears on the IHCC website. Further, the mission and values are included in [new staff](#) and [student orientations](#) as well as on the ["Mission & History" page of the website](#). The mission and values are also [posted on signage](#) near the primary entrances to buildings on the Ottumwa Main, Centerville, and North Workforce campuses as well as in the four county service centers.

1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission.

IHCC's mission, values, and Strategic Plan are current. As mentioned, they are reviewed every other year during the strategic planning process. (See more about this process in 5.C.3.) The current mission and values have remained the same since January 2015 when the Board of Trustees approved them. During subsequent reviews of the mission and values in 2016 and 2018, the Executive Council reaffirmed their relevance and determined no further changes were required. The Strategic Plan has been revised more frequently, undergoing revisions in 2014, 2016, and 2018. Because these documents guide the institution, frequent review and revision is vital to sustaining quality operations.

The current Strategic Plan reflects the College's dedication to *changing lives* for the better. It includes five strategic priorities that emphasize various aspects of its mission and values. The priorities are:

1. **Provide a quality learning and living environment focused on student success.** This priority underscores the College's determination to *inspire learning* as stated in its mission, as well as its values to create an environment where "Academic Excellence and Student Success" are achievable.
2. **Utilize targeted communication plans for internal and external stakeholders.** The College is able to advance various aspects of its mission and values through the effective use of communication. For example, IHCC *inspires learning* among current and prospective students through [targeted communication plans](#). Communication further enables the College to build internal and external "Relationships," illustrate its "Integrity", and inspire "Teamwork."
3. **Develop and implement a strategic enrollment management plan.** The College is seeking to *inspire learning* among new and underserved populations through a [Strategic Enrollment Management Plan](#). This priority also *inspires diversity* by seeking to increase enrollment among underrepresented ethnicities and age groups, and bolsters "Acceptance, Inclusion, and Accessibility" by reaching out to the underserved.
4. **Be responsive to the workforce needs of the region.** Traditionally, the College has maintained strong relationships with regional business and industry leaders. It [coordinates with these partners to find solutions to workforce challenges](#) and *inspire regional economic advancement*. By responding to emerging industry trends and challenges, this priority also speaks to IHCC's values of "Innovation and the Future."
5. **Make data-informed decisions.** While the College is mindful of its 50 years of history and tradition, in accordance with its values, it looks toward "Innovation and the Future." Data has become an increasingly important tool in predicting and adapting to opportunities and challenges. Whether the College is evaluating upcoming changes in technology and pedagogy or trends in enrollment and high-demand employment for its graduates, it [uses data to inform its short and long-term operational decisions](#).

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

IHCC is a public, non-profit two-year institution of higher education. As one of 15 Iowa community colleges sanctioned by the Iowa Legislature in 1966, IHCC operates under a broad doctrine called the [Institutional Purpose Statement](#) found on the college website and in the College Catalog & Student Handbook. This doctrine is mandated by the [Code of Iowa, Chapter 260C](#). The code identifies the nature, scope, and intended constituents of the programs and services the College provides. IHCC's mission and supporting documents align with the responsibilities outlined in the code.

Sources

- 1.B.1. Board Policy Manual - Series 101 - Statement of Policy
- 1.B.1. College Mission - Catalog
- 1.B.1. Mission Statement Signage Inventory Summer 2019
- 1.B.1. New Employee Orientation Checklist

- 1.B.1. New Student Orientation Screenshot
- 1.B.1. Staff Handbook - College Mission
- 1.B.1. Website - Mission and History
- 1.B.2. Dashboard for Key Performance Indicators
- 1.B.2. IHCC Strategic Enrollment Management Plan
- 1.B.2. Prospective and Current Student CRM Communications Samples
- 1.B.2. Workforce Roundtable Press Release Sample
- 1.B.3. Institutional Purpose
- 1.B.3. Iowa Code 260C.1 – Statement of Policy

1.C - Core Component 1.C

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

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

Argument

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

As an institution of higher education located in a rural area, IHCC recognizes its role in promoting diversity and understanding through education. This is evident in the College's mission and values, and carried out through academic programming, institutional policies and procedures, initiatives, events, and activities.

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

IHCC's mission and values speak directly to the diversity of society. The mission states the institution is dedicated to *changing lives by inspiring diversity* and its values include "Acceptance, Inclusion, and Accessibility." By including these emphases prominently in its guiding doctrine, the College makes its dedication to inclusiveness and tolerance clear.

In addition to promoting diversity in its mission and values, IHCC places a focus on educating students about diversity through its general education program. Described in detail in 3.B.1., the general education program is intended to ensure all graduates have the comprehensive education and skills needed to be successful throughout their lives. The program is comprised of five general education categories, one of which is Culture. This category seeks to help students "understand people, cultures, diversity, aesthetics, and/or historical purposes." The institution's student clubs and organizations including Allies for Equality, the International Student Organization, and New Life Christian Fellowship offer students exposure to multicultural activities and events. The College's long-standing commitment to multiculturalism is evident in its Diversity Conference, hosted the past 15 years at the institution. This event is open to students, faculty, staff, and the communities served by IHCC. Information about how the College imparts this knowledge to students is included in 3.B.4.

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

Processes

IHCC admissions and hiring practices prohibit discrimination on the basis of race, color, creed, national origin, sexual orientation, gender identity, religion, age, disability, veteran status, and actual or potential parental, familial or marital status. In accordance with federal law, a [Non-Discrimination Statement](#) is publicly and prominently articulated on both electronic and print documents. The

College disseminates expectations for nondiscriminatory conduct in the [Student Code of Conduct](#), the [Sexual & Gender-based Misconduct Policy](#), [the Student Disability Services Handbook](#), and the [Staff Handbook](#).

Activities

As noted in 1.A.2., the majority of IHCC students are Caucasian. To help address the lack of multicultural diversity in its student population, the College established the [International Affairs Office](#) in 2012. When the office launched, there were [34 international students from nine countries enrolled at the institution](#). IHCC's initial goal was to attract 50 international students the following year. That target was met – with 67 international students enrolled in fall 2013 – and sizeable growth continued for several years. At its peak in fall 2016, the institution enrolled [192 international students from 30 countries and six continents](#). While changes to immigration have hampered progress recently, in the fall 2018 the College enrolled 116 international students representing 28 countries.

Other diversity-related activities and initiatives of note include:

- [International Friendship Program](#): This non-live-in host program links international students to area families, providing both the family and student with an opportunity to learn more about another culture.
- [International Student Organization](#): With guidance from international affairs staff, this student group seeks to promote cultural, spiritual, social, and educational growth through diversity activities and volunteerism. The club also coordinates campus-wide events and activities that add cultural appreciation to the IHCC experience (see examples in 3.B.4.).
- [ELL Center](#): This facility – which provides ELL courses for IHCC students as well as ELL classes and tutoring for community members – was expanded and relocated to a new site on the Ottumwa Main Campus in 2015. This was in response to significant Latino population growth in Ottumwa as well as [IHCC receiving new state ELL funding](#).
- [ELL instruction in the community](#): In addition to offering ELL courses on campus, IHCC offers ELL instruction at locations in the community. The most long-standing community ELL site is Ottumwa's largest employer JBS USA Pork. Due to its high need for labor, this meat processing plant has attracted many immigrant workers and has been a major factor in the region's influx of foreign-born residents. An instructor provides on-site ELL instruction on industry terminology, effective performance topics, U.S. citizenship, and civic participation. In fall 2019, IHCC expanded community ELL services further by launching beginner ELL courses at St. Mary's Church of the Visitation.
- [Diversity Conference](#): Held annually on the Ottumwa Main Campus, this day-long event is intended to expand participants' perception of diversity and to promote understanding and appreciation of community diversity. In 2019, the conference celebrated its 15th anniversary. Approximately 200-400 people attend the event each year, including high school and college students, Ottumwa Job Corps students, community members, and area professionals seeking continuing education. While hosted at IHCC, the event is organized by the College in partnership with a host of area organizations.
- [Allies for Equality](#): This student organization provides a safe, supportive environment for lesbian, gay, bisexual, transgender, questioning, queer, intersex, asexual, pansexual, and demisexual students and their allies. The group works to educate the campus community on related issues through activities, events, and advocacy, such as [Pride Week](#).
- [Staff Diversity](#): IHCC strives to employ a diverse workforce on its campuses to promote social

development, provide students with culturally diverse role models and better prepare students for employment in a global society.

- [Trustee Hall Bathroom Renovations](#): In summer 2019 IHCC completely renovated one of its Main Ottumwa Campus dormitories. In an effort to provide more gender neutral facilities for its students, the College removed gender-specific communal showers and added private, single stall showers on each floor.

Examples of other co-curricular activities, experiences, and events aimed at increasing diversity education and understanding are included in 3.B.4.

Sources

- 1.C.2. Allies for Equality Poster
- 1.C.2. Allies for Equality Pride Week Activity Poster
- 1.C.2. Annual Non-Discrimination Statement - Faculty and Staff Handbook
- 1.C.2. Diversity Conference Posters 2017-19
- 1.C.2. ESL Grant Award Letter FY16
- 1.C.2. Fall Enrollment Profile 2012
- 1.C.2. Fall Enrollment Profile 2016
- 1.C.2. International Friendship Program Brochure
- 1.C.2. International Student Organization Flyer 2018-19
- 1.C.2. MIS Report Employee Race-Ethnicity
- 1.C.2. Newspaper Article - ELL Center Opening
- 1.C.2. Sexual and Gender-Based Misconduct Policy
- 1.C.2. Student Code of Conduct
- 1.C.2. Student Disability Services Handbook
- 1.C.2. Trustee Hall Bathroom Renovation Plans
- 1.C.2. Website – Annual Non-Discrimination Statement
- 1.C.2. Website - ELL Programs
- 1.C.2. Website - International Affairs Office

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

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

Argument

1.D. The institution's mission demonstrates commitment to the public good.

IHCC is aware that it has a public purpose, as well as societal obligations. The College seeks to change the lives of its students, and the viabilities of its communities, through its actions and decisions. The institution's educational responsibilities take primacy over other purposes and it engages with its external constituencies and communities responding to their needs as its mission and capacity allow.

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

The College is subject to regulations from the Iowa Department of Education (Iowa DE) and the Iowa Legislature, however, the Board of Trustees is responsible for the institution's operations. Board members are publicly-elected and are cognizant of the responsibility they have to the College's constituents. Examples of board actions, decisions, and efforts to keep the public engaged and informed are provided in 2.C.1. and 2.C.2.

IHCC faculty and staff demonstrate their commitment to the public good by [volunteering their time in the community](#). Employees volunteer for area projects, serve on boards, and committees. They also serve in public office and are involved in church activities and community causes.

The College also serves the public by inviting community members to attend numerous events and activities on its campuses. These events and activities are frequently run by volunteer faculty and staff. The intended outcomes include enhancing relationships, honoring tradition, stimulating economic growth, fostering civic engagement, and providing social enrichment. Examples include, but are not limited to: [free performing and visual arts events](#), [Hills Fest and Hills Fest West](#), [athletics competitions](#), [legislative forums and events](#), [workforce and economic development summits](#), the [Southern Iowa Career Fair](#), and a [Bridges Out of Poverty](#) training.

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

As previously mentioned, IHCC is a public institution with a governing board elected by the citizens of the 10-county area it serves. The College's board holds [open meetings and the minutes are a matter of public record](#). Area media outlets are provided notice of meetings and reporters from the local newspaper and/or television station are in attendance when there is an agenda item of particular importance to the public. As a public institution, IHCC has no private investors anticipating returns on their investments.

IHCC contributes significantly to the regional economy with no expectation for financial return. As demonstrated in the [2017 EMSI Economic Impact Study](#), the College is the catalyst of economic development in southeast Iowa.

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

IHCC works closely with numerous external constituencies to support their needs and enhance the region. These efforts are consistent with the College's mission to *change lives by inspiring regional economic advancement*, and its values of "Integrity, Relationships, and Teamwork." Partner constituents include area businesses, school districts, the Ottumwa Job Corps Center, fire and emergency services, and community members, among numerous others.

Regional Economic Advancement

- To help address regional workforce challenges, IHCC has facilitated the co-location of multiple workforce and educational services at its North Workforce Campus. These include: the [Regional Entrepreneurship Center](#), the [Rural Emergency Services Training Center](#), the [Community Education Center](#), [IowaWORKS Southern Iowa](#), and [Iowa Vocational Rehabilitation Services](#). Constituents served by these offices and programs include area businesses, entrepreneurs, community members, and emergency services personnel.
- IHCC's partnership with the Ottumwa Job Corps Center (OJC) is a nationally recognized, one-of-a-kind model. Located adjacent to the North Workforce Campus, OJC is a federally-funded education and career training program with the capacity to house and train 300 youth (age 16-24) per year at no cost to the student. IHCC has worked closely with OJC since its opening in 2011 to expand [postsecondary training opportunities for OJC students](#). All costs associated with program enrollment at IHCC are paid for by OJC at a reduced rate, as dictated in an annual [Memorandum of Understanding between IHCC and OJC](#). Over the last eight years, more than 225 OJC students have graduated from IHCC.
- IHCC offers customized learning and contract training programs for area businesses through its Continuing Education & Workforce Solutions Division. In addition to providing individually tailored programs, two training assistance programs – the Industrial New Jobs Training program (260E) and the Iowa Jobs Training program (260F) – facilitate business growth and development. Evidence describing these programs in more detail is included in 1.A.2.
- During the 2018-19 academic year, IHCC hosted a series of [Workforce Roundtables](#) across its 10-county region. These meetings were intended to give employers in the region an opportunity to connect with each other and the College on specific workforce issues, job openings, and workforce training needs.
- [Advisory committees for CTE programs](#) help ensure IHCC students are learning the skills necessary to be successful in the workplace and meet the needs of employers. Additional information about these committees is provided in 3.A.1.

- [Educators in the Workplace](#) is a unique opportunity for K-12 educators to visit local businesses and learn about careers in various fields. Organized by high school programs in conjunction with local economic developers, the four-day experience helps educators develop an understanding of current and future workforce trends, as well as what skills are in demand. Educators are then able to take this information back to their students. IHCC has offered this program annually since 2014.

Integrity, Relationships, Teamwork

- As part of a U.S. Department of Justice grant to reduce sexual assault, domestic violence, dating violence, and stalking, IHCC organized a [Coordinated Community Response Team](#) in 2015. This group of internal and external partners meet regularly to address related issues on IHCC's campuses as well as in the community. Community partners include area victim services providers, health care facilities, law enforcement agencies, churches, schools, non-profit organizations, and businesses, among others.
- The [Child Development Center](#) offers early childhood education and childcare for IHCC staff, students, and community members on the Ottumwa Main Campus. The center also provides hands-on training experience for students enrolled in the College's Early Childhood program and other Health Sciences programs.
- Open from January to August, the [IHCC Dental Hygiene Clinic](#) offers cleanings, X-rays, sealants, athletic mouth guards, teeth whitening, cavity risk assessments, oral healthcare counseling, and other services for adults and children well below standard pricing. The clinic's goal is to increase oral healthcare access in southeast Iowa as well as help Dental Hygiene students prepare for their future careers.
- IHCC offers a wide variety of [summer camps for children and youth](#) in the region. Some grant-funded camps target specific demographic groups and career fields and are offered at no cost. These include the [Latino Photonics Camp](#), a two-day camp designed for Latino students ages 12-16 who are interested in lasers and optics, and [Girls Exploring Mathematics and Science \(GEMS\) Camp](#), a two-day camp for girls in 4th through 6th grades who may be interested in STEM. In 2019, GEMS received a seal of approval from the Governor's STEM Advisory Council for providing exemplary STEM education.

Sources

- 1.D.1. Athletics Posters with Schedules
- 1.D.1. Bridges Out of Poverty Training
- 1.D.1. Faculty-Staff Community Involvement
- 1.D.1. Hills Fest and Hills Fest West Marketing Materials
- 1.D.1. Meet Your Legislators Breakfast December 2017
- 1.D.1. Performing and Visual Arts Calendars - Fall 2018 and Spring 2019
- 1.D.1. Website - Southern Iowa Career Fair 2019
- 1.D.1. Workforce Summit Examples
- 1.D.2. Board of Trustees Meeting Minutes June 2016 – June 2019
- 1.D.2. EMSI Economic Impact Summary 2017
- 1.D.3. Child Development Center Informational Sheet
- 1.D.3. Community Education Center Services
- 1.D.3. Coordinated Community Response Team Framework
- 1.D.3. Dental Hygiene Clinic Flyers

- 1.D.3. Iowa Vocational Rehabilitation Services
- 1.D.3. Latino Photonics Camp Flyers 2019
- 1.D.3. Newspaper Article - Rural Emergency Services Training Center
- 1.D.3. Newspaper Article - Workforce Roundtables
- 1.D.3. NEXT Continuing Education Catalog Spring-Summer 2019 Excerpt - Summer Camps
- 1.D.3. Orientation Packet for New Advisory Committee Members
- 1.D.3. Ottumwa Job Corps-IHCC Approved Programs
- 1.D.3. Ottumwa Job Corps-IHCC MOU 2018-19
- 1.D.3. Regional Entrepreneurship Center Client Handbook
- 1.D.3. Website - Educators in the Workplace
- 1.D.3. Website - GEMS Camp
- 1.D.3. Website - IowaWORKS

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Criterion 1 Summary

IHCC's mission and values guide institutional operations. They are developed through an inclusive and thorough process and articulated clearly to students, staff, and the public. All aspects of the institution are consistent with the mission and values, including its academic offerings, support services, student population, and planning and budgeting processes. The institution is committed to serving its constituencies by meeting educational needs as well as critical non-educational community-based needs, such as promoting diversity and supporting regional partnerships. IHCC is proud to say that over the past 50 plus years it has established itself as a trusted and effective leader in support of *learning, diversity, social enrichment, and regional economic advancement*.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

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

Argument

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

IHCC is committed to carrying out the entirety of its operations with integrity. This commitment is demonstrated through the inclusion of “Integrity, Relationships, and Teamwork” in the College’s [values](#), a set of guiding ideals that support institutional purpose and mission. IHCC places this very public emphasis on integrity so employees, board members, students, and community members are consistently reminded of its importance.

To ensure fair and ethical conduct college-wide, IHCC develops and follows institutional policies and procedures. This provides structure, guidance, and safeguards to guarantee the College is managed in the most ethically sound manner possible. Policies and procedures are in place for all groups integral to the institution’s operation, including the governing board, administration, faculty, and staff.

Governing Board

The work of the Board of Trustees is directed by the [Board Policy Manual](#). Policies within the manual outline specific expectations for ethical board member conduct, including a [Code of Ethics](#) and a [Conflict of Interest](#) policy. To make certain new board members fully grasp board member expectations, they complete an orientation session with the president. Board members also disclose any potential conflicts of interest on a [form](#) each year.

Board policies and processes monitor the College’s financial integrity. The [Procurement Policy](#) guides daily acquisitions, while the [Board Approval of Expenditures policy](#) provides ongoing fiscal oversight by the board. In accordance with Iowa Code, the board also follows a clear and open budget certification and amendment process. This process includes publishing the proposed annual budget and tax levy for the next fiscal year and holding a public hearing.

To stay abreast of ongoing revenues and expenditures, board members receive a detailed [financial report](#) from the chief financial officer prior to their monthly meeting. The report is reviewed at the meeting in open forum and summarized in [board minutes](#). An independent annual audited financial report – mandated by [board policy](#) – affords additional financial openness and oversight. (See sample

audited financial statements in 5.A.1.)

Board policies are [reviewed by the president each year](#). An extensive review and update of the full manual was conducted by the president in [conjunction with the board in 2016](#).

Administration, Faculty, and Staff

Numerous policies in the [Staff Handbook](#) detail expectations for ethical behavior among administrators, faculty, and staff. These policies include, but are not limited to:

- Equal Employment Opportunity
- Employment of Relatives and Domestic Partners
- Annual Non-Discrimination Policy
- Anti-Harassment
- Title IX
- Non-Fraternization
- Retaliation
- Reporting Alleged Discrimination, Harassment, or Retaliation
- Child Abuse Reporting
- Whistleblower Policy
- Drug Free Workplace Policy
- Cash Handling Policy
- Iowa Gift Law
- FERPA Compliance
- IHCC Information Systems Acceptable Use Policy
- Social Media Acceptable Use Policy
- Workplace Standards of Conduct
- Academic Freedom Statement

New employees receive a detailed overview of these policies in a mandatory [orientation](#) (see evidence in 1.B.1.), and refreshers on topics like FERPA and Title IX are provided regularly through staff [professional development](#). When there are significant handbook updates, staff members sign an [acknowledgement of receipt of the handbook](#). This certifies all IHCC employees recognize they are responsible for being familiar with handbook policies.

To maintain integrity in its operations, IHCC has policies and procedures in place to assist students, faculty, staff, and community members in resolving grievances or complaints. The IHCC website features a [complaint resolution link](#) on the footer of each webpage providing individuals with access to procedures expressing general concerns with the College, conduct detrimental to the educational process, or discriminatory practice. The grievance/complaint website provides individuals wishing to express their concerns an electronic process to submit the grievance or complaint. Individual electronic forms exist addressing general complaints, the grievance procedure for discriminatory practices, academic integrity complaints, Title IX/gender-based misconduct reporting, complaints regarding online learning (in accordance with NC-SARA), student conduct/concerning behavior, and a confidential reporting tool. The College's Maxient reporting system routes complaints to the appropriate administrator to initiate the complaint resolution process.

IHCC partners with various four-year transfer institution in Iowa and surrounding states. In an effort to maintain transparency for students attending IHCC and planning to transfer to a four-year institution, the College maintains [articulation agreements](#) to create seamless transfer for students.

Students and families can easily access information regarding articulation agreements with IHCC partner institutions through the Academic Advising website. This site provides an overview of articulation and features direct connections for students to colleges and universities IHCC has established agreements to ease transfer.

Other areas of the College maintain or adhere to additional integrity-related guidelines specific to their needs. IHCC Foundation board members and staff abide by a [Code of Ethics](#), [Conflict of Interest Policy](#) and [Whistleblower Protection Policy](#), while [Athletics Policies and Procedures](#) cover topics relevant to Athletics staff and student-athletes. The Governmental Affairs Office also has a [Conflict of Interest Policy](#) in place for faculty and staff leading National Science Foundation (NSF) grants. In the Business Office, U.S. generally accepted accounting principles and the [Iowa Community College Accounting Manual](#) guide ethical financial management (see 5.A.5. for more on IHCC's financial processes).

Sources

- 2.A. Acknowledgement of Receipt of Staff Handbook
- 2.A. Articulation Agreements
- 2.A. Athletic Policies and Procedures
- 2.A. Audit Report 2018
- 2.A. Board of Trustees Conflict of Interest Form
- 2.A. Board of Trustees Minutes - 12.10.2018
- 2.A. Board of Trustees Retreat Agenda - 10.17.16
- 2.A. Board Policy Manual
- 2.A. Board Policy Manual – Series 208 – Formulation and Review of Policies
- 2.A. Board Policy Manual - Series 221 - Code of Ethics
- 2.A. Board Policy Manual - Series 224 - Conflict of Interest
- 2.A. Board Policy Manual - Series 731 - Expense - Procurement Policy
- 2.A. Board Policy Manual - Series 733 - Expense - Board Approval of Expenditures
- 2.A. Board Policy Manual - Series 752 - Report - Annual Financial Audit and Audit of Component Units
- 2.A. Faculty and Staff Handbook 2019-2020
- 2.A. Financial Report to Board of Trustees
- 2.A. Foundation Code of Ethics
- 2.A. Foundation Conflict of Interest Policy
- 2.A. Foundation Whistleblower Protection
- 2.A. Grants Management Manual - Conflict of Interest Policy
- 2.A. Grievance and Complaint Procedure
- 2.A. Iowa Community College Accounting Manual
- 2.A. Mission Values and Strategic Priorities Card
- 2.A. New Employee Orientation Checklist
- 2.A. Staff Professional Development Day Agenda Spring 2019

2.B - 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.

Argument

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, cost to students, control, and accreditation relationship.

IHCC presents itself clearly and thoroughly to prospective students, current students, and the public through a variety of electronic and print channels. The College's website serves as its primary communication tool. Updated regularly by a full-time webmaster & social media specialist, the website provides a platform to host a wide range of information about the institution. IHCC also maintains social media accounts on [Facebook](#), Twitter, Instagram, LinkedIn, YouTube, and SnapChat to provide up-to-date news.

Programs

Each IHCC academic program is described in detail on the College [website](#). Programs are also listed online in the [College Catalog & Student Handbook](#), along with a link to a detailed program description and a list of courses by term. The [Viewbook](#), a print publication distributed to prospective students to give them a comprehensive first look of the institution, includes a full inventory of IHCC's Advanced Technologies, Health Sciences, and Arts & Sciences programs.

Requirements

Requirements for admission are included under "How to Apply" in the [College Catalog & Student Handbook](#). Programs with added admissions requirements are detailed in the [Admissions Criteria section](#) of the website. To ensure applicants to programs with additional requirements submit all required materials, the admissions team sends [follow-up emails to accepted students](#) regarding requirements.

General graduation requirements and individual program graduation requirements are detailed in the [College Catalog & Student Handbook](#).

Faculty and Staff

A searchable faculty and [staff directory](#) is available to the public on IHCC's website. The online directory categorizes faculty and staff alphabetically by department, and includes an email address, phone number, and photograph of each individual. The [College Catalog & Student Handbook](#) also includes an alphabetical register of faculty/professional staff along with their title, degrees held, and their alma mater(s). All faculty employed by the College meet qualified faculty requirements in accordance with HLC Assumed Practices and State of Iowa standards.

Cost to Students

The [Paying for College section](#) of IHCC's website provides detailed information about the cost of attendance. Prospective students can click a link to view current tuition, fees, and room and board costs for in-state, out-of-state, online, and international students, as well as estimated costs for books and supplies, personal expenses, and transportation. Links are also provided to the [Program Cost Sheet Chart](#), which shows the total estimated cost of individual programs, and the [Net Price Calculator](#), which provides customized cost estimates based on personal information.

Additional tools used to disseminate cost information to students include the [Gainful Employment section](#) of the website, [Gainful Employment emails](#) to accepted students, the [Viewbook](#), the [International Student Viewbook](#), and [emails to prospective students](#).

Control

The [Administration section](#) of the website describes how the administrative bodies of the College operate, and who makes up each body. The page includes names, titles, pictures, and contact information for the president, the vice president of academic affairs & institutional effectiveness, the chief financial officer, and all members of the Executive Council. A list of Board of Trustees members and the districts they represent is also shown here, as well as in a separate [Board of Trustees section](#) of the website. Board members are also listed in the College Catalog & Student Handbook.

[Board meeting agendas and minutes](#) from the last six years are also available on the website.

Accreditation Relationship

A full listing of accreditations maintained by IHCC and its academic programs is posted on the [Accreditation](#) section of the website and in the College Catalog & Student Handbook. Program-specific accreditations are highlighted on printed [academic program cowboy cards](#) and in emails to [accepted students](#).

Consumer Information

The [Consumer Information](#) section of the IHCC website provides students, staff, and the public with other important information about the College, specifically information related to Federal compliance requirements. A committee composed of representatives from financial aid, marketing, enrollment services, academic affairs, and student development work collaboratively to make sure the most current information is available to students through this page.

Sources

- 2.B. Academic Program Cowboy Card Samples
- 2.B. Accepted Student Email Samples
- 2.B. Consumer Information Website
- 2.B. Facebook Post
- 2.B. Follow-up Emails to Applicants Samples
- 2.B. Gainful Employment Communications to Accepted Students
- 2.B. Graduation Requirements

- 2.B. How to Apply for Admission
- 2.B. International Student Viewbook Excerpt - Cost to Students
- 2.B. Net Price Calculator
- 2.B. Program Cost Sheet Chart 2019-20
- 2.B. Prospective Student Email Samples
- 2.B. Viewbook Excerpt - Cost to Students
- 2.B. Viewbook Excerpt - Programs
- 2.B. Website - Academic Programs
- 2.B. Website - Accreditation
- 2.B. Website - Administration
- 2.B. Website - Admissions Criteria
- 2.B. Website - Board Agendas-Minutes
- 2.B. Website - Board of Trustees
- 2.B. Website - Faculty and Staff Directory
- 2.B. Website - Gainful Employment
- 2.B. Website - Paying for College

2.C - 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.

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

Argument

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.

The Board of Trustees consists of nine members elected from districts within the College's 10-county region, known as Merged Area XV. Each board member is a resident of the district they represent, and is elected by fellow citizens to a four-year term. The board's duties are spelled out in [Iowa Code](#) and reinforced through policies in the Board Policy Manual. The board serves as the legislative, governing body of the College.

2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

During monthly meetings the board receives institutional reports, deliberates agenda items, and takes action as appropriate to move the institution forward. These proceedings are detailed in [meeting minutes](#), which are made public record and posted on the IHCC website once approved by the board the following month (see 2.B.). Meeting minutes ensure compliance with Iowa open meeting laws, and provide evidence to the public that the board is actively working to preserve and enhance the institution. Examples of minutes that illustrate board efforts to advance the College include:

- Public hearing and certification of the Fiscal Year 2020 Certified Budget Estimate and College Taxes ([March 2019](#))
- Review of the [proposed Fiscal Year 2020 Certified Budget](#) ([February 2019](#))
- Approval of changes to Associate of Arts and Associate of Science degree requirements ([February 2019](#))
- Review and approval of IHCC's [Strategic Plan](#) ([November 2018](#))
- Approval of the addition of a new Sports Medicine focus area ([November 2018](#))
- Assessments of the College's budget and revenue sources and approval of tuition increases for the next academic years ([May 2017](#), [May 2018](#))
- Review and approval of the College's [Master Facilities Plan 2015](#) and [Master Facilities Plan 2019](#) ([January 2016](#), [October 2019](#))
- Analysis and approval of a proposed incented early retirement plan ([December 2018](#))

2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As representatives of the residents of Merged Area XV, the board seeks to keep the public informed of and involved in their work. All board meetings are open to the public unless a closed session is called for matters pursuant to [Iowa Code](#). Meetings are held on the second Monday of each month and take place in an easily accessible location on the Ottumwa Main Campus. To engage stakeholders elsewhere in the region, the board meets on the Centerville Campus in June of each year. Prior to each meeting an [agenda](#) and [public notice](#) are posted in six high-traffic locations on IHCC's campuses, including four on the Ottumwa Main Campus and one each on the North Workforce Campus and Centerville Campus. Agendas are also sent to area media outlets and posted on the IHCC website at minimum 24 hours in advance.

Public input is sought when the board is deliberating certain significant agenda items. During board meetings, a public hearing is held prior to voting on the sale of property ([March 2018](#)), the annual certified budget ([March 2018](#)), and contract documents for construction and renovation projects ([April 2018](#)).

The board also reviews and considers the interests of internal constituencies when making decisions. Before each meeting the board receives recommendations on action items with [supporting documentation from the president](#) and other members of the administration. This allows board members to examine how the administrator determined their recommendation, and provides context so they can ask questions before voting. The board also asks staff questions regarding monthly expenditures, the financial report, the human resources report, and other board business before and during meetings, and hears [monthly special reports on College initiatives](#).

Additionally, the board considers recommendations from the Budget Review Committee each year. Composed of approximately 30 faculty and support staff members, this committee reviews the budget with administrators and [recommends changes to salaries and fringe benefits](#) for the next year based on available funds. While IHCC is a non-unionized college, this enables faculty and staff to be involved in the budgetary process.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Board policies and procedures ensure the board makes independent decisions free from undue influence by donors, elected officials, ownership interests, or other external parties. The board's Code of Ethics compels members to affirm they "will be motivated only by a desire to serve the students and the citizens of Area XV." Board members also recite an [oath of office](#) when sworn in. The oath confirms members will support federal and state laws and will faithfully, impartially, and to the best of their abilities discharge their duties. To safeguard against personal interests influencing board decisions, members abide by a Conflict of Interest policy and complete a Conflict of Interest Disclosure form each year. (See policy and form in 2.A.) The board also maintains a policy [prohibiting board members from simultaneously serving](#) on governing boards for other area education entities. This ensures board decisions are made in the best interest of IHCC.

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects faculty to oversee academic affairs.

The board [delegates the day-to-day management of the College to the president and staff in board policy](#). The policy states the board recognizes and maintains “the distinction between those activities which are appropriate to the Board of Trustees as the legislative, governing body of Indian Hills Community College, Merged Area XV, and those administrative activities which are to be performed by the President of the College and staff in the exercise of delegated administrative authority.” Other relevant policies provide [authority to the president and chief financial officer to execute contracts and agreements on behalf of the College](#) and assign [authority to the vice president](#) in the president’s absence.

[Board policy](#) also states, “The goal of the Board of Trustees is to provide an educational program of the highest quality possible. Success in obtaining this goal is dependent in large measure upon the competency of the professional staff and those who serve in direct supporting positions to the instructional program of the Indian Hills Community College, Merged Area XV.” This makes clear the board’s reliance on faculty members to administer quality academic programming at the College. Two faculty committees – the [Academic Standards Committee](#) and [Faculty Senate](#) – contribute to oversight of academic affairs.

Sources

- 2.C. Iowa Code 260C.14 - Authority of Directors
- 2.C.1. Board of Trustees Meeting Minutes - 1.11.16
- 2.C.1. Board of Trustees Meeting Minutes - 11.12.18
- 2.C.1. Board of Trustees Meeting Minutes - 12.10.18
- 2.C.1. Board of Trustees Meeting Minutes - 2.11.19
- 2.C.1. Board of Trustees Meeting Minutes - 3.11.19
- 2.C.1. Board of Trustees Meeting Minutes - 5.14.18
- 2.C.1. Board of Trustees Meeting Minutes - 5.8.17
- 2.C.1. Board of Trustees Meeting Minutes June 2016 – June 2019
- 2.C.1. Board of Trustees Minutes - 10.14.19
- 2.C.1. Certified Budget Documents FY20
- 2.C.1. Master Facilities Plan 2015
- 2.C.1. Master Facilities Plan 2019
- 2.C.1. Strategic Plan 2019-21
- 2.C.2. Board of Trustees Meeting Agenda - 10.8.18
- 2.C.2. Board of Trustees Meeting Minutes - 3.12.18
- 2.C.2. Board of Trustees Meeting Minutes - 4.9.18
- 2.C.2. Board of Trustees Meeting Minutes - 6.11.18
- 2.C.2. Iowa Code 21.3-4 - Open Meetings
- 2.C.2. Public Notice of Board of Trustees Meeting
- 2.C.2. Recommendation on Action Item
- 2.C.2. Special Report Samples – Board Minutes and PowerPoints
- 2.C.3. Board Policy Manual - Series 203 - Board of Trustees
- 2.C.3. Oath of Office
- 2.C.4. Academic Standards Committee Bylaws
- 2.C.4. Board Policy Manual - Series 201 - Statement of Policy
- 2.C.4. Board Policy Manual - Series 316 - Authority of Vice President
- 2.C.4. Board Policy Manual - Series 318 - Authority of College President and CFO to Execute Contracts

- 2.C.4. Board Policy Manual - Series 401 – Statement of Policy
- 2.C.4. Faculty Senate Bylaws

2.D - Core Component 2.D

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

Argument

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

IHCC's commitment to freedom of expression and the pursuit of truth in teaching and learning is evidenced through a variety of policies and procedures. These include:

- [Academic Freedom Statement](#) – This statement outlines what academic freedom means for students and faculty at IHCC. It includes detailed definitions of “what Academic Freedom does do and what Academic Freedom doesn’t do,” as well as what to do when faculty or students believe their Academic Freedom has been violated. The statement is included in IHCC’s Staff Handbook and College Catalog & Student Handbook.
- [Speech and Expression at Public Institutions Policy](#) – This board policy protects freedom of speech and expression for students, faculty, and staff on IHCC’s campuses. The policy was [revised in April 2019](#) in response to [legislation](#) passed by the Iowa Legislature.
- [Student Code of Conduct](#) – The preamble to IHCC’s disciplinary code states: “The College strives to provide a community wherein individuals have the right to express their opinions and ideas, to assemble peacefully, and to associate freely in a manner that does not interfere with the rights of others and is in the confines of intellectual honesty.”
- [Library Bill of Rights](#) – The American Library Association’s Library Bill of Rights is integrated into the IHCC Library Policy and Procedure Manual. This list of rights affirms the library’s commitment to enabling freedom of expression, the investigation of diverse ideas, and equitable use of the library’s facilities and resources by all.

Sources

- 2.D. Academic Freedom Statement
- 2.D. Board of Trustees Meeting Minutes - 4.8.19
- 2.D. Board Policy Manual - Series 315 - Speech and Expression at Public Institutions
- 2.D. House File 661
- 2.D. Library Policy and Procedure Manual – Library Bill of Rights
- 2.D. Student Code of Conduct

2.E - Core Component 2.E

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

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

Argument

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

As an institution of higher learning, IHCC is dedicated to responsible acquisition, discovery, and application of knowledge. The College has established policies and procedures for its faculty, staff, and students to steer ethical academic practice institution-wide.

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

The IHCC Institutional Review Board (IRB) oversees the integrity of research performed at the College. The IRB provides oversight to faculty and staff that submit grant proposals involving research and human subjects, as well as external persons who wish to use IHCC as a research site. Guided by the Federal Policy for the Protection of Human Subjects, IHCC's [IRB Manual](#) clearly details the policies and procedures that must be followed by internal and external researchers prior to and while conducting research. The Governmental Affairs Office offers related supportive services for faculty, and staff, including answering questions about human subjects and assisting with the completion of forms required for IRB review.

The Governmental Affairs Office also maintains policies in its Grants Management Manual to bolster the integrity of federal grant implementation and related research. These policies include an Employee [Whistleblower Protection policy](#) and [Conflict of Interest policy](#).

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

The importance of using information resources in an ethical, responsible manner is emphasized from the moment students begin their academic journey at IHCC. All new students learn about the dangers of plagiarism and cheating in [online new student orientation](#). To remind students about how plagiarism can negatively impact their academic standing, IHCC encourages faculty to include statements about plagiarism in [course syllabi](#) and [academic program manuals](#).

Students learn how to use information resources responsibly in various academic courses. [Composition I](#) and [Composition II](#), two of IHCC's most frequently offered and highly enrolled courses, delve further into avoiding plagiarism and teach students to properly cite sources in various formats. [Library and Internet Research](#) covers similar topics, as well as locating, evaluating

and synthesizing library and Internet resources in an effective and ethical manner. Most faculty teaching writing-intensive courses use [Turnitin software](#) to check students' work for originality and teach students how plagiarism can be identified.

Students in need of individual assistance with ethically using information in research papers can meet with tutors in the Writing Lab at the Success Center. The library also provides guidance on research and citations in the [Research Tips](#) section of the IHCC website.

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

The [Academic Misconduct policy](#) – included under Academic Policies in the College Catalog & Student Handbook – describes IHCC's expectations for all students related to academic honesty and integrity. The policy defines academic integrity and misconduct and outlines possible sanctions for academic misconduct. The policy also outlines the process for students to appeal if they fail a course as a result of academic misconduct. To uphold academic integrity, the policy requires online students to use [LockDown Browser and Respondus Monitor](#) during test taking. These tools secure the online test-taking environment and prevent cheating. Updated in 2018, the policy has established uniformity in responding to incidents of academic delinquency institution-wide. Faculty received [training on the policy shortly after its adoption](#) and have ongoing access to [LockDown Browser and Respondus Monitor training](#) through the IHCC website.

To track incidents of academic misconduct, the IHCC website features an online [Academic Integrity Reporting Form](#) for faculty through Maxient Software. Maintaining a database of academic misconduct offenses allows the College to monitor individual students across departments and provide sterner consequences to repeat offenders. In the year following the launch of the online reporting form, [54 academic integrity cases were reported and resolved](#).

Sources

- 2.E.1. Grants Management Manual - Conflict of Interest
- 2.E.1. Grants Management Manual - Employee Whistleblower Protection
- 2.E.1. Institutional Review Board Manual
- 2.E.2. Course Syllabi Samples
- 2.E.2. ENG 105 - Composition I Syllabus
- 2.E.2. ENG 106 - Composition II Syllabus
- 2.E.2. New Student Orientation Unit 6 - Online Learning Survival Guide
- 2.E.2. Research Tips
- 2.E.2. SDV 126 - Library and Internet Research Syllabus
- 2.E.2. Turnitin Tutorials
- 2.E.3. Academic Integrity Cases Reported through Maxient
- 2.E.3. Academic Integrity Reporting Form
- 2.E.3. Academic Misconduct Training Agenda - 2.21.18
- 2.E.3. Lockdown Browser and Respondus Monitor Faculty Tutorials
- 2.E.3. LockDown Browser and Respondus Monitor Student Instructions
- 2.E.3. Physical Therapist Assistant Program Policy Manual

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The institution acts with integrity; its conduct is ethical and responsible.

The evidence presented in Criterion 2 demonstrates that integrity is at the core of IHCC's operations. The College has established policies and procedures to ensure those charged with running the institution do so ethically and responsibly. The Board of Trustees is autonomous, yet takes the interests of internal and external stakeholders into consideration when making decisions. The board recognizes its role as the legislative, governing body of the College and delegates responsibility appropriately to the president and others. IHCC acknowledges the virtues of good communication and works diligently to keep students and the public informed clearly and completely. College policies and practices demonstrate IHCC's commitment to freedom of expression and the pursuit of truth in academia, as well as responsible scholarly practice by faculty, staff, and students.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

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

As mentioned in 1.A.2., IHCC offers a wide array of [postsecondary academic programs](#) in three divisions: Arts & Sciences, Health Sciences, and Advanced Technologies. Career and Technical Education (CTE) offerings include 41 Associate of Applied Science (AAS) degree programs, 23 diploma programs, seven certificate programs, and an Associate of General Studies (AGS) degree program for students desiring a broad education. The College also offers Associate of Arts (AA) and Associate of Science (AS) degree programs to prepare students for transfer to a four-year institution. Within the transfer programs students may choose from 36 focus areas, enabling them to prepare for their future baccalaureate major. [In the next few years](#) these focus areas will become formal [transfer majors](#) as the Iowa DE and community colleges work to strengthen two- to four-year college pathways.

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

IHCC's degree, diploma, and certificate programs abide by standards set in [Iowa Administrative Code](#). Prior to launching, all academic programs go through institutional and state approval processes. This certifies IHCC's programs contain appropriate content and require proper time commitment by students for the level of credential earned. The College demonstrates compliance with the State's standards through [Educational Program Reports \(AS-28\)](#) uploaded into the Iowa DE's web-based course and program management system META. Submitted when [initiating a new CTE program or modifying an existing program](#), AS-28 reports contain various program details including a section on compliance that shows how each standard is met. (AA and AS programs at Iowa community colleges are approved as a single statewide program and do not require AS-28 reports.)

To keep CTE courses and programs up-to-date, IHCC leverages the expertise of [Program Advisory Committees](#). These committees are typically composed of 10 to 20 volunteer industry representatives. Twice per year, the [committees convene](#) on IHCC's campuses to [review all aspects of the program](#) and provide counsel to faculty on how to maintain effective, relevant courses, and programs. Committee recommendations may lead to course modification proposals, requests for new equipment or faculty professional development, among other updates. Prior to attending their first meeting, all committee members receive [an orientation packet](#) and discuss the academic program(s) monitored by their committee with a faculty member.

IHCC currently has 39 active Program Advisory Committees with 607 members. Following the committees' individual spring meetings, members of all committees jointly attend a reception and dinner in the Tom Arnold Net Center on the Ottumwa Main Campus. The [event agenda](#) includes dinner, a program presented by a [business/industry leader](#) or [College speaker](#), and an awards ceremony. The event's intent is to thank committee members for their service, and promote camaraderie and relationship-building among faculty and employers. It is also used as a communication tool for College administration to gain input used in the strategic planning process.

The Academic Standards Committee (curriculum committee) also plays a crucial role in helping IHCC maintain current and apt courses and programs. Throughout the year, the [committee meets monthly](#) to discuss and vote on department proposals to modify existing courses or programs or add new courses or programs. This process assures all proposed changes to academic programming are validated as needed and beneficial before submission to the Iowa DE (if required). Additional information about the Academic Standards Committee is included in 4.A.4. and 5.B.3. Other methods used by IHCC to maintain program and course relevance include the College's three-year Program Review process (see 4.A.1.) and external program accreditations (see 4.A.5).

The currency and suitability of IHCC's academic programs is evidenced by students' post-graduation performance. As mentioned in 1.A.2., AA and AS students who transfer to one of Iowa's Regent Universities tend to [academically outperform their peers](#) from other community colleges. This attests to the strength of IHCC's transfer programs in preparing students for baccalaureate-level instruction. Meanwhile, CTE degree program graduates boast high rates of employment following graduation. [First-year employment rates](#) in the top programs ranked by cohort number ranged from 88.2% to 100%.

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

Distinct learning outcomes are in place for all of IHCC's postsecondary academic programs and courses. The College communicates these goals through a variety of means.

CTE Programs

Program learning outcomes for [Advanced Technologies](#) and [Health Sciences](#) programs are published in College Catalog & Student Handbook in each academic program's respective listing. Programs featuring stackable credentials, such as the [Welding Technology and Nursing](#), list distinct program learning outcomes for each award level. CTE program learning outcomes are also included in materials provided to students at the start of their enrollment. In Health Sciences the outcomes are listed in each [program's policy manual](#), while in Advanced Technologies they are included in [ATC Student Manual Supplements](#). These materials are available on the College website and in hard copy. Each student is responsible for reviewing all contents in their designated manual or handbook prior

to the first day of class.

CTE program learning outcomes are reviewed regularly by Advisory Committees, as well as during Program Review and, if applicable, annual report reviews with third-party accreditors. Outcomes may be modified based on feedback from these processes.

Transfer Programs

The overarching learning goals for the [AA and AS transfer programs](#) are published annually in the College Catalog & Student Handbook. The goals include enabling students:

- 1) To think critically and creatively;
- 2) To communicate effectively, both orally and in writing;
- 3) To use mathematics, science, and technologies appropriate to the student's field of interest; and
- 4) To recognize and appreciate historical, cultural, artistic, and/or personal concepts of society, native as well as global.

Arts & Sciences focus areas also have program learning outcomes. The outcomes are detailed under "Objectives" in each focus areas' respective listing in the [College Catalog & Student Handbook](#).

Courses

IHCC clearly defines expected learning outcomes for every academic course it offers, regardless of division or delivery platform. These outcomes are included on [course syllabi](#) distributed to students on the first day of class.

Course learning outcomes are established during the course development process. When creating new courses, IHCC utilizes the [Iowa DE's Common Course Numbering System](#). This requires the College to consult with a statewide course database in META to determine if a similar course already exists at another community college. If so, IHCC must substantially replicate that course in terms of title, content, standards and student learning outcomes. If a similar course does not exist IHCC faculty create course learning outcomes for the proposed course. These are approved by Academic Standards.

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

IHCC offers high quality educational programming accessible to residents throughout its 10-county service area and beyond. To do so, the College employs multiple delivery methods and offers courses at a variety of locations. Courses are delivered face-to-face, online, and through video conference learning (VCL), which enables students to synchronously connect to in-person classes from anywhere. Course sites include IHCC's three campuses, four county service centers, 17 area high schools, and nine high school career academies. While there is diversity in how and where coursework is delivered, IHCC maintains uniform quality and learning goals among all of its offerings.

Program quality

- All faculty teaching IHCC courses meet the qualified faculty requirements dictated by HLC Assumed Practices and the State of Iowa. Regardless of course location or delivery method, all instructors are held to the same credentialing standards. Faculty qualification requirements and the processes used by IHCC to monitor faculty standards are discussed further in 3.C.2. Additionally, all faculty take part in orientation and continuing professional development (see 3.C.4.).
- IHCC is accredited by the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#). In May 2019, IHCC was granted a one-year extension of its current accreditation term. The College was asked to improve dual credit instructor professional development meeting minutes and address a concern related to the assessment of student learning in Project Lead the Way courses. These concerns have been addressed and the College anticipates receiving full accreditation following the next review on November 11, 2019. All other accreditation standards were met without reservation and IHCC was commended for its concurrent course classroom visit practices. By completing the rigorous NACEP accreditation process, IHCC has demonstrated its concurrent enrollment courses meet the same quality standards as those offered elsewhere by the College. Examples of NACEP evidence include the [Mandatory New Concurrent Instructor Orientation Agenda](#), the [Concurrent Instructor Manual](#), [Concurrent Enrollment Instructor Meetings](#), and [Concurrent Course Classroom Visit Reports](#).
- [As a member of the National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#), IHCC commits to maintaining high-quality online courses as outlined in the [Interregional Guidelines for the Evaluation of Distance Education](#). This includes offering online courses with academic rigor comparable to traditional courses, using appropriately qualified and supported faculty to teach online courses, and assessing the effectiveness of online courses including the extent to which learning goals are achieved, among others.
- The same online learning management system is used for all IHCC courses. Whether taking an online, concurrent enrollment, VCL, or face-to-face course, students have access to Blackboard or “MyHills” for communicating, viewing grades and course materials, completing assessments, and submitting assignments, among other activities.
- Instructors of the same course share course materials and course shells through Blackboard’s Sandbox feature. This collaboration frequently takes place between on-campus faculty, adjunct faculty, and concurrent enrollment instructors.
- Faculty teaching courses in all formats and locations use the same attendance reporting system in Web Advisor. All faculty also have access to the College’s [Early Alert](#) system to report students struggling in the classroom.
- Students enrolled in any course modality have the opportunity to evaluate courses through student perception surveys, described further in 3.C.3.

Learning goals

- An IHCC course has the same course learning outcomes irrespective of how or where instruction is delivered. The course also has the same course number, title and description, covers the same content, and uses the same textbook. This is evidenced by [consistent course syllabi](#).
- Assessment tool sharing is commonplace among many programs and departments. For example, the Computer Software Development program uses the same [scoring rubric for student presentations](#) regardless of course and History instructors share common [assessment writing prompts and rubrics](#).

Sources

- 3.A. Transfer Major Adoption Projected Timeline
- 3.A. Transfer Major Approval Form Samples
- 3.A.1. Academic Standards Committee Agendas and Minutes
- 3.A.1. Advisory Committee Program Assessment Report Template
- 3.A.1. AS-28 Educational Program Report Sample
- 3.A.1. IHCC Regents Transfer Reports 2018 and 2019
- 3.A.1. Iowa Administrative Code 281 Chapter 21.2 - Award Requirements
- 3.A.1. Iowa DE CTE Employment Rate Tableau
- 3.A.1. Iowa DE Program Approval Guidelines
- 3.A.1. Orientation Packet for New Advisory Committee Members
- 3.A.1. Program Advisory Committee Meeting Minute Samples
- 3.A.1. Program Advisory Committee Summary 2019
- 3.A.1. Spring Advisory Presentation - Dr. Marlene Sprouse
- 3.A.1. Spring Advisory Presentation - Lori Schaefer-Weaton 2017
- 3.A.1. Spring Advisory Reception and Dinner Agenda 2019
- 3.A.2. Advanced Technologies Program Learning Outcomes
- 3.A.2. Arts and Sciences Program Learning Outcomes
- 3.A.2. ATC Student Manual Supplement Samples
- 3.A.2. Health Sciences Policy Manual Samples - Dental Assisting and Health Informatics
- 3.A.2. Health Sciences Program Learning Outcomes
- 3.A.2. Iowa DE Protocol for Common Course Numbering
- 3.A.2. Program Learning Outcomes - Welding Technology and Nursing
- 3.A.2. Sample Course Syllabi with Schedules
- 3.A.3. Computer Software Development Presentation Rubric
- 3.A.3. Concurrent Enrollment Classroom Visit Report Samples
- 3.A.3. Concurrent Enrollment Instructor Meetings
- 3.A.3. Concurrent Instructor Manual 2018-19
- 3.A.3. Consistent Syllabi Example - SDV 101
- 3.A.3. Early Alert Reporting Form
- 3.A.3. History Assessment Writing Prompts and Rubrics
- 3.A.3. Interregional Guidelines for the Evaluation of Distance Education
- 3.A.3. Mandatory New Concurrent Instructor Orientation Agenda
- 3.A.3. NACEP Accreditation Letter
- 3.A.3. NC SARA Membership Confirmation Letter

3.B - 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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

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

IHCC's educational programming places a strong focus on the exercise of intellectual quality. The institution encourages broad learning through its general education program, as well as curricular and co-curricular activities focused on human and cultural diversity, scholarship, creative work, and the generation of knowledge.

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

IHCC's transfer programs provide a comprehensive introduction to liberal arts education, while its CTE programs train students for specific careers and technical occupations. Regardless of program, the College expects all students upon graduation to be well-rounded individuals prepared to thrive in their continued education or entry into the workforce. IHCC's general education program is the driving force behind this preparation.

The [College Catalog & Student Handbook](#) describes general education at IHCC as follows: "The general education curriculum builds a foundation of knowledge that allows for a broad understanding of life; it also defines and promotes effective communication and critical thinking skills that create for the student the basis for making learning a lifelong goal." The general education program is intended to inspire learning, nurture open-mindedness, enrich lives, and help students succeed, in clear alignment with the College's [mission](#).

In accordance with HLC Assumed Practices, IHCC maintains minimum general education requirements for all degree and diploma programs. The requirements for each award type are based on standards outlined in [Iowa Administrative Code](#). All degree and diploma programs meet the state’s general education standards, as evidenced in the aforementioned [AS-28 reports](#) submitted to the Iowa DE.

The College’s AA and AS program require students to complete 64 credits in order to graduate. For each degree type, students must complete a specific number of credits in English and speech, mathematics and sciences, social sciences, humanities, and fine arts. The remaining credits are general electives, but must include two courses: How to Be Successful in College and Introduction to Computers. The requisites for each degree type – all of which relate to the general education program – are detailed in [graduation checklists](#).

AAS programs require students to obtain at least 15 general education credits by taking courses in the following subjects: communications, computer/information literacy, culture, mathematical reasoning, and scientific systems. These requirements are listed in the College Catalog & Student Handbook and summarized succinctly by program using the College’s [degree planner tool](#).

Diploma programs must include three credit hours of general education in any one of the following areas: communications, social sciences, humanities, mathematics, or science. The required general education component varies by program and may be viewed in the programs’ respective listing in the College Catalog & Student Handbook. The requirements are also clearly spelled out through the College’s [degree planner tool](#).

To determine which specific general education courses are suitable for each diploma and AAS program, IHCC [seeks input from Program Advisory Committees](#). This employer feedback helps ensure CTE graduates’ general education complements their vocational skills. Prior to implementation, the suggested general education courses for CTE programs are approved by Academic Standards.

IHCC is also beginning the process of linking its general education program to co-curricular programming through assessment. More information on this process is provided in 4.B.2.

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

As mentioned in 3.B.1, IHCC’s general education program’s purpose is described and prominently listed in the General Education Outcomes section of the College Catalog & Student Handbook. This section of the catalog also details the general education program’s content and intended student learning outcomes. The program’s five categories and corresponding goals are:

Communication	Communicate effectively to the intended audience.
Computer/Information Literacy	Apply technology and information for academic, professional, and/or personal purposes.

Culture	Understand people, cultures, diversity, aesthetics, and/or historical purposes.
Mathematical Reasoning	Apply mathematical techniques to solve problems.
Scientific Systems	Demonstrate scientific understanding, including knowledge of systems, methodology, and application.

IHCC believes mastery of these knowledge areas and skillsets provide graduates the tools needed to contribute to a global society and continue growing as individuals. They are aptitudes every college-educated person should possess. To assure continued relevance, the Academic Standards Committee has been tasked with reviewing the general education categories and goals each year. The Academic Standards Committee also reviews and considers proposals to [add or remove courses](#) from the approved [general education course list](#).

General education courses act as the foundation for imparting the general education program competencies to students. However, the competencies are further reinforced through program-specific coursework and co-curricular activities. To delineate the connection between general education and individual programs, faculty members [map the five general education categories to their program learning outcomes](#). This is completed as part of the College’s program assessment process, described further in 4.B.1. Similar mapping has also been completed for [co-curricular assessment plans](#), which are in the early stages of implementation and evaluation.

General education at IHCC is grounded in the history of Iowa’s community colleges. When the State transitioned from technical and junior colleges to comprehensive community colleges in 1970, the intent was for all degree programs to include a component focused on societal contribution, lifelong learning, and future educational growth. Since then, general education has been part of the College’s mission and a primary feature of its academic offerings.

In 2000, IHCC strengthened its general education programming. At the time an HLC team had noted “the general education component of some Advanced Technologies programs does not meet the expectations” established by the North Central Association of Colleges and Schools. [The College addressed this concern](#) by creating a formal general education program with identified general education categories, reviewing general education requirements in all programs, and adding or revising general education course requirements in each program to ensure suitability with the program and its students and compliance with Iowa DE and HLC standards. Subsequent follow-up evaluations by HLC in 2003 and 2005, found IHCC’s efforts to address the concern were successful.

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

The general education program assures students enrolled in all IHCC degree programs take part in the activities described in this criterion. Each of the five categories – Computer/Information Literacy, Communication, Culture, Mathematical Reasoning, and Scientific Systems – improves students’ ability to collect and digest information, communicate, think analytically, and creatively or adapt to change. To ascertain whether students have acquired these skills before graduation, the College uses

a variety of assessment tools and survey instruments. They include:

- Program assessment mapping – The aforementioned assessment mapping process in 3.B.2. connects each programs' learning outcomes to individual course learning outcomes and the five general education categories. This allows IHCC to see which general education categories are assessed through program-specific coursework and provides a means to observe how students performed in terms of achieving the general education goals.
- General education course assessments – These assessments provide direct data on the extent to which students have mastered each of the five general education categories. Examples of assessment tools include the [writing grading rubric](#) used in English courses, the [oral presentation grading rubric](#) used in Speech courses and [exams, assignments and projects](#) embedded in mathematics, science, computer, and cultural courses.
- Pearson assessment instruments – A number of science instructors utilize Pearson products in their courses, including Mastering A&P and Mastering Microbiology. Beyond instructional content, these teaching and learning platforms provide assessment tools and [reports that summarize students' achievement of course learning outcomes](#). This provides an added method for assessing student proficiency in Scientific Systems.
- Information Literacy coursework – The director of library services frequently visits classrooms to share information on the services available through the library and how to best utilize them for research, writing, and assignments. Following these presentations, instructors often assign [research-related coursework](#) to assess students' Information Literacy skills.
- [Writing Assessment](#) – From 2006 to 2015, IHCC conducted an annual institution-wide writing assessment to garner data on student performance in Communication. Students in Arts & Sciences, CTE programs, and High School Programs were asked to draft an in-class response to a writing prompt, then the writing was scored by volunteer faculty using a rubric. The results helped IHCC identify writing skill areas where students struggled and determine whether new curriculum updates were warranted or [past curriculum updates were impactful on student performance](#).
- [Intent to Graduate Survey](#) – This survey, which has been administered to graduating students since 2008, provides [indirect data on students' general education achievement](#). The survey asks respondents to rate their education in each of the five general education categories from “Excellent” to “Poor.” Over the last five years the majority of students have rated their education as “Excellent” or “Good” in all five categories.
- Community College Survey of Student Engagement (CCSSE) – Administered biannually, CCSSE asks students a variety of questions related to institutional practices and student behaviors that are correlated with student learning and retention. A number of questions relate to the general education program's outcomes and serve as an indirect general education assessment measure. Comparing CCSSE results from 2011 and 2018, IHCC has seen [improved scores on most questions related to general education](#).

Over the next year, IHCC will build off of these general education assessment efforts as it transitions to a streamlined, collaborative assessment system using SPOL software. Acquired in spring 2019, SPOL will allow the College to aggregate general education assessment data from throughout the institution into one centralized location. The data will be accessible by all faculty and will enable shared evaluation and assessment data use institution-wide. SPOL's capabilities and how the software will be used to improve assessment practices are discussed further in 4.B.4.

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

Culture is one of the five categories of IHCC's general education program. Its purpose is to facilitate student understanding of people, cultures, diversity, aesthetics, and/or historical purposes. To impart this knowledge to students, the College offers a variety of courses [related to human and cultural diversity](#). These courses fall under a range of disciplines: anthropology, art, cultural studies, foreign language, history, humanities, philosophy, sociology, and women's studies, among others. All seek to help students better understand the world, its people, and the multiplicity of ideas that makes each culture unique.

Beyond courses, IHCC faculty, staff, and students organize a variety of co-curricular activities, experiences, and events aimed at increasing diversity awareness and education. These include:

- [Study abroad](#): IHCC partners with off-campus partners to offer two study abroad learning trips each year. Typically held during the College's Early Summer Break, these ten to 14 day excursions to international destinations provide an opportunity for students to learn first-hand about other cultures.
- [Fine Arts trips](#): The College's Fine Arts Department sponsors several trips per year to large metropolitan areas in the Midwest, such as Minneapolis, Chicago, Nashville, and St. Louis. Itineraries typically include visits to cultural and historical sites, museums, and local food establishments, as well as theater and musical performances.
- [Student clubs](#): Several student organizations promote tolerance and provide support for students with various backgrounds and beliefs. These include Allies for Equality, the International Student Organization, and New Life Christian Fellowship.
- [International events](#): The International Student Organization hosts a variety of events on campus each year that expose students to the language, food, and culture of other countries.
- [Diversity Conference](#): As mentioned in 1.C.2., this annual conference features keynote speakers and breakout sessions aimed at educating participants on myriad diversity-related topics, such as race, gender, age, disability, socio-economic status, religion, immigration, and sexual orientation, among numerous others.
- [Bridges Out of Poverty Training](#): In spring 2019, IHCC partnered with the Ottumwa Community School District to host a Bridges Out of Poverty training. This nationally known training program helps communities better understand and support individual living in and moving out of poverty.
- [Don't Cancel Class](#): This program brings trained Mentors in Violence Prevention (MVP) facilitators into IHCC classrooms when faculty have a planned absence. MVP interactive presentations cover topics such as bystander intervention, healthy relationships, and LGBTQ awareness with students.

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

Scholarship

As a community college, IHCC does not require faculty to dedicate time to research. However, faculty are urged to contribute to their fields by actively participating in professional organizations. This helps faculty build connections with industry representatives and fellow educators, and keeps faculty informed of what is new in their discipline. According to an [internal survey](#) administered in spring 2019, at least [38 faculty are actively involved with 79 professional organizations](#). Some go beyond maintaining a membership with these groups by [serving in leadership roles or receiving special recognitions](#).

IHCC also encourages faculty to share information and best practices with colleagues. The [Quality Faculty Plan \(QFP\)](#) provides a direct incentive to do so: additional QFP credit for presenting at a workshop or a conference. Over the last five years at least [11 faculty and eight staff members have presented at 63 external conferences or events](#). Staff leading the Midwest Photonics Education Center (MPEC) – a National Science Foundation (NSF) Regional Advanced Technological Education (ATE) Center at IHCC – have been very active as presenters. Since 2014, they have conducted [36 presentations at regional, state, and national events](#). A subsequent [ATE Project grant](#) will enable these staff members to host photonics education workshops for area secondary educators through 2021. Several faculty and staff members have also imparted knowledge and best practices through [published work](#).

Many students engage in scholarship outside of the classroom through student clubs. There are over 30 active student organizations on IHCC's campuses, a significant majority are connected to one of IHCC's academic programs. Through these clubs and their programs of study, students frequently travel to conferences and events to learn, [make presentations](#), and [compete against other students](#). A Phi Theta Kappa (PTK) Honor Society is also active on the IHCC campuses. In fact, five IHCC students were honored in 2019 as members of the [PTK All-Iowa Academic Team](#).

Creative work

Faculty and students share their creative talents through a variety of channels on campus. These include the [Hills Review Journal of Student Poetry](#), poetry and short story readings, exhibits at the IHCC Art Gallery, concerts, recitals, and theater productions. The [IHCC Performing and Visual Arts Calendar](#) – which is distributed to faculty, students, and community members – provides an overview of these events.

Discovery of knowledge

Several federal grant projects at IHCC incorporate research and testing evidence-based practices. In three of the College's TRiO programs – Student Support Services, Educational Talent Search, and Upward Bound – staff members are [replicating educational interventions](#) shown to be effective by the What Works Clearinghouse. Following implementation, they are evaluating the extent to which the interventions are effective in helping the projects' participants. IHCC also recently submitted a NSF [Scholarships in Science, Technology, Engineering, and Mathematics grant proposal](#) that would enable a team of faculty and staff to conduct formal research on the impact of a first-year seminar and faculty advising on student retention, graduation, transfer, and employment.

Additionally, faculty have been involved in research studies conducted by fellow faculty members pursuing advanced degrees as well as researchers and colleagues external to the institution. These studies are [reviewed by the College's IRB](#) prior to implementation.

Sources

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- 3.B.1. AAS Degree Planner Samples
- 3.B.1. AS-28 Report Samples - GE Compliance
- 3.B.1. Clinical Laboratory Science Advisory Minutes May 2016 May 2017
- 3.B.1. Diploma Degree Planner Samples
- 3.B.1. General Education Outcomes - College Catalog & Student Handbook
- 3.B.1. Iowa Administrative Code 281 Chapter 21.2 - General Education
- 3.B.1. Website - Mission and History
- 3.B.2. AAS General Education Core 2019
- 3.B.2. Academic Standards Committee General Education Course Actions
- 3.B.2. General Education-Co-curricular SLO Mapping Samples
- 3.B.2. General Education-Program SLO Mapping Samples
- 3.B.2. IHCC Focused Visit Report 2003
- 3.B.3. 2012 13 Writing Assessment Summary
- 3.B.3. CCSSE General Education Question Comparisons
- 3.B.3. Intent to Graduate GE Survey Results
- 3.B.3. Intent to Graduate Survey Questions
- 3.B.3. Math Science Computer and Culture Course Assessment Samples
- 3.B.3. Oral Presentation Scoring Rubric
- 3.B.3. Pearson Learning Outcome Summary
- 3.B.3. Sample Information Literacy Assignments
- 3.B.3. Writing Assessment Summaries
- 3.B.3. Writing Scoring Rubric
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- 3.B.5. Hills Review Journal of Student Poetry 2019
- 3.B.5. MPEC Staff Presentation Summary
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- 3.B.5. Presentations at Conferences and Events
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- 3.B.5. Professional Organization Offices and Awards
- 3.B.5. Professional Organization-Community Involvement Survey
- 3.B.5. Quality Faculty Plan 2019
- 3.B.5. S-STEM Project Summary
- 3.B.5. Student Competitions and Awards Received
- 3.B.5. Student Presentations at Events
- 3.B.5. TRiO Educational Interventions
- 3.B.5. Website - Phi Theta Kappa All-Iowa Academic Team

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

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

During the 2017-18 academic year, IHCC's [labor force totaled 748 employees](#). Personnel included 351 faculty members, 185 professional staff members, 13 administrators, 71 clerical staff members, and 128 service staff members. This team of individuals is the backbone behind IHCC's first-rate academic programming and student services.

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

As stated above, IHCC employed 351 faculty members during the 2017-18 academic year. They included 134 full-time faculty, 1 part-time faculty, 7 full-time non-credit faculty, and 209 adjunct faculty. This ample faculty roster has enabled IHCC to offer courses with smaller class sizes. According to IPEDS, IHCC's [ratio of students](#) to faculty is 17:1 – 10% lower than the [national average for public two-year institutions](#) (19:1). With fewer students in each class IHCC faculty are able devote more attention to individual students, providing an educational environment that nurtures student success.

On average, IHCC's full-time faculty members have taught at the institution for 11.8 years. Beyond demonstrating the College's continuity of faculty, this attests to the knowledge, dedication, and experience of its full-time instructors.

Each faculty member at IHCC abides by teaching load guidelines based on Iowa Code and outlined in the [Staff Handbook](#). IHCC's teaching load parameters help ensure faculty have sufficient time to fulfill their non-classroom duties including curriculum development, student support, and professional development. Faculty also dedicate a significant amount of time outside of the classroom to program assessment, developing assessment projects, monitoring student performance data, and leading assessment forum discussions (see more in 4.B.2.). To help facilitate the completion of faculty members' non-classroom roles, the College [permits flexible faculty scheduling](#). Department deans and directors review [faculty course schedules, office hours, and flex schedules](#) each term to ensure compliance with faculty load and flexible scheduling requirements.

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

All IHCC faculty members meet qualification standards set by the Iowa DE in accordance with Iowa Code and HLC Assumed Practices. This includes full-time, part-time, adjunct, and concurrent enrollment instructors. To certify compliance, the College follows a [manual](#) created by a statewide taskforce of Iowa community college and Iowa DE representatives in May 2018. The manual details faculty qualifications required by the HLC and Iowa law, as well as recommendations and requirements for faculty hiring, professional development, and evaluation.

IHCC uses the Iowa DE's [Faculty Qualification Review Documentation](#) form to verify faculty meet qualification standards. Completed initially at time of hire, the form records the College's review of the instructor's educational background, professional licensure, credentials, training, and experience. Official transcripts authenticating faculty members' credentials and qualifications are also kept on file by the Human Resources Office. IHCC's process for documenting faculty credentialing has been [bolstered significantly since its last HLC site visit in 2010](#), when the visit team noted inconsistencies in the transcripts maintained in full-time faculty personnel files.

To keep the public informed, a [listing](#) of all faculty members and professional staff is maintained online in the College Catalog & Student Handbook. It includes each staff member's name, title, teaching content area, degree(s) earned, and alma mater(s).

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

IHCC is one of two community colleges in Iowa that is non-unionized and does not follow a collective bargaining agreement. All full-time faculty participate in an annual in-person evaluation conference with their direct supervisor during winter term. Prior to meeting, both the faculty member and supervisor complete a [faculty evaluation form](#). The form asks the person completing the form to rate the instructor on various areas of performance, and provides space to discuss annual goals and add additional comments. The faculty member and supervisor then meet to compare and discuss the ratings. Once complete, both parties sign the form and it is sent to the vice president of academic affairs and institutional effectiveness for review. A copy is then filed with the Human Resources Office.

Students also regularly provide feedback on course instruction. During the last weeks of fall and spring terms, students are asked to complete an anonymous [student perceptions survey](#) through Blackboard and SurveyMonkey. The survey seeks feedback about the course and instructor through open-ended questions and ratings. Results are compiled by academic affairs and sent to department deans after final grades are submitted. Once reviewed, the deans discuss the results individually with

faculty members. Copies are then sent to the vice president of academic affairs and institutional effectiveness and human resources. For new probationary faculty and adjunct faculty, these surveys are also administered during winter term.

Other faculty evaluation tools include [peer reviews in some Health Sciences programs](#) (if required by accreditors), the Program Review process (see 4.A.1.), and Advisory Committee Program Assessment Reports (see 3.A.1.).

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

The [Quality Faculty Plan \(QFP\)](#) promotes quality instructional practices and guides professional development for all instructors. Overseen by a committee of Arts & Sciences and CTE faculty and administrators, the plan's purpose is to create and maintain a highly-qualified, highly-skilled, student-centered faculty. The document outlines expected faculty competencies in instruction, college culture, diversity, and personal development, as well as required professional development activities by employment status.

IHCC requires new faculty to complete orientation activities to become familiar with the institution, its policies, and community college instruction. Level 1 New Faculty Orientation targets full-time instructors who are new to teaching and those who are new to IHCC. It covers Mandatory Reporter Training, the Staff Handbook, teaching technologies, curriculum development, and numerous other topics. Within three years of hire, faculty new to teaching must also complete Level 2 New Faculty Orientation. This entails taking courses related to faculty competencies, such as teaching and learning theories and curriculum design. Adjunct faculty are also required to complete an orientation. Details of all three are included in the QFP.

After completing the New Faculty Orientation phase, full-time faculty are required to complete 45 contact hours of continuing professional development every three years. Adjunct instructors must complete four hours of instructional professional development each year. Faculty track their progress toward meeting these requirements electronically in Frontline Education (formerly My Learning Plan).

To encourage participation in meaningful professional development, the College maintains a staff development fund open to all faculty and staff. Those interested in taking advantage of the fund [submit a proposal](#) describing the opportunity they are interested in and how it would benefit the individual professionally. Each month a committee reviews and approves or denies the proposals. In addition, the committee [sponsors attendance at conferences and events](#) for all faculty and staff when opportunities arise in the region or state. Approximately \$50,000 is available in the fund each year. Additional faculty professional development funding is available through departmental budgets.

Faculty professional development opportunities are also offered in-house. These include:

- New Faculty Lunch and Learns – The Career and Workforce Education Division offers a series of five lunch and learn sessions open to all faculty each fall term. Past sessions have covered topics such as instructional technologies, program assessment, and [MyHills](#).
- [Staff Professional Development Day](#) – All faculty and staff are required to attend this full day of on-campus training. Breakout sessions cover a variety of topics related to best practices in teaching and learning, such as “Creating Effective Classroom Environments,” “Academic Equity: Do We Reach and Teach to Every Student”, and “Collaborate Best Practices for the

Classroom.”

The College also appointed a [new half-time teaching and learning specialist](#) to serve as a resource for new faculty in fall 2019. This followed the loss of many long-time faculty members who departed the institution at the end of the 2018-19 academic year due to incented retirement. The teaching and learning specialist is tasked with providing targeted mentoring and professional development in assessment, curriculum development, instructional technology, and best practices in teaching and learning.

Goal 1D of the [most recent Strategic Plan](#) – “Support faculty development opportunities for quality teaching and learning” – provides clear evidence of IHCC’s commitment to faculty professional development.

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

Full-time faculty are required to offer a [minimum of five office hours per week](#). For CTE faculty, these may include open lab hours. To promote their availability to students, faculty post their office hours outside of their office or cubicle. [Instructor contact information – including the faculty member’s phone number\(s\), email address, and office location – is also placed on every course syllabi](#). This is true regardless of course location or delivery platform. IHCC asks faculty to prominently display their contact information in this manner to ensure students can easily contact them to set up a time to meet outside of class if needed.

[Results from the Survey of Entering Student Engagement \(SENSE\)](#) show students new to the institution know how to contact faculty if they need help. On a question asking students whether they “knew how to get in touch with my instructors outside of class,” IHCC scored a 4.38 out of 5 in 2017. This ranked higher than the Iowa community college consortium’s score (4.29) and was an improvement compared to the College’s 2014 score (4.14).

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

[Job descriptions](#) maintained by the Human Resources Office outline the minimum qualifications required for all positions, including those in student support services. After interviewing candidates for open positions, the College uses the [Interview Guide](#) feature in Cornerstone – its human resources software program – to rate the applicants’ credentials, experience, knowledge, and soft skills. This makes certain all individuals are appropriately qualified when hired. Human resources maintains transcripts in personnel files for positions with minimum postsecondary education requirements.

Within three months of hire, all new employees attend a mandatory [orientation session](#) with human resources and various College administrators. This session covers numerous institutional policies, procedures, and expectations (see checklist in 2.A.). [Position-specific training](#) is also offered by some individual departments and offices. In [academic advising](#) and [financial aid](#), detailed manuals help acclimate new employees to their position and serve as an ongoing reference tool.

Like faculty, student support staff members are able to submit proposals to the [Staff Development Fund Committee](#) for professional development opportunities of interest. During the 2018-19 academic year proposals from [20 faculty and staff members were approved for professional development opportunities totaling \\$23,526. An additional \\$17,583 was allocated for faculty and](#)

[staff](#) to take part in other local and state professional development opportunities. The College continually encourages faculty and staff to apply for funding to support their professional development, up to the fund's \$50,000 limit.

Individual departments also use their respective budgets to support staff attendance at local, state, and national training events. In-house trainings for student support services staff include a [support staff lunch and learn series](#), [monthly student services trainings](#) and Staff Professional Development Day breakout sessions.

The College has made its commitment to staff development known in the Strategic Plan: “Goal 1E – Support professional growth opportunities for all staff.”

Sources

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- 3.C.1. Staff Handbook 2018-19 Excerpt - Flexible Faculty Schedule
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- 3.C.2. Faculty Qualification Review Documentation
- 3.C.2. IHCC Focused Visit Report 2013 - Faculty Credentials
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- 3.C.3. Faculty Supervisor-Self Evaluation Form
- 3.C.3. Nursing Evaluation Procedures and Peer Evaluation Form
- 3.C.3. Student Perceptions Survey Questions
- 3.C.4. All Staff Emails - Diversity Conference and Leadership Now
- 3.C.4. Individual Staff Development Activity Proposal
- 3.C.4. New Faculty Lunch and Learn Sample Presentation
- 3.C.4. Quality Faculty Plan 2019
- 3.C.4. Staff Professional Development Day Agenda
- 3.C.4. Strategic Plan 2019-21
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- 3.C.5. SENSE Benchmark Comparisons - Faculty Accessibility
- 3.C.5. Staff Handbook 2018-19 Excerpt - Flexible Faculty Schedule
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- 3.C.6. Interview Guide
- 3.C.6. Sample Student Support Services Job Descriptions
- 3.C.6. Staff Development Fund Use 2018-19
- 3.C.6. Staff Handbook 2018-19 Excerpt - Orientation for New Employees
- 3.C.6. Staff Handbook 2018-19 Excerpt - Staff Development Activities
- 3.C.6. Support Staff Lunch and Learn Sample Presentation

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

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

One of the five values that helps guide IHCC's operations is "Academic Excellence and Student Success." To uphold this core value, the College provides extensive support to bolster student learning and promote effective teaching.

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

As explained in 1.A.2., IHCC's student body includes a considerable percentage of students who are traditionally underrepresented in higher education: 55.5% are low-income individuals, 29.8% are first-generation college students, and 2% identify as having a disability. The student population also includes growing numbers of international students, ELL students, and entering students who are deficient in basic skills. To help these students reach their educational goals, the College offers numerous support services. They include, but are not limited to:

- [Academic SUCCESS Center](#): With locations on the Ottumwa Main and Centerville campuses, the SUCCESS Center provides academic support to students through professional and peer tutoring, online tutoring, and skill-building courses in math, reading, writing, student learning skills, among other areas. The center also facilitates Credit Exchange, which allows students to "exchange" their enrollment in a regular credit course to enrollment in a developmental course without penalty.
- [OneStop Student Services Center](#): The OneStop is IHCC's centralized site for students in need of assistance with registration, financial aid, billing, and advising. OneStop staff offer face-to-face services on the Ottumwa Main Campus, as well as via phone and email.
- [ELL Center](#): Located above the library on the Ottumwa Main Campus, this center offers ELL courses for beginning, intermediate, and advanced students as well as citizenship classes and tutoring services. All classes, services, and materials are provided free of charge. ELL classes are also offered in other locations in the region.

- [Community Education Center](#): This center offers high school equivalency instruction, computer skills, digital literacy courses, and adult basic education courses to help individuals improve their skills in reading, writing, and mathematics. All courses offered by the center, which is located at the North Workforce Campus, are free of charge.
- [Student Disability Services](#): This office assists qualified students with disabilities with obtaining reasonable accommodations to access their education at IHCC. Disability services staff work with qualified students to create individual plans for services that may include accommodations in testing and instructions. Examples of accommodations include extended testing time, alternative test formats, note-taking assistance, alternative format textbooks (e.g. Braille, MP3), and sign language interpreting. The office – which has locations in Ottumwa and Centerville – also works with students to inspire confidence and develop self-management and self-advocacy skills.
- [RISE](#): Classified by the Iowa DE as a 4+ program, RISE is a secondary transitional preparatory program designed for students on a current Individualized Education Program (IEP). RISE staff work in conjunction with the student's high school to provide transition services identified in the IEP as the student takes college courses on IHCC's Ottumwa Main or Centerville campus.
- [Pathway Navigators](#): Qualified students in need of financial assistance may be eligible for direct funding support through [PACE and GAP, state-funded programs](#) coordinated by IHCC's Pathway Navigators. The PACE program can help students in need pay for expenses like basic needs, transportation, career needs, or educational needs, while the [GAP Tuition Assistance Program can pay for tuition in eligible non-credit, certificate training programs](#). Both programs require students to be Iowa residents and meet income, employment, and/or education requirements. [During the 2018-19 academic year, these programs provided \\$237,125 in direct support to 149 participants.](#)
- [TRiO programs](#): IHCC has four federally-funded TRiO programs geared toward helping low-income, first-generation students succeed in education: Educational Talent Search (ETS), Upward Bound (UB), the Educational Opportunity Center (EOC), and Student Support Services (SSS). [ETS](#) and [UB](#) prepare high school students for entry into college, while the [EOC](#) also provides pre-college services, such as help with FAFSA and college applications, to anyone in the region aged 18 and over. [SSS](#) provides tutoring, advising, and other services to eligible IHCC students. Each year, these programs impact more than 1,785 individuals in the area interested in furthering their education.
- [International Affairs Office](#): This office assists international students with admissions, enrollment, travel, and visa processes prior to arrival on campus, and provides additional support services throughout their time as a student. Services include online and in-person orientation sessions, the [International Friendship Program](#), and advising services.
- [Veterans Affairs Office](#): Veterans affairs staff provide one-on-one assistance to veterans, active duty personnel, reservists, and other eligible individuals while enrolling in and attending IHCC. This includes providing help with using VA Educational Benefits, receiving tuition credit when called to active duty, and accessing needed support services. In February 2016, IHCC became a [Home Base Iowa Certified Higher Academic Military Partner \(CHAMP\) campus](#), which is a certification that the state of Iowa gives to institutions of higher education that provide veterans with ample support resources.
- [Early Alert](#): Early Alert allows instructors and staff to report academic difficulties and personal issues that are impacting a student's academic performance. After receiving a report, IHCC's full-time early alert specialist contacts the student to help them identify the resources needed to stay in class and successfully finish their degree.
- [Campus Assessment-Response-Evaluation \(CARE\) Team](#): This internal group provides

guidance and assistance to students who may be experiencing academic or personal issues. The team – which consists of members from many departments that work with at-risk populations such as RISE, Job Corps, Student Health, Student Life, SSS, and Veteran Affairs – meets weekly to review individual cases and discuss possible interventions.

- [Dream Team Project](#): In spring 2019, the Admissions Office launched this initiative to help new students feel connected to the institution. The project pairs new students with a college faculty or staff member who contacts them regularly to provide assistance and support. Implementation began in summer 2019.
- [Counseling Resource and Prevention Center](#): This area of the College – opened in fall 2019 – encompasses on-campus mental health care services as well as offices for the coordinator of [IHCC's Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus](#) from the U.S. Department of Justice and a part-time advocate from a partner victim services provider.

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

IHCC encourages all students and requires international students to take a college placement exam prior to enrolling in classes. Scores from these exams – including ACCUPLACER, ESL ACCUPLACER, ACT, and SAT – are then used by advisors to help place students in [courses appropriate to their skill level](#). To support more prevalent placement testing, the College allows students to take [ACCUPLACER](#) for free up to two times. The College also offers on-campus ACCUPLACER testing to groups of area high school students at no cost.

Applicants to Health Sciences programs are required to take a college placement exam and must score at sufficient levels to meet [admissions criteria](#). In addition to the aforementioned placement exams, Nursing program applicants must take the [ATI TEAS exam](#) and achieve a required minimum score. These measures allow IHCC to confirm students are prepared for the rigor of its Health Sciences programs. Applicants who do not meet admissions criteria for their program of choice are encouraged to [enroll in Pre-Health Sciences](#). This enables the student to get started on general education courses while simultaneously working to boost their exam scores and GPA.

To ensure students are prepared for course enrollment, the College recently instituted academic prerequisites for two Arts & Sciences courses. Starting in fall 2019 students must meet [required minimum GPAs or college placement exam scores](#) to enroll in Composition I and Calculus I. If a student wants to enroll in Composition I but does not meet the requirements, they must enroll in [College Writing as a co-requisite](#). This model of instruction – based off the Accelerated Learning Program at the Community College of Baltimore County – [has shown great success in improving underprepared students' GPAs](#) since its launch in 2017. IHCC is exploring a similar co-requisite approach for mathematics courses.

As mentioned in 3.D.1., the Academic SUCCESS Center provides a variety of learning supports aimed at empowering students to achieve their full academic potential. The center's skill-building courses are recommended to students who take a college placement exam and do not score high enough to place into college-level courses. These developmental courses are offered in reading, math, study skills, and writing. The SUCCESS Center also offers ELL courses, tutoring, and other services designed to help students succeed academically.

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

students.

In 2015, the College's [Quality Initiative proposal](#) identified mandatory advising as the next vital step for improving student success. Since then, IHCC has conducted internal needs assessments, studied promising advising practices, and reviewed existing advising policies and resources to determine how to best move forward. Following two years of research and design, IHCC implemented its mandatory advising model in fall 2017. The model, which is designed to meet the specific needs of students enrolled in different divisions, is described below.

All new Arts & Sciences students are required to meet individually with a full-time advisor prior to registering for courses. In these [advising sessions](#) students learn about institutional policies and resources, tips for academic success and graduation, and transfer requirements. Students also discuss their future plans with their advisor and receive an overview of how to use Student Planning, a degree audit software program that allows students to actively track their progress toward graduation. These sessions are also offered [over the phone and via Skype](#) to accommodate those who cannot make it to campus. Since many Arts & Sciences students intend to transfer to a four-year college, IHCC believes these hands-on, individual sessions are of the utmost importance.

New students enrolling in [Advanced Technologies](#) and [Health Sciences](#) programs complete program-specific orientation and advising sessions before selecting courses. Led by program directors and faculty, these sessions cover registration, transfer, institutional policies as well as policies and information pertinent to their program or division. This advising model suits the needs of CTE students who require less assistance with course selection but demand more guidance on how to succeed in their respective programs.

With the implementation of mandatory advising, the Academic Advising Office has initiated a number of other efforts to increase the dissemination of student advising resources. These include offering on-site services during [Registration Day events](#), speaking to SDV 101 How to Be Successful in College classes about course selection transfer and offering regular lunch hour advising services on the North Workforce Campus. Advisors have also taken steps to take their services to the community, speaking at [adult learner informational sessions](#), and traveling to area high schools to talk to upperclassmen about their personal graduation plans and progress toward earning an associate's degree.

Since the implementation of the Quality Initiative, IHCC has seen significant improvements in students' perception of academic advising services as well as their sense of having a clear academic plan or pathway. These findings are summarized in the [Quality Initiative Summary Evaluation Report](#) submitted to HLC in August 2019.

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

IHCC provides students and instructors with the means to support effective teaching and learning by maintaining quality educational facilities and instructional resources. Because of the evolving nature of technology and teaching best practices, the College emphasizes continuous improvement in this arena. This is evidenced by Strategic Priority 1 of its most recent Strategic Plan: "Provide a quality learning and living environment focused on student success."

One of the primary tools used to implement this priority is the Master Facilities Plan. Created and updated periodically in conjunction with an architectural firm, this planning document details the strengths and weaknesses of the College's existing facilities and makes recommendations for major long-term facilities goals. The 2015 Master Facilities Plan included 15 such recommendations. In fall 2019, the Board of Trustees approved the 2019 Master Facilities Plan. The new plan includes progress and completed projects from the 2015 Master Facilities Plan. (The facilities plans and board minutes approving the new plan are included in 2.C.1.) This will guide the institution's future facilities planning and will enable the College to continue to meet the educational space needs of students and faculty.

To maintain state-of-the-art instructional equipment and technology, the College conducts a formal annual request process for equipment needs. Each winter term, members of the Executive Council receive the [Capital Equipment schedule and procedures](#) from the Business Office. The deans then work with their respective departments to collect equipment requests and justifications from faculty and staff. Requests are prioritized by deans, then sent to the [Capital Equipment Committee](#) for review. A [list of approved equipment purchases for the next fiscal year is disseminated at the end of spring term](#). Academic programs' capital equipment needs are also discussed during Program Review. Appropriate items from Program Review discussions are requested during the Capital Equipment process.

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

Library staff are the College's primary authorities on the effective use of research and information. As such, they are charged with sharing their knowledge of best practices in research methods with students. In addition to offering one-on-one help, library staff provide guidance to students through the following activities:

- Classroom presentations: As stated in 3.B.3., the director of library services often visits classrooms to [present information](#) about the library's services and resources. This includes demonstrating how to use the electronic card catalog and 14 online research databases available to students and staff. Other topics covered include identifying and evaluating information resources, taking notes, avoiding plagiarism, citing sources, and research writing tips. In fiscal year 2018, the director gave [29 presentations reaching 609 students](#).
- Library instructional tours: Both the Ottumwa and Centerville libraries offer [instructional tours](#) of the library. These sessions cover information similar to the in-class presentations, but provide the added benefit of familiarizing students with the library facilities.
- Online Library information dissemination: To assist students while off campus, the library provides direction on how to effectively conduct research in the [Research Tips](#) section of the IHCC website. Online instructors can also add a research tips module to their course to serve as an additional resource for students.

Students delve deeper into best research practices in several Arts & Sciences courses. These include How to Be Successful in College, Library and Internet Research, Composition I and Composition II. These courses are available to all students through a variety of delivery methods, including face-to-face, online, VCL, and concurrent enrollment partnerships. To ensure students are prepared to effectively conduct research at a four-year institution, IHCC requires all Arts & Sciences students complete three of these four classes before graduation.

Sources

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- 3.D.1. Community Education Center Services
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- 3.D.1. Disability Services Request for Services Form
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- 3.D.1. Dream Team Project Email
- 3.D.1. Early Alert PowerPoint for Faculty
- 3.D.1. EOC Application
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- 3.D.1. International Friendship Program Brochure
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- 3.D.2. Placement Chart
- 3.D.2. Testing Center Policies and Information
- 3.D.2. Website - Admissions Criteria
- 3.D.3. Adult Learner Informational Session Flyer
- 3.D.3. ATC Orientation and Advising PowerPoint
- 3.D.3. Initial Arts and Sciences Academic Advising Session PowerPoint
- 3.D.3. Phone or Skype Advising Session Email
- 3.D.3. Quality Initiative Proposal 2015
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- 3.D.3. Registration Day Flyer
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- 3.D.4. Capital Equipment Schedule and Procedures Email FY2020
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- 3.D.5. ACRL Survey 2018
- 3.D.5. Library Services - Library Instructional Tours
- 3.D.5. Research Tips - Using the Librarys Resources Handout
- 3.D.5. Research Tips from Website

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E. The institution fulfills the claims its makes for an enriched education environment.

IHCC provides students with an enriched education environment and fulfills all claims made in its mission about its contributions to students' educational experience.

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

Co-curricular programming is designed to align with the College's mission and complement what students learn in classroom. IHCC's [30+ student clubs and organizations](#) offer students the opportunity to develop their academic or personal interests while cultivating leadership and team building skills. Prior to being sanctioned each club is reviewed by the Student Senate to ensure it is "compatible with the educational objectives and philosophy of Indian Hills Community College," among [other criteria](#). The group also discusses campus concerns, plans student events, and reviews clubs' proposed activities. This is evidenced in [agendas from their bimonthly meetings](#).

More than 70% of existing student clubs are an offshoot of one of IHCC's academic programs. The overall goal of these clubs is to enhance students' learning experience and provide them with additional opportunities to grow in their professional area. To validate their skills, many clubs travel to state and national competitions. More information about these events is included in 3.B.5.

Consistent with the College's mission, other co-curricular activities, programs, and learning experiences inspire social enrichment. These include:

- Visual and Performing Arts: Art-related events and activities – such as the Fine Arts tours, [student theatre productions](#), [music ensembles](#), and [Soup for the Arts](#) – inspire social enrichment and creativity. IHCC also has an art gallery on the Ottumwa Main Campus that hosts exhibits from local artists, faculty, and students. Additionally, pieces from [numerous collections](#) are on display throughout its campuses.
- Student Activities: In conjunction with the Student Senate, the Student Life Office organizes activities and events throughout the year to help students grow and flourish academically, culturally and socially. Examples from the 2018-19 academic year include [Kick-off Week](#), [Nerdology](#), and [Dueling Pianos](#).

- **Study Abroad Opportunities:** IHCC offers two major study abroad trips per year to expose students to new cultures and experiences. Trips in 2019 included [Peru: Service Learning](#), and [Crumpets, Crowns and Castles](#).
- **Intercollegiate Athletics and Intramural Sports:** IHCC athletic offerings aim to enrich the physical, social and educational growth of students. Intercollegiate teams include men's basketball, baseball, co-ed competitive cheer, men's and women's cross country, men's golf, men's and women's soccer, softball, co-ed sports shooting, men's and women's track and field, and volleyball. Co-ed activities are open to all students, intramural sports include flag football, volleyball, basketball, softball, and disc golf. The College's Student Athlete Advisory Committee provides another opportunity for student athletes to build their leadership skills as advocates for their fellow athletes.
- **Service Learning:** [Pay It Forward Week](#), the President's Student Service Award, Warrior Christmas, and Falcon Christmas give students the opportunity to give back to their community.

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

As affirmed in its mission statement, IHCC "changes lives by inspiring learning, diversity, social enrichment, and regional economic advancement." The following evidence demonstrates IHCC's life-changing impact in each area of its mission:

- **Learning:** IHCC changes students' lives by inspiring them through its educational programs to learn and grow academically. This impact is evidenced by students' [completion/graduation/transfer/success rates](#), post-graduation transfer performance (see 3.A.1.) and general education assessment tools and results (see 3.B.3).
- **Diversity and Social Enrichment:** [Results from the CCSSE survey](#) show how IHCC changes students' lives by exposing them to diversity and socially enriching activities and learning opportunities. As a result of their experiences at IHCC, students become more well-rounded and prepared to succeed in a global society.
- **Regional Economic Advancement:** IHCC graduates have the ability to obtain life-changing careers related to their field of study, as evidenced by post-graduation student employment rates (see 3.A.1). The College also has a significant impact on the overall economy in Merged Area XV. The [EMSI Economic Impact Study](#) shows the life-changing impact IHCC has on students, staff, and the communities it serves.

Sources

- 3.E.1. Athletics Posters with Schedules
- 3.E.1. IHCC Art Collections
- 3.E.1. IHCC Student Clubs
- 3.E.1. Kick-Off Week Nerdology and Dueling Pianos Flyers
- 3.E.1. Pay It Forward Week President's Student Service Award and Warrior Christmas
- 3.E.1. Peru – Serving Learning Flyer and Crumpets Crowns and Castles Itinerary
- 3.E.1. Soup for the Arts Poster

- 3.E.1. Student Clubs and Organizations Information Guide
- 3.E.1. Student Senate Agendas
- 3.E.1. Website - Intramural Sports
- 3.E.1. Website - Music
- 3.E.1. Website - Theatre
- 3.E.2. CCSSE Data on Diversity and Social Enrichment
- 3.E.2. EMSI Economic Impact Summary 2017
- 3.E.2. Website - Key Performance Indicators

3.S - Criterion 3 - Summary

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

Summary

Criterion 3 Summary

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

IHCC upholds the highest standard of quality for its educational programming regardless of how and where it is offered. All academic programs comply with content, length, and credit hour requirements established in Iowa Code. To ensure CTE offerings remain strong, the College leverages the expertise of industry through Program Advisory Committees. The Academic Standards Committee, Program Review, and external accreditation processes provide additional quality oversight. Consistency among delivery platforms is sustained through uniform learning outcomes and faculty credentialing standards as well as a multitude of other tools and methods.

To prepare well-rounded graduates, the College has established a general education program that requires courses appropriate to each credential level. Five general education categories impart broad knowledge to students and provide a strong foundation for lifelong learning. A variety of assessment tools measure students' general education proficiency, and IHCC is transitioning to an electronic assessment platform that will increase institutional capacity to measure and use this data. Curricular and co-curricular activities focused on human and cultural diversity, scholarship, and creative work develop students further.

The College employs an ample number of faculty and staff members to provide first-rate instruction and support services. All faculty and student support staff are appropriately credentialed and are evaluated regularly in accordance with established procedures. To encourage ongoing improvement, the College strongly supports faculty and staff professional development. An established staff development fund supports external training opportunities and internal training events are developed to meet faculty and staff needs.

Numerous support services designed to meet the needs of IHCC's student population are offered to facilitate student success. To ensure students are primed for their program of choice, the College employs placement strategies and provides development support as needed. Mandatory academic advising – developed through the Quality Initiative – is in place to meet students' distinct needs. IHCC further provides the necessary infrastructure, resources, and co-curricular programming to cultivate an effective and enriched educational environment.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Core Components

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

IHCC demonstrates responsibility for the quality of its academic programming and the credit it accepts in transfer through established policies, procedures, and processes. Upholding high educational standards is of paramount importance to the College.

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

To maintain academic programming of the highest quality, IHCC utilizes a [three-year program review cycle](#). While [Iowa Administrative Code](#) requires community colleges to maintain a five-year cycle, the College has chosen to evaluate its programs more frequently to amplify ongoing program improvement efforts. The three-year program review sequence has been in place since 2005. IHCC

involves all credit-bearing academic programs in Program Review, including CTE, Arts & Sciences, and High School Programs. Again, this is more intensive than the standards outlined in Iowa Administrative Code, which only require the review of CTE programs.

Every fall the vice president of academic affairs and institutional effectiveness invites faculty leading the programs slated for review to a [Program Review kick-off meeting](#). Held in November, the meeting covers resources and best practices and provides an overview of the steps faculty must take to prepare. This includes completing a detailed [self-study](#) that examines their program's curriculum, instructors, student population, enrollment, program assessment, student performance and outcomes, as well as preparing an abridged version of the self-study in a PowerPoint presentation. These requirements enable faculty to reflect on their program's strengths and weaknesses while preparing for external critique.

Once complete faculty review their self-study and presentation with their respective dean to make sure no deficiencies exist. One week prior to Program Review, finalized self-studies ([2017](#), [2018](#), [2019](#)) are distributed electronically to the Executive Council. This gives Executive Council members time to independently read and analyze each program's report. The Executive Council then convenes on campus to conduct [Program Review](#). Held over the course of two days in February, the faculty members leading each program have 45 minutes to conduct their presentation ([2017](#), [2018](#), [2019](#)) and field questions. Tours of the programs' classrooms and laboratories are also integrated into the agenda. Executive Council members complete a [scorecard](#) for each program and the group discusses their findings at the end of each day.

Recommendations resulting from Program Review are provided to the programs' respective deans, who then discuss the results and any corrective action needed with the faculty members. If the Executive Council determines a program has significant weaknesses, the program is required to complete a [Program Improvement Plan](#). The plan outlines the specific deficits identified by the Executive Council and compels the faculty members and their direct supervisor to create a plan to address each issue. [Completed plans](#) are reviewed by the faculty members and their program director, associate dean, and dean periodically during the academic year following the review until all concerns have been sufficiently addressed. Results are reported to the vice president of academic affairs and institutional effectiveness.

If warranted, Program Review may result in the [discontinuation or restructuring of an academic program](#). This would typically occur after the program has completed the Program Improvement Plan process. Such a decision would be made on an administrative level then [shared with the Executive Council by the vice president of academic affairs and institutional effectiveness or an academic dean](#). Discontinuing and overhauling academic programs allows IHCC to ensure its offerings remain relevant and meet the ongoing needs of the region it serves.

Beyond allowing IHCC to thoroughly evaluate its academic programs, Program Review offers valuable insight for institutional planning and budgeting. Information gathered during Program Review is considered when updating academic facilities as well as during the procurement process. In fact, Program Review is intentionally scheduled one month prior to the annual Capital Equipment Committee meeting. This timeline was intentionally altered in 2014 to improve the connection between assessment and budgeting processes at the College. For additional information about this change and the linkages between IHCC's planning, assessment, and budgeting processes, see 5.C.2.

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

third parties.

IHCC has policies in place to accept transfer credit from other post-secondary institutions, credit by examination and credit for experiential learning, work experience, professional training, industry-recognized credentials, and military education/training. The [Credit for Prior Learning Policy](#) outlines how credit may be earned in each of these areas. The policy is summarized below.

- Transfer credit: IHCC accepts transfer credit from other post-secondary institutions if deemed acceptable through the College's review process. To request transfer credit, a student must provide an official transcript from their previous college to the Office of the Registrar. Once received, it is [uploaded into a document management system and reviewed by registrar and/or academic advising staff](#). Evaluation criteria include whether the credit is from an accredited post-secondary institution, whether the courses are applicable to the student's program of study, grades earned (must be higher than a "D"), and whether the courses meet IHCC course equivalency standards. Final determinations to award credit are made by the reviewer. If transfer credit is requested from an institution outside the U.S., the applicant must have their transcript [translated and evaluated by an appropriate third-party agency](#) prior to submission to the registrar.
- Credit by examination: Students may obtain up to 16 college credits through various examinations for credit. These include the [College Level Examination Program \(CLEP\)](#), Advanced Placement (AP), DSST, and a testing out process for certain courses at the College. The awarding of credit for CLEP, AP, and DSST exams is based on scores earned. In these cases, the executive dean of enrollment services/registrar or an academic advisor evaluates the test scores and awards credit using guidelines from the American Council for Education (ACE). If a student would like credit for a course without CLEP, AP, or DSST testing equivalency, they may request to test out by demonstrating competency on an exam developed, administered, and evaluated by an IHCC faculty member. The student must enroll in the course and achieve an "A" or "B" on the test.
- Credit for experiential learning, work experience, professional training, and industry-recognized credentials: Students may earn credit for education and training received during their time in the workforce. To apply for credit in these areas, the student must create a portfolio that includes: a completed [portfolio worksheet](#) including information about the course(s) requested and related competencies met, a current résumé, a detailed job description, a letter from their employer verifying the student has obtained the competencies of the course(s) requested and, if applicable, a demonstration of skills or [documentation related to third-party credentials, certificates, or licensures](#). Once submitted, the relevant department chair or program director, dean, and a Continuing Education & Workforce Solutions staff member will examine the portfolio and recommend awarding credit on when deemed appropriate.
- Military education and training: Students seeking credit for military education or training must send official military transcripts to the Office of the Registrar. The registrar reviews the transcripts and awards credit based on ACE recommendations.

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

As mentioned in 4.A.2., IHCC's policies on transfer credit, credit by examination, credit for experiential learning, and other forms of prior learning are housed in the [College Catalog & Student Handbook](#). To assure the quality of credit awarded for prior learning, these policies integrate the expertise of several external resources. They include:

- The Liaison Advisory Committee on Transfer Students (LACTS): LACTS is a statewide advisory committee comprised of representatives from Iowa's three Regent universities and 15 community colleges. Since its inception in 1972, the committee has helped develop a [number of agreements related to transfer](#) between the institutions. Standards dictated through these agreements relate to associate degree transfer, CTE credit transfer, common grading, credit by examination, and education experience in the Armed Services.
- ACE: IHCC follows ACE recommendations when awarding credit for CLEP, AP, and DSST exam scores. The College also grants credit for military training and education using ACE's *Guide to Credit for Educational Experiences in the Armed Services*. This is in accordance with guidance from LACTS.
- Council for Adult and Experiential Learning (CAEL): As part of a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant received by Iowa's community colleges in 2012, several IHCC staff members attended CAEL trainings on creating experiential learning policies at postsecondary institutions. These trainings helped inform the subsequent development of the College's policies and procedures on earning credit for work experience, experiential learning, and industry recognized credentials.

IHCC further assures the quality of credit accepted for prior learning through internal standards and processes. Examples include:

- Transfer credit is only accepted from regionally-accredited post-secondary institutions in the U.S., or appropriately accredited institutions outside of the U.S. (as determined by an evaluation conducted by one of the external third-party agencies mentioned in 4.A.2.).
- Articulation agreements have been developed with several post-secondary institutions to ease the transfer of credit to IHCC in specific CTE programs. Agreements are in place with [Southeastern Community College in Burlington, Iowa \(Pharmacy Technician and Occupational Therapy Assistant\)](#), [Kirkwood Community College in Cedar Rapids, Iowa \(Surgical Technology\)](#), and [University of Don Bosco in El Salvador \(Aviation Maintenance Technology\)](#). In developing the agreements, faculty and staff conducted detailed reviews of each transfer institution's applicable courses to ensure they met the College's standards of quality.
- IHCC has developed a scoring rubric to help IHCC faculty and staff assess the quality of prior learning included in portfolio worksheets and the applicability of prior learning to related course competencies (see 4.A.2.).

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

IHCC maintains and exerts authority over academic standards, access to learning resources, and faculty qualifications for all areas of credit instruction, including dual credit offerings at area high schools.

Course Prerequisites, Rigor of Courses, and Expectations for Student Learning

[As outlined in its bylaws](#), the Academic Standards Committee oversees academic standards, curriculum changes, the addition of new courses and programs, and final grade appeals by students. The committee is comprised of [voting and non-voting members](#). Faculty and academic administrators

make up the bulk of the voting membership, along with the registrar, student support staff, and a student representative. Non-voting members – such as the vice president of academic affairs and institutional effectiveness and representatives from online learning and institutional research – attend meetings to stay abreast of committee actions.

Course prerequisites, course rigor, and student learning outcomes are reviewed by the committee when considering the addition of new courses or revisions to existing courses. To create or alter a course, instructional departments first produce or update a syllabus in META. The syllabus – which includes the course’s prerequisites and student learning outcomes, among other information – is then reviewed by the appropriate dean. If approved, the syllabus is submitted to the Academic Standards Committee Chair for placement on the next meeting agenda. Prior to the meeting committee members are notified of all agenda items and are invited to review related documentation (such as syllabi) in META. Agenda items are then discussed and voted on during the meeting. A simple majority is required for passage.

The work of the Academic Standards Committee is summarized in [meeting agendas and minutes](#).

Access to Learning Resources

IHCC offers a wide variety of learning resources on its campuses and online to meet the needs of students and faculty. Some of the most widely accessed resources include:

- Libraries – Located on the Ottumwa Main and Centerville campuses, IHCC’s library facilities offers [myriad online and face-to-face resources](#) for students, faculty, and staff. The libraries’ collection includes over 40,000 items, including books, audio books, compact discs, DVDs, microfilm, reference materials, and periodicals. Other resources include electronic databases, inter-library loan services, computers, copy machines, printers, tutoring, library instruction, study spaces, and wireless internet access.
- Academic SUCCESS Center – Resources provided by the SUCCESS Center include skill-building courses, professional and peer tutoring and online tutoring. The center has locations on the Ottumwa Main and Centerville campuses as well as an [online presence accessible to students through “MyHills,”](#) IHCC’s online learning management system.
- [Student Disability Services](#) – The Student Disability Services Office provides supportive services and reasonable accommodations to students with disabilities to help them reach their educational goals.
- Additional accessible learning resources include TRiO SSS, the Testing Center, the Ottumwa Job Corps Center, and RISE, among others. Information about these resources and others is described in 1.D.3., 3.D.1., and 3.D.2.

Administrators and campus committees monitor staff and student [satisfaction with learning resources](#) and take action as needed to make improvements. Relevant parties includes the [Faculty Senate](#), the [College Completion Committee](#) and members of the Executive Council.

Faculty Qualifications

All faculty members meet qualification standards outlined by the HLC and [Iowa DE](#). In 2016, the College conducted a thorough review of all full-time, part-time, concurrent enrollment, and adjunct faculty to ensure they met the standards required for teaching in their discipline. This resulted in IHCC identifying [nine faculty members in need of additional graduate credit](#). To ease the process, the College assisted these faculty members with financing tuition for the credits needed. IHCC now

maintains an instructional team in full compliance with all Iowa DE requirements, and HLC Assumed Practices related to faculty credentialing.

To make certain all faculty are appropriately qualified upon hire, IHCC relies on established hiring policies and procedures. These processes are overseen by the Human Resources Office. For more information, see 3.C.2.

Concurrent Enrollment Standards

As mentioned in 3.A.3., IHCC's NACEP accreditation affirms the high standards it maintains for concurrent enrollment programming. Through the accreditation process the College has proven its concurrent enrollment courses have the same prerequisites, rigor, assessment methods, and student learning outcomes as traditional post-secondary courses offered on its campuses. Concurrent enrollment instructors are also held to the same qualification standards as other IHCC faculty. This is discussed further in 3.C.2. and evidenced through [documents related to the concurrent enrollment instructor approval process](#).

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

IHCC is accredited as an associate degree-granting institution by the Iowa DE. The [state accreditation process](#) looks at the institution's current standing with HLC, as well as specific state requirements for Iowa's community colleges. Following IHCC's last interim review the [Iowa DE granted the College full accreditation](#) until its next comprehensive evaluation in 2023.

Additionally, IHCC maintains specialized accreditations with third-party accrediting bodies for numerous academic programs. These include:

- Health Information Technology: [Commission on the Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#)
- Physical Therapist Assistant: [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- Radiologic Technology: [Joint Review Committee on Education in Radiologic Technology \(JRCERT\)](#)
- Nursing: [Iowa Board of Nursing](#)
- Emergency Medical Responder, Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic: [Iowa EMS Training Program by the Iowa Department of Public Health](#)
- Paramedic: [Commission on Accreditation of Allied Health Programs \(CAAHEP\)](#)
- Aviation Pilot Training and Aviation Maintenance Technology: [Federal Aviation Administration \(FAA\) Part 141 Pilot School](#) and [Part 147 Aviation Maintenance Technician School approved](#), respectively.
- Culinary Arts: [American Culinary Federation](#)
- Occupational Therapy Assistant: [Accreditation Council for Occupational Therapy Education \(ACOTE\) of the American Occupational Therapy Association \(AOTA\)](#)
- Early Childhood Associate: [National Association for the Education of Young Children \(NAEYC\)](#)
- Clinical Laboratory Assistant and Medical Laboratory Technology: [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#)
- Dental Hygiene and Dental Assisting: Commission on [Dental Accreditation of the American](#)

[Dental Association \(CODA\)](#)

- Nutrition and Dietary Management: [Association of Nutrition and Food Service Professionals \(ANFP\)](#)
- Medical/Insurance Coding: [American Health Information Management Association \(AHIMA\) Professional Certificate Approval Program \(PCAP\)](#)
- Machine Technology: [National Institute for Metalworking Skills \(NIMS\)](#)
- Welding Technology: [American Welding Society \(AWS\) Accredited Test Facility](#)
- High School Programs: [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#)
- Online courses and programs: [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#)

These accreditations are published in the College Catalog & Student Handbook and appear on the [IHCC website](#).

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

IHCC evaluates the success of its graduates and assures its programs adequately prepare students for further education or employment by examining post-graduation employment outcomes, employer satisfaction, transfer rates, academic performance following transfer, and licensure or certification examination pass rates. Program Review serves as an essential tool for gathering and evaluating this information. In the Program Review Guide, faculty report on graduates' job placement, wages, transfer status, and licensure or certification exam pass rates (see samples in 4.A.1.). Faculty collect this program-specific information through [online graduate and employer surveys](#), direct communication with graduates, and employers and reports from the [National Student Clearinghouse](#), the [Iowa DE, Iowa Workforce Development](#), and licensure/certification exam agencies. In addition to Program Review, graduate outcomes are reviewed and [discussed during Program Advisory Committee meetings](#).

In addition to the sources cited above, the College collects institution-wide graduate success data through the [Iowa Board of Regents](#), the Integrated Post-secondary Education Data System (IPEDS), and the Voluntary Framework for Accountability (VFA). Additional information about IPEDS and VFA and how they are used is included in 4.C.2.

Sources

- 4.A.1. 2017 Completed Program Review Guide Samples
- 4.A.1. 2017 Program Review PowerPoint Samples
- 4.A.1. 2018 Completed Program Review Guide Samples
- 4.A.1. 2018 Program Review PowerPoint Samples
- 4.A.1. 2019 Completed Program Review Guide Samples
- 4.A.1. 2019 Program Review PowerPoint Samples
- 4.A.1. Board of Trustees Retreat Presentation 11.17.14
- 4.A.1. Completed Program Improvement Plan Sample

- 4.A.1. Iowa Administrative Code 281 Chapter 24.5
- 4.A.1. Program Improvement Plan Template
- 4.A.1. Program Review Agenda 2019
- 4.A.1. Program Review Guide Template
- 4.A.1. Program Review Kick-off 2018-2019
- 4.A.1. Program Review Scorecard
- 4.A.1. Program Review Sequences 2011-2020
- 4.A.1. Sample Executive Council Minutes - Program Closures-Updates
- 4.A.2. CLEP Policies and Procedures
- 4.A.2. College Catalog and Student Handbook - Foreign Transcripts
- 4.A.2. Credit for Prior Learning
- 4.A.2. Directions for Reviewing Transcripts in Datatel
- 4.A.2. Industry-Recognized Credential Credit Request Form
- 4.A.2. Portfolio Worksheet with Course Competencies
- 4.A.3. Don Bosco University Transfer Course Comparison
- 4.A.3. Health Sciences Shared Program MOU with SCC
- 4.A.3. I-AM Grant Quarterly Report Y3Q4
- 4.A.3. Indian Hills Community College Surgical Technology Joint Activity Template agreement
- 4.A.3. LACTS Report on Statewide Articulation Agreements
- 4.A.3. Portfolio Rubric
- 4.A.4 Iowa Department of Education Guideline for Faculty Qualifications (rev. May 2018)
- 4.A.4. Academic Standards Committee Agendas and Minutes
- 4.A.4. Academic Standards Committee Bylaws
- 4.A.4. Academic Standards Committee Membership Listing
- 4.A.4. Completion Committee Minutes - 2.27.19
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- 4.A.4. Faculty Credentialing Review 2016 - Faculty in Need of Credit Hours
- 4.A.4. Faculty Senate Meeting Minutes – 4.15.19 and 5.8.19
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- 4.A.4. Student Feedback on Learning Resources
- 4.A.5. Aviation Maintenance - FAA Part 147
- 4.A.5. Aviation Pilot - FAA Part 141
- 4.A.5. Clinical Laboratory Sciences Programs - NAACLS
- 4.A.5. Culinary Arts - American Culinary Federation
- 4.A.5. Dental Assisting and Dental Hygiene - CODA
- 4.A.5. Early Childhood Education - NAEYC
- 4.A.5. Emergency Medical Services Training Programs - IDPH
- 4.A.5. Health Information Technology - CAHIIM
- 4.A.5. High School Programs - NACEP
- 4.A.5. Iowa Board of Nursing
- 4.A.5. Iowa DE Interim Accreditation Report 2018
- 4.A.5. Iowa DE State Accreditation Guide
- 4.A.5. Machine Technology - NIMS
- 4.A.5. Medical Insurance Coding - PCAP
- 4.A.5. Nutrition and Dietary Management - ANFP
- 4.A.5. Occupational Therapy Assistant - ACOTE

- 4.A.5. Online Courses and Programs - NC-SARA
- 4.A.5. Paramedic - CAAHEP
- 4.A.5. Physical Therapist Assistant - CAPTE
- 4.A.5. Radiologic Technology - JRCERT
- 4.A.5. Website - Accreditation
- 4.A.5. Welding Technology – AWS Test Facility
- 4.A.6. IHCC Regents Transfer Reports 2018 and 2019
- 4.A.6. IWD-Iowa DE Program Outcomes Interactive Charts
- 4.A.6. National Student Clearinghouse Report Samples
- 4.A.6. Program Advisory Committee Meeting Minute Samples
- 4.A.6. Sample Online Graduate and Employer Surveys

4.B - Core Component 4.B

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

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

Argument

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

IHCC is dedicated to improving student success through comprehensive assessment practices. These practices – and how they connect to the institution's mission, values, and planning processes – are outlined in a [roadmap created by institutional research](#). Since its last HLC Comprehensive Evaluation visit, the College has placed an increased emphasis on formally tracking students' educational achievement and using data to help improve student learning. This has resulted in more accountability, stronger instruction, and an enhanced understanding of students' educational needs.

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

As discussed in Criterion 3, IHCC has well-defined student learning outcomes for all credit courses, academic programs, and the general education program. These outcomes are at the core of the College's processes to assess student learning.

Course learning outcomes detail the knowledge and skills students are intended to possess upon completion of a course. Each course syllabi lists these outcomes clearly. Within each course, assessment tools such as exams, projects, essays, and assignments measure the extent to which students have mastered the course learning outcomes. Program learning outcomes are more comprehensive as they outline the competencies students enrolled in each program are expected to hold by the time they graduate. Program learning outcomes for all CTE programs and Arts & Sciences disciplines are published in the College Catalog & Student Handbook. Additionally, IHCC has learning outcomes for its general education program (see 3.B.2.). Regardless of program, students are expected to demonstrate mastery of these outcomes prior to graduation.

All three types of student learning outcomes – course, program, and general education – intersect to form the basis of students' education at IHCC. To illustrate these connections and detail how student achievement is measured, faculty use program assessment plans. Program assessment plans serve as curriculum maps and include at minimum: the program or discipline's program learning outcomes, the course learning outcomes that tie to each program learning outcome, assessment tools used to

gauge student learning, when assessments take place, and who is responsible for assessment activities. Faculty have expanded these plans further by linking each program learning outcome to the appropriate general education outcome. Beyond providing a means to align learning outcomes, program assessment plans serve as a continuous improvement tool for monitoring student performance and program effectiveness. This is explained further in 4.B.2.

The Institutional Research Office has developed two suggested templates for program assessment plans. The [first template](#) is used by almost all Health Sciences programs, though some alter the format slightly due to external accreditation requirements. The [second template](#) is used by many Advanced Technologies programs. While use of the templates is encouraged, faculty may also develop their own program assessment plan design, as long as it encompasses the appropriate information and meets the College's standards for assessment practices. This is commonplace among Arts & Sciences disciplines. IHCC allows this flexibility to empower faculty and enable them to use a tool that suits their program's individual needs. Completed program assessment plans by [Computer Software Development](#), [Radiologic Technology](#), and [Fine Arts](#) show variety in appearance but similarity in substance.

While the majority of academic programs and disciplines have fully developed program assessment plans, some are still in progress. Where each program stands is summarized in the [Assessment Plan Master Checklist](#).

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

Curricular

IHCC faculty drive curricular assessment practices. As mentioned in 4.B.1, faculty have created program assessment plans to aid in assessing the achievement of learning outcomes in academic programs. Faculty review these plans with the vice president of academic affairs and institutional effectiveness, the institutional research specialist, their dean, and department chair three times per year during Assessment Forums. [Held over several days](#) during the fall, winter, and spring terms, faculty from each program or discipline are allotted 45 to 60 minutes for their forum session (time varies based on need). During this time, faculty review the results of a self-selected assessment project from the prior term, discuss what was learned from the results, and how that information is being used to improve student learning. If a program's assessment plan is not finalized, the discussion centers on what steps are needed for completion. The sessions take place on the Ottumwa Main Campus and are open to anyone in the campus community.

To document and track the work done in Assessment Forum, faculty take minutes using a [standardized template](#). (Examples of completed Assessment Forum minutes are included in 4.B.3.) Faculty store the minutes – along with supporting data, program assessment plans, and other related materials – in a folder on the common drive. By using a common repository, faculty can review assessment materials from other programs to gather ideas and learn best practices. Faculty are encouraged to attend other programs' forum sessions for similar reasons.

Program assessment plans and Assessment Forums were developed and launched following IHCC's last HLC Comprehensive Evaluation site visit in February 2010. At that time the visit team identified the assessment of student learning as an area in need of improvement. In response, College administrators and institutional research staff attended a three-day HLC workshop in summer 2010 on assessment, developed an improvement strategy, and hosted a series of related professional

development events for faculty. These steps and more about the resulting assessment process are detailed in an [IHCC report](#) prepared in anticipation of a HLC Focused Visit in April 2013. Following the visit, the [HLC team indicated approval of IHCC's efforts](#) to improve institutional assessment activities and recommended continued accreditation.

Since the Focused Visit in 2013, the Assessment Forum schedule has evolved. When the forums first launched, they took place four times per year (once per term). As faculty progressed in assessment practices, the College moved to meeting three times annually during fall, winter, and spring terms. This schedule – which began in fall 2016 – also helped alleviate scheduling issues for faculty who were not on campus during summer term. The College remains on this schedule, with faculty reporting on both spring and summer terms in the fall.

Co-curricular

Co-curricular programming was added to the College's assessment process in 2017. To start, representatives from academic advising, athletics, residence life, student clubs and organizations, student services, and work study were invited to Assessment Forums to learn how to develop departmental mission statements and goals, student learning outcomes and co-curricular program assessment plans, and connect student learning outcomes to the general education program. Since then representatives from each area have continued to attend forums regularly and work on developing their respective plans. While the targeted offices and departments are in varying stages of the development phase, each continues to make progress. In fact, academic advising completed their [program assessment plan](#) in early 2019 and is now beginning to collect data. Student services' assessment materials are also nearing completion.

Co-curricular staff have joined the Assessment Forum schedule where they review progress being made. This will allow the College to alter co-curricular programs as needed to improve student learning.

General education

IHCC uses an array of assessment tools and survey instruments to assess students' achievement of the general education student learning outcomes. These general education assessment approaches include program learning outcome assessment mapping, general education course assessments, Pearson assessment instruments, information literacy coursework, the Intent to Graduate Survey, and CCSSE. These assessment methods are explained in detail in 3.B.3.

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

Assessment Forums provide a platform for faculty to formally assess student learning, identify areas of the curriculum where students struggle and excel, and discuss potential solutions to help increase student comprehension. Subsequent forums review the impact of any curriculum changes on student learning. (All major curriculum changes proposed must be approved by Academic Standards prior to implementation.) The following minutes and faculty reports from Assessment Forums help illustrate this process:

- [Aviation Pilot Training \(Flight\), spring 2019](#): This term Aviation Pilot faculty examined an area of the flight training curriculum that consistently proves challenging for students: instrument training. Looking at a year's worth of data, faculty identified student learning deficiencies in three areas: partial panel operations, holding, and end-of-course competencies.

During the forum faculty discussed solutions they will implement in the next spring class offering to address each of these deficiencies. These included adding more simulation training, purchasing and installing additional GPS units on aircrafts, and expanding instructor availability for student flights.

- [Arts & Sciences – Mathematics, spring 2019](#): In this forum, six Mathematics faculty members reviewed and discussed assessment results from individual courses they taught the prior term. On assessments with lower than expected student performance, faculty suggested possible solutions to improve student learning. Examples of proposed solutions included rewording questions, giving more examples, and setting strict due dates.
- [Animal Science, winter 2018](#): The primary assessment reviewed during this forum was an anatomy identification quiz on the five major domesticated livestock species in a new Animal Health course. In reviewing quiz scores, faculty found students achieved a functional level of understanding but would benefit from additional instruction prior to taking the assessment. The quiz was consequently moved to later in the term for the next offering of the course, winter 2019.
- [Clinical Lab Sciences, fall 2018](#): This forum session looked at Medical Lab Technician students' American Society for Clinical Pathology (ASCP) Board of Certification (BOC) scores following a prior curriculum change. Specifically, faculty had moved when students utilize an exam simulator software program to prepare for the BOC exam to one term earlier. Following this shift, faculty found students scored higher on the BOC exam in the discipline of lab operations and had slightly higher overall scores. Faculty are pleased with these results and will continue to monitor this assessment to make sure the change in timing continues to positively impact the BOC scores.
- [Early Childhood Associate, spring 2017](#): Early Childhood faculty conducted an in-depth review of three key assessments during this forum: the Integrated Project, the Showcase Portfolio, and Family Advocacy. Assessment results were compared to previously established benchmarks to determine where students were not meeting learning expectations. In areas where a benchmark was not met, faculty discussed potential action plans to help correct the issues. Summaries that follow each assessment lay out areas for improvement, action steps, responsible individuals, due dates, and results.
- [Electrical and Renewable Energy Technology, winter 2016](#): This forum served as the launching point for a new approach to assessment in this program. Using a self-designed assessment form, the instructor reviewed the results of a battery of tests taken by students the prior term. Discussions covered how the data would be used as a baseline for future terms, what content areas instruction should concentrate on to help improve student performance on the exams, and goals for future exam scores.
- [Health Information Technology, spring 2015](#): The HIT instructor reported during this session that she had identified several areas of concern while analyzing student exam performance the term prior. In particular, she found students had difficulty with questions related to the sequencing of ICD-10 codes and identifying the root operation when verbatim terminology was not used. To help rectify these issues, the instructor proposed creating and adding assignments that help students build these skills prior to testing. A [subsequent forum in winter 2016](#) showed these actions led to improved student scores.
- [Automotive Technology, summer 2014](#): Student performance on the AUT 540 final exam was examined in this forum. In fall 2012, the course shifted away from a written final exam to a hands-on final exam that tested students' skills in a realistic automotive maintenance scenario. Despite an initial decrease in the class average score, results showed the change had positive impact on student understanding and performance.
- [Arts & Sciences - English, winter 2013](#): This forum focused on changes made to the

Composition I curriculum based on an earlier review of assessment data. Previously English faculty had noted a three-year Drop, Withdrawal, Fail rate of 33% among Composition II students. Following discussions with other Iowa colleges, faculty determined IHCC's Composition I course did not sufficiently prepare students for source-based, analytical writing in Composition II. As a result, Composition I was altered to incorporate more source-based writing. In this forum faculty discussed next steps in tracking student performance to determine if the change was effective. In later forums, faculty reported seeing a [positive impact following the revision](#). Another notable change made to Composition I based on assessment was the addition of a co-requisite course in 2017. This course and the resulting data showing improved student performance are described in 3.D.2.

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

Faculty and instructional staff play an essential role in IHCC's processes and practices to assess student learning. This begins with the development of student learning outcomes, and continues with creating program assessment plans, driving discussion in Assessment Forums, and revising curriculum based on statistical analysis. To ensure instructors are equipped with the knowledge and skills to participate in assessment activities, the College provides a variety of trainings and resources. These include, but are not limited to:

- **Level 2 New Faculty Orientation:** Full-time faculty new to the teaching profession must complete a series of training activities including sessions on curriculum design and assessment. This includes completing an eight-hour [capstone project](#) to demonstrate [proficiency in curriculum and assessment design and implementation](#). Additional details about New Faculty Orientation can be found in the [QFP](#).
- **Curriculum Development Handbook:** The Institutional Research Office created formal guidance for faculty, and instructional staff on how to develop effective curriculum. Topics addressed include writing effective student learning outcomes, curriculum mapping, reviewing and revising curriculum and external resources for additional guidance. The handbook is provided to new faculty for reference during Level 2 New Faculty Orientation.
- **Continuing professional development:** As dictated in the QFP, full-time faculty must complete a minimum of 40 hours of instruction-related professional development every three years. Suggested training topics include assessment practices, curriculum development, designing learning goals, and evaluation.
- The College added a [new half-time teaching and learning specialist position](#) in fall 2019 dedicated to providing training and mentoring to new faculty, specifically on assessment processes, curriculum development, instructional technology, and teaching and learning strategies.
- **Internal trainings:** Following the HLC site visit in 2010, IHCC hosted an ["Assessment Tune-Up" workshop](#) for instructors focused on reviewing, writing and aligning student learning outcomes, and identifying assessment practices that match those outcomes. Since then additional assessment-related professional development has been provided during [Staff Development Days](#), [Assessment Forums](#) and [workshops](#).

While IHCC's assessment processes have improved significantly in recent years, administrators recognize the substantial time commitment required by faculty and instructional staff for assessment. In response, the College has procured a new institutional effectiveness software system featuring

streamlined assessment tools. The [SPOL Assessment Module](#) will enable faculty to digitize their program assessment plans, link plans to course assessments, and electronically collect and store assessment data. Once fully implemented, faculty will also use SPOL to generate reports for Assessment Forums. The software will improve assessment consistency among programs and facilitate deeper analysis. Additionally, SPOL will allow faculty to view student learning outcome achievement in other academic programs as well as in the general education program. This will provide faculty with additional insight to help improve instruction in related areas within their programs.

To assist with the transition to using SPOL for assessment, IHCC is bringing SPOL representatives to the Ottumwa Main Campus to provide hands-on training and technical assistance to faculty leads and program chairs. These individuals in turn will train faculty in their programs.

Sources

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- 4.B.3. Forum Minutes - Animal Science WI18
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- 4.B.4. Curriculum Design Handbook
- 4.B.4. New Faculty Project Capstone Rubric
- 4.B.4. Quality Faculty Plan 2019
- 4.B.4. SPOL Assessment Module Manual

- 4.B.4. Staff Development Day Assessment Sessions
- 4.B.4. Teaching and Learning Specialist Job Description

4.C - 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.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

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.

Over the last six years, IHCC has placed an emphasis on improving students' educational outcomes by identifying and offering the tools students need to stay in school and graduate. This push was first inspired by President Obama's College Completion Initiative 2020, which sought to ensure the U.S. had the greatest proportion of college graduates compared to the rest of the world by 2020. The momentum was boosted further with the release of Iowa Governor Kim Reynolds' Future Ready Iowa Alliance recommendations in 2017. This initiative aspires for 70% of the state's workforce to have education or training beyond high school by 2025. The Completion Committee, a group composed of academic administrators, institutional research, and student services staff, has led the completion directive at IHCC. This subsection provides more information about the committee's work and other institutional efforts to monitor and improve student success.

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

IHCC has always aspired for continuous improvement when discussing goals for student retention and completion. In fall 2018, the Completion Committee took goal-setting a step further by [recommending two formal completion goals](#) to achieve by academic year 2020-21: 1) A 60% two-year completion rate among credential-seeking students; and 2) A 70% six-year completion rate among credential-seeking students. Created using VFA definitions and baseline data, the goals were proposed by the committee following a [review of historical completion rate](#) data from VFA. This data is shown below.

<i>VFA data released</i>	2015	2016	2017	2018	2019
Cohort	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Two-year completion rate	40%	46%	49.2%	51.7%	53.2%
Cohort	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Six-year completion rate	-	-	-	57.3%	59.2%

As indicated in the table, the committee found the two-year completion rate among IHCC’s credential seeking-students had increased by 13.2% over the last five years. This was due in part to a myriad of initiatives aimed at increasing completion at the College (see 4.C.3.). While increasing the rate another 6.8% over the next two years seems ambitious, the committee believes institutional drive and expanded and enhanced completion initiative activities make the goals attainable. (Additional historical data for the six-year completion rate is unavailable due to the number of years IHCC has reported data to VFA.)

In November 2018, the Completion Committee’s recommended completion goals were formally approved and adopted by the Executive Council. As indicated in [minutes from the meeting](#), members of the council also felt the goals were aggressive but agreed past performance and continued completion efforts make the goals attainable. The College will continue using VFA data to monitor its progress toward achieving the completion goals.

In terms of retention, the College is seeking to maintain within-term and between-term retention rates of 80% or more. Within-term retention is defined as the percentage of students who completed the term with passing grades, while between-term retention is the percentage of students who completed a term and returned the next term. (Between-term retention is IHCC’s measure of persistence as it looks at the percentage of students who successfully progress in their education.) These goals are included in the College’s [2017-19 Strategic Plan Outcomes Report](#) and the [Dashboard for Key Performance Indicators](#). As shown below, IHCC has consistently met both goals for the last five years.

<i>Year</i>	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Within-term retention	80%	80%	80%	81%	90%
Between-term retention	82%	81%	80%	82%	87%

To monitor both retention rates, the Institutional Research Office generates a report each year using Ellucian. Once complete, the rates are added to the aforementioned Dashboard for Key Performance Indicators. The dashboard is then shared with the [Board of Trustees](#) and the [Executive Council](#). An abbreviated version of the dashboard also appears on the IHCC website (see 3.E.2.).

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

IHCC assembles and examines data on student retention, completion, and other indicators of student success continuously and through a variety of means. By doing so, the College can see how different students are performing and whether changes are needed to help students attain their educational goals. Examples of these kinds of data collection and analysis activities include:

- VFA: Institutional research coordinates [VFA data collection](#) on behalf of the College. VFA then uses the data to generate [reports with progress measures for students from two timeframes](#): a two-year cohort and a six-year cohort. Retention, persistence, and completion analysis are among the topics examined for the two-year cohort, while persistence and completion are included for the six-year cohort report. The reports are reviewed and evaluated by administrators and other interested parties, such as the Completion Committee, to determine if the institution is making progress toward its student success goals. The reports are also available to all staff on the common drive.
- Program Review: As described in 4.A.1., every three years faculty must collect and report data on student retention, placement, and transfer for their programs as part of the Program Review process. Beyond reporting data, instructors are asked to delve deeper in the Program Review Guide by analyzing various aspects of student and graduate performance. This includes evaluating the retention of underrepresented populations, graduates' wage, and placement information and the success of students who transfer, among other areas. The Executive Council then reviews and collectively discusses the analysis to determine whether any weaknesses exist that require corrective action.
- Advanced Technologies retention and completion: With guidance from institutional research, administrators in the Advanced Technologies Division have generated [reports detailing historical student retention and graduation data](#) for all programs in the division. Advanced Technologies faculty use this data during Program Review.
- Early alert retention tracking: IHCC received a Great Lakes Community Investments grant in 2014 that enabled the institution to create an early alert program (see 3.D.1.). To evaluate the project, the early alert specialist maintained [detailed records](#) of the students served by the program, the students' term-to-term retention, and their year-to-year persistence. This data helped persuade administrators to financially support a full-time early alert staff member after the grant funds were exhausted. In 2017, early alert staff produced a [follow-up report](#) showing the continued impact of the program on retention.
- SSS participant outcomes: Staff members leading the TRIO SSS project are responsible for tracking the progress of 225 IHCC students participating in the project. (At least two-thirds of SSS participants are low-income, first-generation college students or have a disability.) [Student outcomes that are documented and reported annually to the U.S. Department of Education](#) include persistence rate, good academic standing, associate's degree or certificate attainment, and transfer rate. As part of the project's evaluation plan, staff members regularly check in on these measures and make programming changes as needed to improve student performance.
- [Integrated Postsecondary Education System \(IPEDS\)](#) and [Iowa DE](#): IHCC also regularly collects and reports student performance data to the IPEDS and the Iowa DE. Resulting reports

from both agencies allow for the comparison of IHCC student performance data to past institutional data, as well as that of other institutions in the state and nation. In fact, the Executive Council and Board of Trustees regularly review graduation, transfer and success rate (graduation and/or transfer within three years) data from the Iowa DE in the Key Performance Indicators Dashboard discussed in 4.C.1.

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

The Completion Committee was established in 2013 following the aforementioned Obama administration campaign to improve college completion rates nationwide. At the time, IHCC primarily used data from the Iowa DE to analyze how the institution was performing in terms of retention, graduation, transfer, and other measures of student success. The data showed that while [IHCC's graduation rate was typically higher than the statewide community college average](#), with a graduation rate of 30.5% for its 2010 cohort, much work remained.

To learn more about the state of student performance at the time, the committee asked institutional research to share additional student success data with the group. Next the committee reviewed [existing retention and completion best practices](#) at the College, and discussed ideas for decreasing barriers to student achievement, improving services, and better preparing students for postsecondary success. The committee then [established a series of completion priorities](#) that aligned with the College's strategic priorities and goals and addressed areas in need of improvement based on the review of institutional data. The priorities included:

1. Development of college-wide mandatory orientation;
2. Establish an effective advising and mentoring model;
3. Continued support and implementation of developmental education redesign;
4. Improvement to degree audit system and student planning module;
5. Emphasis on and expansion of faculty development related to effective instructional practices; and
6. Focus on relationship development and care for students.

Since then IHCC has made great strides in advancing all of these priorities. The following describes where the College currently stands with each:

- College-wide mandatory orientation: IHCC implemented mandatory orientation for all incoming new students in fall 2014. Originally held in-person on the Ottumwa Main and Centerville campuses, the [sessions covered](#) general college information, student services, financial aid, housing, safety, and numerous other topics. In 2017, the College transitioned to an online orientation model. This has provided additional flexibility for students and staff and has enabled better orientation completion tracking. The College has also [revised the content of orientation](#) to complement what is covered in advising sessions.
- Effective advising and mentoring model: IHCC's [2015 Quality Initiative proposal](#) has guided comprehensive institutional improvements in the area of student advising. Following several years of research, the College implemented a mandatory advising model suited to the needs of different groups of IHCC's students. The model, how it was developed and its impact on students so far are described in more detail in 3.D.3.
- Developmental education redesign: In 2017, the English Department launched a co-requisite course – ENG 093: College Writing – to pair with its Composition I course. Designed for students who were unprepared for the rigors of Composition I, College Writing has helped

bring students up-to-speed without slowing down their academic journey. IHCC has seen significantly improved grades among the target population since the co-requisite course's implementation. Starting in fall 2019, IHCC expanded the model further by instituting [prerequisite requirements for Composition I](#). The College is also exploring a similar model for mathematics. More information is included in 3.D.2.

- Degree audit system and student planning module: IHCC rolled out Ellucian's Student Planning module in 2015. This program allows students to have an active role in their education by showing them what courses are required for their program, which requirements they have met, and which requirements they still need to complete. Students can also see their unofficial transcripts and how their completed credits would transfer into a different program, should they choose to change programs. All Arts & Sciences students learn to use Student Planning during mandatory advising, and CTE programs are incorporating the software into their advising practices as well.
- Faculty development on effective instructional practices: Since 2013, the College has updated the Quality Faculty Plan, implemented [Frontline Education](#) to track faculty participation in professional development, and hosted [faculty development days](#) focused on instructional technology, the flipped classroom model, teaching to today's learners, and academic and career advising. IHCC also submitted a [Title III Strengthening Institutions grant proposal](#) in 2019 that would establish a Teaching and Learning Center focused on faculty professional development and mentoring.
- Relationship development and care for students: A major accomplishment under this priority was the establishment of the Early Alert program in 2014. Described previously in 3.D.1. and 4.C.2., the program allows faculty and staff to report students they believe may be at at-risk of dropping out to a dedicated early alert specialist. That staff member then provides identified students with follow-up assistance and support. Other initiatives include the addition of pathway navigators (see 3.D.1.), the Dream Team Project (see 3.D.1.), [two new Foundation scholarships](#) geared toward bringing students who have dropped out back to IHCC, and expanding mental health services for students by hiring a full-time, [on-campus mental health counselor](#) in 2019.

As noted in 4.C.1., IHCC has seen student completion rates increase year after year since the implementation of these activities. It is the College's hope that completion rates continue to climb as newer initiatives and increased services – such as co-requisite developmental English programming and expanded on-campus mental health services – take full effect.

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

IHCC employs reputable state and national post-secondary education data resources to measure and analyze many of its student success metrics. These include [VFA](#), IPEDS, and the Iowa DE. As noted in 4.C.3., the College previously used [Iowa DE data](#) to determine how its students were performing in terms of completion. However, the institution shifted to a new practice in 2014 when it became a member of VFA. Designed by the American Association of Community Colleges, VFA is an accountability framework intended to better capture the mission of community colleges and the diversity of students that community colleges serve. As such, the Completion Committee decided VFA completion metrics would be best suited to serve as the baseline for IHCC's completion goals.

To generate within-term retention and between-term retention (persistence) data, the College's institutional research specialist generates reports from its student information system. This practice allows IHCC to examine specific institutional data points that are not available from other sources.

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4.S - Criterion 4 - Summary

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

Summary

Criterion 4 Summary

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

IHCC seeks to continually improve its academic programs, learning environments, and support services through institutionalized evaluation and assessment practices. Program Review ensures academic programs are thoroughly studied by faculty and evaluated by administrators every three years. Detailed Program Review guides provide a wide-ranging look into each program's enrollment trends, student and instructor performance, graduate outcomes, curriculum, and numerous other areas pertinent to a program's ability to successfully prepare students for careers or transfer to a four-year institution. In addition to monitoring its academic programs, the College carefully examines all credit it accepts in transfer. This makes certain all credit accepted in transfer – regardless of type – is relevant and meets established quality standards.

To measure and improve student learning, the College has implemented systematic assessment processes. Course, program, and general education learning outcomes serve as the foundation of assessment; providing concrete goals that collectively form students' education at IHCC. Instructors document learning outcomes, how they relate to each other, and how they are measured in program assessment plans. Three times per year, faculty review these plans and specific assessment pieces with academic administrators and institutional research. Assessment Forums provide a platform for faculty to conduct in-depth evaluations into student performance, determine strengths and weaknesses within their curriculum, and identify methods to improve student learning. Similar assessment practices are also being developed for co-curricular programs. To bolster institutional knowledge of assessment practices, IHCC offers training and resources to new faculty and provides ongoing professional development institution-wide. A new institutional effectiveness software program – SPOL – will enhance assessment practices further.

The College also observes and evaluates overall student performance by setting formal goals for student completion, retention, and persistence. To measure these and other student success metrics, IHCC uses reliable and applicable data resources such as VFA, IPEDS, the Iowa DE, and its internal institutional research team. Information gathered from related data collection is evaluated and used to develop strategies to improve student learning. Initiatives launched in response to the work of the Completion Committee provide evidence of this practice.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Core Components

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

IHCC has the means to support high-quality academic offerings now and well into the future. The institution is supported by a sound financial position, a strong and able workforce, quality facilities, and technology designed to meet the evolving needs of students and staff. Institutional policies and practices related to finances, personnel, and goal setting reinforce the institution and its ability to maintain and grow educational programming.

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

Fiscal Resources

IHCC has the fiscal resources needed to maintain active operations and high-quality academic programming, regardless of delivery platform or location. Fund 1 – the unrestricted general fund – represents the largest portion of the College's overall budget. It is composed of revenue from tuition

and fees (48%), state support (41%), other income (8%), local property taxes (3%), and federal support (0.3%). These revenue shares have remained largely constant in recent history, as shown in [financial summaries](#) from the last three fiscal years.

As stated, tuition and fees are the largest source of revenue for IHCC. Each year the Board of Trustees sets the tuition rate in accordance with Iowa Code (see 2.C.) and [board policy](#). This is done during [the board's regular May meeting](#) following a review of enrollment projections and the estimated budget for the upcoming fiscal year. In setting the rate, the board is cognizant of students' financial constraints and seeks to increase rates only when necessary and to no more than a level that will keep the budget balanced. Consequently, the College's in-state tuition rate has remained [one of the lowest among Iowa's 15 community colleges](#).

State general aid makes up IHCC's second largest source of revenue. Despite a few instances of statewide de-appropriations for community colleges, [state general aid to the College has stayed relatively steady over the last ten years](#).

Other revenue sources used to support College operations include, but are not limited to:

- Local property taxes: Iowa community colleges are permitted to levy taxes against the value of taxable property in their districts for [specific purposes and within established rate parameters](#). Levies are currently in place at IHCC for general operating support, unemployment compensation, tort liability, insurance, early retirement, equipment replacement, and plant funds. Each year the Board of Trustees sets the levy rate following a public hearing, as seen in March 2019 board minutes (see 2.C.1.).
- Restricted state support: Beyond state general aid, the state legislature annually allots community colleges funding for specific programs. These include funds for adult basic education, English language literacy, workforce and incumbent worker training, student support programs, and capital projects. [IHCC is expected to receive nearly \\$2.2 million for these programs in fiscal year 2020](#).
- Federal, state, local, and private grant support: The Governmental Affairs Office actively pursues grant funding from federal, state, local, and private sources. [Over the last five years, the office has helped procure over \\$10 million for institutional endeavors](#).

A board-authorized endowment fund provides additional financial security for the institution. [Board policy mandates procedures for utilizing this fund](#), which currently has a \$4.6 million balance.

To effectively manage resources at IHCC, the College has taken proactive measures to reduce and manage expenditures college-wide. These measures included:

- Launching a [self-funded health insurance plan](#);
- Reducing [bad debt costs](#);
- Focusing on and improving overall performance of [financially underperforming departments](#);
- Reducing overhead by [closing underutilized county service centers](#) and moving career academies to shared locations;
- [Offering incented retirement annually](#); and
- Controlling salary and benefit costs by restructuring and not filling vacancies that do not advance IHCC's mission.

IHCC has also generated new revenue by increasing interest income, more effectively utilizing Operation Equipment Protection Insurance, and capturing allowable indirect funding from grant

agreements.

[Audited financial statements](#) and [financial indicators submitted annually to HLC](#) as part of its institutional update provide further proof of the College's fiscal strength and stability. For more than a decade, the State Auditor of Iowa has issued IHCC an unqualified opinion on its annual audited financial statements with no identified weaknesses in internal controls.

It is also worth noting that IHCC also operates with zero debt; it has no general obligation bonds.

Human Resources

As stated in 3.C., IHCC's labor force totaled [748 employees during the 2017-18 academic year](#). Staff included 351 faculty members, 185 professional staff members, 13 administrators, 71 clerical staff members, and 128 service staff members. The faculty roster included 134 full-time faculty, 1 part-time faculty, 7 full-time non-credit faculty, and 209 adjunct faculty.

The College's [functional organizational chart](#) shows how these employees work together to support institutional operations.

Physical Infrastructure

IHCC has locations throughout its 10-county service area that provide physical space to serve students and the community. They include:

- [Ottumwa Main Campus](#): Located in the city of Ottumwa, IHCC's main campus encompasses 126 acres. The campus houses academic buildings, a library, performing arts space, administrative offices, athletic facilities, a student services center, and five residence halls, among other facilities. The campus has 361,119 gross square feet of academic building space including 108 classrooms, laboratories and lecture halls.
- [Centerville Campus](#): The Centerville Campus is situated on a 72-acre site 45 miles southeast of the main campus in the city of Centerville. It is comprised of a series of buildings that house classrooms, laboratories, student services offices, a student union, a library, a gymnasium, and maintenance. The campus is also home to a high-tunnel greenhouse, an outdoor laboratory space for its agricultural sciences programs, one residence hall, as well as the baseball facility. Academic building space encompasses 33,325 gross square feet with 16 classrooms and laboratories.
- [North Workforce Campus](#): This campus is located seven miles northwest of the main campus near the Ottumwa Regional Airport. The campus is home to several Advanced Technologies programs, the Community Education Center, the Regional Entrepreneurship Center, IowaWORKS of Southern Iowa, and the Rural Emergency Services Training Center. During the 2018-19 academic year, the campus [underwent a major renovation](#) to expand the welding laboratory and add a new 25,000 square foot facility for Diesel Technology. More information about the North Workforce Campus is included in 1.D.3.
- [County service centers](#): IHCC has service centers in four counties in its region: Jefferson, Keokuk, Mahaska, and Monroe. These centers offer a wide range of services to students who may not live near a campus, including course registration, video conference learning (VCL) courses, academic advising, computer lab access, textbook pick-up, and more.
- [Career academies](#): A collaborative effort between IHCC and local school districts, career academies allow area high school students to start working on a college degree in specific programs of study. See more in 1.A.2.

To maintain, improve and expand facilities, the College uses a variety of revenue streams. These include the aforementioned plant fund levy, Fund 1 revenue over expense, and two annual allocations from the state: the Accelerated Career Education Infrastructure Fund and the Workforce Training and Economic Development (WTED) Fund. IHCC also seeks outside funding support whenever possible for facility projects. For example, grant funds from the U.S. Economic Development Administration, the Ottumwa Regional Legacy Foundation, and other local supporters helped finance the construction of the Regional Entrepreneurship Center on the North Campus in 2013.

The [Master Facilities Plan](#) provides IHCC with direction on future facilities projects that will help the institution remain a high quality post-secondary institution.

Technological Infrastructure

IHCC has a robust technological infrastructure in place to support institutional operations on and off campus. Institutional infrastructure resources include, but are not limited to:

- 650 student accessible workstation and laboratory personal computers;
- 105 virtual servers;
- 12 VCL classrooms (interactive/remote learning accommodation);
- 140 classrooms equipped with Audio/Visual equipment including projectors, document cameras, personal computer,s and/or laptop computers;
- 1 Gigabit internet connection;
- 10 Gigabit fiber backbone;
- Fiber connection between all IHCC campuses and county service centers; and
- Campus-wide wireless internet connectivity.

Major software investments in the last five years include: Ellucian Student Planning for student advising and degree planning, Ellucian Recruit for prospective and current student communication management, Ellucian WebAdvisor Time Entry for timecard tracking for student workers and part-time staff, TouchNet for online merchandising, payment processing and compliance with Personally Identifiable Information and Payment Card Industry Data Security Standards, and the aforementioned SPOL institutional effectiveness software. Other fundamental software programs used by the College include Ellucian Colleague for campus operations management and Blackboard (“MyHills”) for learning management. Additionally, Office 365 and Adobe Creative Cloud Licensing are available to faculty, staff, and students.

To maintain cutting-edge technology, the College continuously invests in its technological infrastructure and plans for future improvements. This is evidenced in [IHCC’s technology plan](#). The equipment replacement levy which totals nine cents for every \$1,000 in taxable valuation in Merged Area XV and generates over \$560,000 per year. The equipment levy funds many institutional technology purchases. The College also dedicates funding from the plant fund to technology purchases. Since 2014, this allotment has grown from \$135,000 to just over \$500,000 available during FY20.

The Information Technology (IT) Department oversees all aspects of the College’s technological infrastructure. The IT team consists of 14 full-time staff members who are dedicated to maintaining, improving, and utilizing technology resources to advance the institution. The department also operates the IT Help Desk, which provides individualized support to staff and students in need of assistance with campus technology.

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

As stated in 1.B.3., IHCC is a public, non-profit community college sanctioned by the Iowa Legislature. All funding received by the College is used to further educational opportunities and services, as spelled out in Iowa Code Chapter 260C. College budgeting and budget monitoring processes, described further in 5.A.5., ensure funds are expended only in support of education and that no revenue is disbursed to a superordinate entity.

An analysis of IHCC’s operating expenses shows education is the institution’s chief focus. In fiscal year 2018, [75% of the College’s operating expenses were categorized by state auditors as education and support](#). Nearly half of those expenditures – 37% of the total budget – went toward arts and sciences, CTE programs, and adult education. Other operating expense categories included auxiliary enterprises (10.9%), scholarships and grants (3.9%), Workforce Investment Act (2.9%), plant operations (2.5%), and depreciation/amortization (4.8%).

Prior years’ audits show spending on education and support as a percentage of the College’s total operating expenses has increased every year since 2014. This is shown in the table below.

Fiscal Year	2018	2017	2016	2015	2014
% of Operating Expenses Spent on Education and Support	75.0%	73.8%	72.1%	71.5%	70.2%

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

The College’s mission is: *Indian Hills Community College changes lives by inspiring learning, diversity, social enrichment, and regional economic advancement.*

As explained in 1.A.3., the Strategic Plan guides IHCC in the fulfillment of its mission. The plan contains overarching strategic priorities and corresponding goals for each priority. Each priority and goal is designed to support the College’s mission as well as be attainable with internal and external resources and commitment from IHCC staff. The Strategic Plan is updated every two years to reflect advancement made and new challenges and opportunities for institutional growth.

The [Strategic Plan 2017-19](#) included seven strategic priorities and one to five corresponding goals for each priority. To demonstrate the progress made under each priority and goal, the College created a [Strategic Plan 2017-19 Outcomes Report](#) following the adoption of a new Strategic Plan in 2019. This report used qualitative and quantitative data to demonstrate that the plan’s priorities and goals were realistic and achievable. The report is published on the IHCC website and available for public viewing.

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

All IHCC employees meet qualification standards and receive ongoing training to effectively fulfill their roles.

Staff qualifications are assessed during the hiring process. Before an open position is posted, human resources staff work with leaders in the appropriate department or office to develop or revise the position's [job description](#). This document includes a job summary, minimum qualification requirements, and a description of the work performed, among other information. Once a final draft is prepared, the job description must be endorsed by the appropriate institutional leaders before being sent to the president for review and approval.

Candidates deemed qualified based on application materials are interviewed for an open position. As described in 3.C.6., IHCC interviews each candidate then uses a human resources software program to assess and document their qualifications and suitability for the position. This ensures staff in all areas of the College are appropriately qualified upon hire. College transcripts, Faculty Qualification Review Document forms, and professional licensure documentation are maintained in personnel files in the Human Resources Office to further verify that faculty, and staff members meet required standards. (Additional details about faculty and support staff qualifications are included in 3.C.2. and 3.C.6., respectively.)

Training for all positions starts immediately upon hire at the College. All new employees must attend human resources' [new employee orientation](#) to become acquainted with the College. Held on a quarterly basis, the orientation covers institutional policies, procedures, standards and other pertinent information. As mentioned in 3.C.6., additional department-specific training or training resources may also be provided.

Ongoing professional development for all staff members is provided through IHCC's annual Staff Professional Development Day, registration sponsorships for select regional and state professional development events, and an institutional staff development fund. Professional development is also frequently supported by departmental budgets. These initiatives and other training opportunities are described in 3.C.4. and 3.C.6.

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

Budgeting

In February of each year, the chief financial officer brings a proposed certified budget for the next fiscal year to the Board of Trustees for review. In accordance with [Iowa Code](#), the budget includes estimated revenue and expenditure amounts by category that, once approved, may not be exceeded without publishing an amendment, holding a public hearing, and obtaining board approval. After receiving the board's endorsement, the proposed budget is published in area newspapers and a public hearing is held. The board then holds a final vote on the budget at its March meeting. (See 2.C.1. for sample budget documents and board meeting minutes.) Once approved by the board, the [certified budget is submitted to the State Board of Education and Iowa Department of Management for review, approval, and publication](#).

The operating budget reflects the College's actual anticipated revenues and expenditures. To translate the certified budget into the operating budget, the chief financial officer works from January

to May to identify potential changes to revenues and expenditures for the upcoming year. This is vital to ensure that administration and board discussions regarding tuition rates and changes to salaries and fringe benefit costs – which take place in May and June – are informed by the most accurate budget information possible. The chief financial officer also meets with deans and department chairs as needed to discuss their anticipated needs. All of the information gathered is then collectively used to set the overall College budget and departmental budgets. These budgets are uploaded into Ellucian by Business Office staff, then populated into WebAdvisor.

Focused budgeting processes are in place for several areas of the budget. These include:

- Plant fund expenditures are budgeted annually in accordance with anticipated revenues and ongoing and planned facility maintenance and improvement projects.
- Capital Equipment is IHCC's annual formal request process for equipment needs. A description of the process and related evidence are provided in 3.D.4.
- A [staffing review meeting](#) is conducted by Executive Council representatives each spring. This allows administrators to evaluate and discuss changes to existing personnel in light of upcoming retirements, new positions, and the College's fiscal position.
- Budgets are created for all grant projects during the proposal development phase. These budgets help direct spending on costs that are allowable and necessary to meet the project's objectives. Similarly, a committee of [administrators meets annually to budget the spending of IHCC's WTED](#) state allocation. This ensures funds are spent in accordance with the state's intended purposes and are utilized effectively to meet institutional needs.

Monitoring Financial Activity

The chief financial officer has primary responsibility for monitoring overall College financial activity. Throughout the fiscal year, actual revenue and expenditure activity is reviewed and the operating budget is modified accordingly to ensure it reflects the College's true financial status. If necessary, this includes reviewing institutional operations with other staff members and making adjustments to ensure the budget remains on track and in balance during the fiscal year. The chief financial officer also provides detailed financial reports to the Board of Trustees monthly from October to June. These reports – which include three years of comparative data and reflections on changes and trends – serve as an essential tool for monitoring the general fund budget and actual performance. A sample financial report and board minutes are included in 2.A.

Additional budget monitoring occurs within individual departments and through Business Office processes. Purchasing procedures require every purchase be approved by the authorized [budget director of each department](#). Purchase order and college credit card ("pCard") purchases are balanced monthly within each department and by the Business Office. While the chief financial officer currently monitors accounts individually, IHCC is shifting more budget monitoring responsibility to budget directors. As part of this effort the controller has conducted seven [WebAdvisor budget trainings](#) in the last year reaching [nearly 150 employees](#).

Other internal processes to monitor expense include:

- The Governmental Affairs Office hosts [quarterly grants monitoring meetings](#) to review grant expenditures and project goals with project directors and discuss any challenges encountered. The [Grants Management Manual](#) provides additional spending guidance.
- All employees must abide by [IHCC travel policies](#). This includes completing a [travel request form](#) before traveling (out-of-state only) and a [travel reimbursement report](#) with appropriate

back-up documentation upon return (in-state and out-of-state). Both forms require the signature of the employee's supervisor. Out-of-state travel requests require the signature of the president in addition to the employee's supervisor.

- [Board of Trustees' monthly audit of bills](#): Each month a member of the board conducts an audit of the College's bills. (See board policy number 733 in 2.A.)
- Divisions and departments maintain processes appropriate to their area but consistent with College policy. For example, the Career & Workforce Education Division maintains divisional policies and procedures for [purchasing](#) and [travel](#).
- [Procurement procedures](#) ensure purchases over \$5,000 are made through a [bidding process](#) and are reviewed by the Business Office.

Sources

- 5.A.1. Audited Financial Statements – FY2016 FY2017 FY2018
- 5.A.1. Bad Debt Write-Off Summary FY14-FY19
- 5.A.1. Board of Trustees Meeting Minutes – 2017-2019
- 5.A.1. Board of Trustees Minutes - Closing County Service Centers
- 5.A.1. Board of Trustees Minutes - Early Incented Retirement
- 5.A.1. Board Policy Manual - Series 709 - General Fund Endowment
- 5.A.1. Board Policy Manual - Series 711 - Income - Tuition Policies
- 5.A.1. Centerville Campus Map
- 5.A.1. Financial Comparative Data
- 5.A.1. Financial Summaries - FYTD18 and FYTD19
- 5.A.1. Grants Awarded to Indian Hills Community College
- 5.A.1. HLC Institutional Update 2018-19 - Financial Indicators
- 5.A.1. IHCC Organizational Chart
- 5.A.1. IHCC Property Tax Revenue FY20
- 5.A.1. IHCC Technology Plan
- 5.A.1. Improving Underperforming Departments
- 5.A.1. Iowa DE Tuition and Fees Report FY19
- 5.A.1. Master Facilities Plan 2019
- 5.A.1. MIS Employee-Position Confirmation Report 9.18.18
- 5.A.1. North Workforce Campus Map
- 5.A.1. North Workforce Campus Renovations – Board Minutes and PowerPoint
- 5.A.1. Ottumwa Main Campus Map
- 5.A.1. Self Funded Health Insurance Fiscal Update 06.2019
- 5.A.1. State Funding Allocation FY20
- 5.A.1. Website - County Service Centers
- 5.A.2. FY2018 Audited Financial Statement Excerpt - Operating Expenses
- 5.A.3. Strategic Plan 2017-19
- 5.A.3. Strategic Plan 2017-19 Outcomes Report
- 5.A.4. New Employee Orientation Checklist
- 5.A.4. Sample Job Descriptions
- 5.A.5. Annual College Staffing Plan Committee Meeting
- 5.A.5. Board Monthly Audit of Bills Schedule 2019-20
- 5.A.5. College Bid Form

- 5.A.5. CWE Purchasing Procedure and Form
- 5.A.5. CWE Travel Request Procedure and Form
- 5.A.5. General Ledger Account Listing with Budget Directors
- 5.A.5. Grants Management Manual
- 5.A.5. Iowa Code 260C.17 - Preparation and Approval of Budget
- 5.A.5. Iowa DE Community College Certified Budget Report FY2020
- 5.A.5. Log of WebAdvisor Budget Training Participants
- 5.A.5. Procurement Procedures
- 5.A.5. Sample Grants Monitoring Schedule and Completed Forms
- 5.A.5. Staff Handbook Excerpt – Reimbursement for Travel and Trip Authorization
- 5.A.5. Travel Reimbursement Report
- 5.A.5. Travel Request Form
- 5.A.5. WebAdvisor Budget Training Email
- 5.A.5. WTED Planning Meeting - 5.7.19

5.B - 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.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

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

The governance and administration of IHCC involves multiple levels of management working together to ensure the College achieves its mission effectively and with integrity. The Board of Trustees, administrators, faculty, staff, and students all play an integral role in overseeing and providing input on institutional operations.

5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Board of Trustees is well-informed about IHCC and oversees institutional matters. Monthly meetings provide a platform for members to garner information and provide oversight. As [dictated in board policy](#), the regular meeting agenda includes several consistent items of business. These include financial and human resources reports, which provide detailed updates on College finances and personnel and require board approval, and a [special report during the report from the president](#), which serves as an information-sharing tool that includes topics of importance within academic and student affairs. Board action on non-regular agenda items takes place during new and unfinished business. Sample board actions – including examples related to financial and academic issues – are included in 2.C.1.

A week prior to regular board meetings, supporting documentation is provided to members through an online portal on the IHCC website. The portal allows members to view documentation related to action items. The portal also includes links to other resources that board members may find useful for board discussions, but are not directly linked to action items.

In addition to regular meetings, the board holds special meetings as needed and takes part in an annual day-long retreat in the fall at an off-campus location. The retreat allows members to delve deeper into vital topics related to College operations, such as the Strategic Plan, academic programs, enrollment, finances, facilities, board and institutional policies, and the performance of the president

(see sample retreat minutes in 5.C.3.).

The Board Policy Manual guides board operations and helps ensure compliance with state requirements and dutiful service to the residents of Area XV. Several board policies speak directly to the board's fulfillment of its legal and fiduciary responsibilities. These include the [Name and Legal Status of Unit](#) policy and the Code of Ethics (see 2.A.).

Board members also provide institutional leadership outside of the board room. Members frequently take part in IHCC activities and events, such as Staff Development Day and commencement, and actively participate in state and national associations related to community college leadership. This includes [attending trainings and conferences hosted by the Association of Community College Trustees](#) and the Iowa Association of Community College Trustees (IACCT). Additionally, a board member – who served as president of IACCT from 2017 to 2018 – received IACCT's [John P. Kibbe Trustee Leadership award in 2018](#).

5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

IHCC involves all of its internal constituency groups in the governance of the institution. As stated, the Board of Trustees serves as the institution's legislative, governing body. The board provides institutional oversight, approves policy, and makes decisions to advance the College. Established institutional practices enable administrators, faculty, and staff to provide input to the board. As discussed in 2.C.2., board members receive recommendations from the president and other Executive Council members as part of their regular decision-making process. Additionally, the Budget Classification Committee – a group composed of 15 faculty members and 15 staff members – provides annual recommendations to the board on salary and fringe benefit changes.

The president maintains day-to-day administrative authority of the College. As shown in the functional organizational chart in 5.A.1., the president reports to the board and Executive Council members report to the president directly or indirectly through the vice president of academic affairs and institutional effectiveness. The chart further delineates the divisions, departments, and offices that fall under the leadership of each Executive Council member. Other managers – such as department chairs or directors – may lead departments or offices under the Executive Council member, depending on the division's size and/or span of control. This staffing infrastructure provides clear lines of communication, helping to assure all faculty and staff can have their voices heard by the administration through the appropriate channels.

Beyond using established communication channels to provide feedback to administrators, the College relies on standing committees to engage internal constituencies in institutional governance. Relevant committees include, but are not limited to:

- Executive Council: Comprised of 13 administrators, this decision-making group is responsible for developing the Strategic Plan and executing the plan through Plans for Excellence. The council also makes recommendations to the president and oversees Program Review. The groups meet monthly and holds an annual retreat, alternating the focus between personnel evaluation and strategic planning.
- Management Council: This body includes all Executive Council members plus department chairs, program directors, and others with managerial responsibilities. Membership totals approximately 73 faculty and staff. From September to May, the group meets monthly to hear

reports from other members as well as guests from the community. The council serves as a communication body.

- Deans Group: This decision-making body includes all academic deans plus the executive dean of student development and athletics and the executive dean of enrollment services and registrar. Each month, the group meets to discuss their divisions and make recommendations to the Executive Council or president.
- Completion Committee – This group of academic administrators, institutional research, and student services staff is focused on increasing completion at the College. Additional information about the group and minutes are provided throughout 4.C.
- Faculty Senate: Faculty from each instructional division are elected by their instructor colleagues to serve as senate representatives. The group discusses the concerns of instructors and communicates with the administration on their behalf. The group's by-laws are included in 2.C.4. and sample minutes are provided in 4.A.4.
- [Student Senate](#): Existing on both the Main Ottumwa and Centerville campuses, these groups function as the executive body for students on each campus. The senate meets twice monthly to address students' ideas and concerns, coordinate student activities, and oversee student organizations. Sample Student Senate agendas are provided in 3.E.1.

The roles of other standing committees are described in the Staff Handbook.

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

The Academic Standards Committee assumes primary responsibility for setting academic requirements, policy, and processes. The committee meets monthly and oversees changes to curriculum, the addition of new courses and programs, academic standards, and final grade appeals by students. As described in 3.A.1. and 4.A.4., the group is made up of faculty, administrators, staff members, and two student representatives, and includes both voting and non-voting members. The [Academic Standards bylaws](#) details the committee's membership and the length of their terms.

The IHCC Faculty Senate meets regularly with College Administration throughout the academic year to address topics of interest to faculty. These meetings promote collaborative effort to continuously improve policy and processes at IHCC. During 2017, Faculty Senate, academic administrators, and students completed a thorough review of the student perception process. Faculty, administrators, and students reviewed the student perception survey questions and discussed ways to improve questions to provide more meaningful feedback to faculty. The survey was redesigned and implemented. Faculty Senate requested purchasing a college-wide subscription to JSTOR, an academic online resource, to increase access for student and faculty research. This request was approved and JSTOR was added during the summer 2019 to the College's library online resources.

During 2018, the college president created [Pizza with the President](#) to actively seek information from Student Senate and Student Club members about their experience at Indian Hills Community College. During the monthly, hour long meeting, the college president asks a series of questions related to the student experience – why they chose IHCC, what students are looking for in a college, and how the Indian Hills student experience could be improved. Student responses have included comments related to the academic experience specifically, the need to improve the College's Video Conference Learning software, procedures related to the student evaluation of faculty, and the need for additional mental health counseling to better serve student academic needs. Students have also

commented on ways to improve food service, the communication of student activities, and the need for general maintenance improvements in the residence halls.

Minutes from Pizza with the President have been reviewed by the College's Executive Council during the strategic planning process and have shaped a number of the President's initiatives. During 2019, the College hired a full-time mental health counselor to better serve the needs of students. Video Conference Learning software has been updated to make the quality of experience better for faculty and students. Residence hall improvements have included a renovation during summer 2019 of Trustee Hall the college's second largest residence facility on the Ottumwa Main Campus. The College is currently planning a renovation of its student main food service facility to start spring 2020.

Sources

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- 5.B.1. Board Policy Manual - Series 202 - Name and Legal Status of Unit
- 5.B.1. Board Policy Manual - Series 248 - Order of Business - Regular Meetings
- 5.B.1. Special Report Samples – Board Minutes and PowerPoints
- 5.B.1. Website - IHCC Trustee Gaumer Wins State Award
- 5.B.2. Student Senate Bylaws
- 5.B.3. Academic Standards Committee Bylaws
- 5.B.3. Pizza with the President

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

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

IHCC looks forward to ensure the institution's academic programming, operations, and financial status remain strong. Established planning activities such as strategic planning, Plans for Excellence, Program Review, and budgeting processes serve as valuable tools to keep the College on track and poised for continued success.

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

IHCC allocates funds in support of its mission, most notably *inspiring learning*. This is evidenced by education and support expenses comprising over 70% of the College's budget since 2014 (see 5.A.2.). Further, in fiscal year 2018, [IHCC spent \\$2,970 per full-time student](#) on instructional salary costs. This was approximately 31.7% higher than the [average among Iowa's other 14 community colleges \(\\$2,255 per full-time student\)](#).

As stated in 1.A.3., IHCC's mission and values serve as the basis for institutional planning and resource allocation. The Strategic Plan includes priorities and goals that reflect the College's mission and values while simultaneously providing a blueprint for institutional growth. To operationalize the Strategic Plan, members of the Executive Council work with their staff to develop [annual Plans for Excellence \(Pfe\)](#). These departmental plans include:

- Departmental/divisional goals that align with the strategic priorities and goals from the Strategic Plan;
- Action strategies to achieve the departmental/divisional goal;
- Staff assigned to the task;
- Timelines for implementation;
- Outcomes/measurements;
- Estimated budgets for implementing each task; and
- Funding sources.

Plans for Excellence allow IHCC to apportion its fiscal and human resources in a manner that aligns with its Strategic Plan and in turn its mission. While all PfE serve as a resource allocation tool, those created by the chief financial officer are of particular significance to the institution's budget. As shown in [examples from the past three years](#), the chief financial officer's PfE typically speak to fiscal efficiencies, cost management, and facilities planning – all of which have a major impact on the College budget.

The Grants Committee serves as another example of IHCC's efforts to align its resources with its mission and priorities. This committee – composed of the president, vice president of academic affairs and institutional effectiveness, chief financial officer, associate dean of governmental affairs and grants, and senior grant writer – meets monthly to discuss potential grant opportunities, including whether they align with institution's mission and priorities. This is demonstrated on the [group's monthly agendas](#) which features a listing of the College's funding priorities along with the institution's mission statement.

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

IHCC's Program Review process encompasses the assessment of student learning and the evaluation of academic programming, and provides valuable insight to aid in institutional planning and budgeting processes. Described in detail in 4.A.1., Program Review enables the Executive Council to thoroughly evaluate each academic program every three years. Components examined during Program Review include plans to assess student learning, assessment findings, assessment findings response, curriculum, enrollment, retention, placement, faculty credentials, and numerous other areas. Program Review also enables the council to collect information about each program's facility and equipment needs. This information helps with the development of the Strategic Plan (see 5.C.3.), PfE, the [Master Facilities Plan](#) as well as decision-making during the Capital Equipment process (see 3.D.4.). The [IR Roadmap](#) provides a visual representation of how these processes interconnect to advance the institution.

To aid in linking its assessment, planning, and budgeting processes, IHCC administrators altered the timeline for conducting these activities in 2014. While Program Review had previously been conducted in January and Capital Equipment in September, the administration decided holding Program Review in February and Capital Equipment in March was more logical. By scheduling Capital Equipment immediately after Program Review, administrators could make more informed decisions regarding equipment purchases. Further, the change accelerated equipment purchasing to take place prior to fall term; allowing students to benefit from using equipment during the full academic year. This scheduling change followed the appointment of a new president, vice president of academic affairs and institutional effectiveness, and chief financial officer in 2013.

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

IHCC's strategic planning process takes place every other year. As part of this process, the College's mission and values are reviewed and the Strategic Plan is updated. The strategic planning process is continuously evolving, but there are consistent elements maintained within the process to ensure it remains inclusive and informed.

- An essential part of the strategic planning process is the collection and review of input from internal and external constituents. Each planning year, IHCC administrators use a variety of

tools to collect feedback from faculty, staff, students, and community members on the direction of the institution. Examples include: [faculty and staff surveys](#), [student panels](#), [Advisory Committee surveys](#), IHCC [Foundation Board surveys](#), and [Board of Trustees' discussion](#). The information garnered from these activities helps the Executive Council shape strategic priorities and goals reflective not solely of the administration, but of all parties integral to the College.

- Environmental scanning is conducted to examine internal trends and external factors impacting higher education and workforce training. Examples of environmental scanning materials include [literary articles](#), [internal data reports](#), [external data reports](#), [Key Performance Indicators](#), and [SWOT \(Strengths, Weaknesses, Opportunities, Threats\) analyses](#), among many other resources;
- The Executive Council [reviews stakeholder input, environmental scanning results, and the previous Strategic Plan during its annual retreat in June](#) and begins discussion of possible new strategic priorities and goals;
- Draft versions of the strategic planning documents are developed and revised in open discussions during subsequent Executive Council meetings; and
- The Board of Trustees gives essential input during their annual fall retreat and formally [adopts the final version of the Strategic Plan](#) including the mission and values at a regular board meeting.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Over the last five years, the chief financial officer has been mindful to build a budget that is able to withstand the impact of fluctuations in revenue or expenditures. For example, four months prior to the end of fiscal year in 2017, the Iowa Legislature approved a \$3 million mid-year budget cut for Iowa's community colleges. This equated to IHCC receiving \$346,000 less in state general aid than expected and learning about the reduction two-thirds of the way through the fiscal year. Thanks to ongoing efforts to reduce expenditures and find operational efficiencies (see examples in 5.A.1.), the budget had adequate resources to endure the reduction. The College did eliminate non-essential out-of-state travel following the cut.

The College budgets based on a thorough understanding of the College's current and future needs. A prime example is IHCC's process to establish tuition rates for the next academic year. As explained in 5.A.1., the Board of Trustees receives a [packet of information](#) prior to its regular May meeting detailing information that helps to project the budget for the upcoming year. This includes historical budget and enrollment trends and a summary of current and anticipated tuition and fee rates at other Iowa community colleges. The board uses this information and confers with the chief financial officer to then set a tuition rate (see minutes in 5.A.1.). The processes to create the certified and operating budgets feature similar planning considerations. Additional information about the development of these budgets is provided in 5.A.5.

To stay abreast of state funding, IHCC works closely with the Iowa Association of Community College Trustees (IACCT). This Des Moines-based non-profit corporation supports the state's 15 community colleges through education, advocacy, and coordination. Throughout the legislative session, IACCT provides [up-to-date news on legislative discussion and action related to community college funding and other relevant issues in the statehouse](#). IHCC's associate dean of governmental affairs and grants assists IACCT with gathering this information, traveling to the state capital, and

throughout Merged Area XV to discuss community college issues with legislators. A board member also serves on the IACCT Board of Directors and provides a [report on related activities at the Board of Trustee's monthly meeting](#). Additional insight comes from the chief financial officer's involvement with [Iowa Community College Business Officer work-alike group](#), which includes finance managers from all 15 Iowa community colleges.

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

As mentioned in 5.C.3., environmental scanning is a key feature of the College's strategic planning process. Emerging factors are consistently considered. For example, the 2016 strategic planning process featured an [Environmental Scan Summit](#) as part of the Executive Council Retreat. This full-day event featured speakers from state government agencies, area workforce and education organizations, and a four-year college. Each hour-long session covered external information that could influence IHCC and higher education in general. Topics included "Workforce Trends in Iowa and the Indian Hills Area," "Future Technologies," and "Economic Development from the State of Iowa Perspective," among others. By reviewing this type of information while planning, the College is able to stay on top of trends that may influence future operations and design strategic priorities and goals that address those trends.

During summer 2018, IHCC made the decision to move away from the use of the Iowa Communications Network (ICN) anticipating future changes to the technology used to deliver distance education. This decision was made following several years of review of technologies to replace the ICN. Blackboard Collaborate was selected as the technology solution. Collaborate provides similar functionality as the ICN, but broadens accessibility for students. The technology platform allows students to complete fixed-time online courses from anywhere with internet and a camera enabled computer. During the last year, the College has piloted designated fixed-time online courses where students are able to log-in to Blackboard Collaborate and join a live lecture course taking place on one of IHCC's campuses. The College anticipates these offerings will grow in the future and provide greater accessibility to working adults and individuals with transportation challenges.

Academic programs at Indian Hills incorporate emerging technologies that often feature a significant expense. The College's capital equipment process enables faculty and administrators to plan for the [purchase of new and emerging technologies](#) required to best prepare students for four-year transfer or entry into the workforce.

Another example of the College's efforts to strategize while considering evolving trends is the [Strategic Enrollment Management Plan](#). Developed in response to a 2019-21 Strategic Plan priority, the plan seeks to address regional demographic changes by attracting new and underserved populations in the region. To create the plan, a team led by the executive dean, enrollment services/registrar examined regional demographics and conducted a SWOT analysis to determine weaknesses in IHCC's existing procedures and action plans that respond to those weaknesses. To receive external support and guidance, the institution contracted with [Ruffalo Noel Levitz](#) to gain insight into potential improvements to the student recruitment process. This consultation, completed during January 2019, led to recommendations actively being implemented at Indian Hills and incorporated into the Strategic Enrollment Management Plan. During September 2019, the executive dean, enrollment services/registrar shared a progress update on the [plan with the board of trustees at their annual retreat](#). It is the institution's belief that focused planning will help stabilize enrollment while simultaneously providing more educational opportunities to populations in need.

Sources

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- 5.C.2. Master Facilities Plan 2019
- 5.C.3. Board of Trustees Minutes - Strategic Plan Approval
- 5.C.3. Dashboard for Key Performance Indicators with Goals
- 5.C.3. Environmental Scanning Example – External Data Reportsf
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- 5.C.3. Environmental Scanning Example - Literacy Article
- 5.C.3. Environmental Scanning Example – SWOT Analysis Sample
- 5.C.3. Sample Executive Council Retreat Minutes
- 5.C.3. Strategic Plan Input - Advisory Committees
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- 5.C.3. Strategic Plan Input – Students
- 5.C.4. Board Budget-Revenue Discussion Materials 5.13.2019
- 5.C.4. Board of Trustees Meeting Minutes - 2.12.18
- 5.C.4. Business Office Professional Network
- 5.C.4. IACCT Legislative Newsletter Sample – 3.22.2019
- 5.C.5. Board of Trustees Discussion Strategic Enrollment Plan
- 5.C.5. Environmental Scan Summit Agenda
- 5.C.5. FY2020 Approved Capital Equipment
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- 5.C.5. Ruffalo Noel Levitz Enrollment Planning

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

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

The Institutional Research (IR) Office plays a vital role in IHCC's efforts to improve its performance through data collection and assessment. The office administers surveys, coordinates assessment activities, and serves as a clearinghouse for institutional data needs. Many of the activities and tools described in this section include significant involvement from IR.

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

Institutional performance is tracked throughout the institution utilizing internal and external measurements. Faculty members take a significant lead in the assessment of student learning, documenting efforts to continuously improve learning, and student outcomes. Faculty share course and program level assessment data during quarterly assessment forums with the director, institutional research and assessment, their academic dean, and the vice president, academic affairs. Assessment findings lead to improved approaches to teaching and learning and benefit overall student achievement and performance at IHCC.

A primary driver of institutional performance at IHCC is the College's Strategic Plan. The [Strategic Plan Outcomes Report](#), shared on IHCC's website, documents the priorities and goals of the institution and progress made toward accomplishing the Strategic Plan. The Strategic Plan Outcomes report is a compilation of the work completed by faculty, staff, and administrators during the institutions' annual Plans for Excellence process. Plans for Excellence asks individuals from across the College to complete projects and initiatives that directly connect to the strategic priorities and goals. Plans for Excellence projects are intended to result in improved performance of the institution and fulfill the College's mission.

Indian Hills Community College administration and board of trustees document and track evidence of college performance through the College's [Key Performance Indicators \(KPIs\)](#) which are reviewed by the board quarterly and at the board of trustees' annual retreat. The institution's KPIs prompt considerable discussion regarding institutional efforts to improve operations and overall performance.

Overall fiscal performance is documented through the institution's [audited financial statements](#) which are annually presented to and reviewed by the board of trustees and college administration. The chief financial officer regularly provides reports to the board on the College's fiscal health. A recent example shared during the trustees' annual retreat included [comparison data](#) on several key general fund revenue and expenditure categories.

The [IR Roadmap](#) provides a clear and detailed overview of IHCC’s methods to assess all facets of its operations. The roadmap includes a breakdown of all major tools used by the College for direct and indirect assessment and benchmarking. Each is instrumental in helping administrators, faculty, staff, and the board understand how IHCC is performing. Some of these tools have already been explained in detail, including Plans for Excellence, faculty and staff evaluations, the Master Facilities Plan, Program Review, and Assessment Forums. Other tools are summarized in the table below.

Assessment Tool	Description
Community College Survey of Student Engagement (CCSSE)	This external survey instrument asks students about the educational experience so far, including questions about relationships, how they spend their time, and college supports. Results are used by the Deans Committee, Completion Committee, co-curricular assessment teams, and other groups seeking ways to improve. CCSSE was administered in spring 2011, 2013, 2015, and 2018 terms. The survey enables IHCC to compare data with other similar two-year colleges, as well as its past performance.
Survey of Entering Student Engagement (SENSE)	Administered during new students’ first term, this survey seeks insight on students’ first impressions of academic and support services. Results are used in a similar manner to CCSSE. The survey was administered during the fall 2012, 2014, and 2017 terms.
Program graduate surveys	CTE programs administer graduate surveys six months to a year following graduation. This data is used for accreditation and institutional improvement processes, including Program Review.
Intent to Graduate Survey	This survey is administered to all graduating students to obtain feedback on their college experience. (See 3.B.3.)
Student perceptions	Given to students at the end of the fall, winter, and spring terms, these surveys allow students to provide anonymous feedback on their courses. Survey questions were recently redesigned with input from college administration, students, and Faculty Senate. More information is included in 3.C.3.
Community College Faculty Survey of Student Engagement (CCFSSE)	This survey complements CCSSE by asking faculty about their perceptions of students' educational experiences, as well as their teaching practices and how they spend their time. IHCC first took part in CCFSSE in spring 2015 and did so again in spring 2018.

<p>Program employer surveys</p>	<p>In addition to graduate surveys, CTE programs survey area employers in their field. Questions typically related to entry-level preparation of new employees, soft skills proficiency, and the number of IHCC graduates hired in recent years. Space is also provided for comments. Results are used during Program Review.</p>
<p>Advisory Committee surveys</p>	<p>Members of IHCC’s Advisory Committees are asked to assess various aspects of the academic program their committee oversees during bi-annual meetings. Questions relate to the suitability of the curriculum and the program’s learning environment, among others. Additional information and evidence is provided in 3.A.1.</p>
<p>Voluntary Framework of Accountability (VFA)</p>	<p>VFA is an accountability framework designed specifically for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. (See more in 4.C.2.)</p>
<p>Integrated Postsecondary Education Data System (IPEDS)</p>	<p>In accordance with the Higher Education Act of 1965, IHCC submits institutional data to the National Center of Education Statistics through IPEDS. This data is used by the institution to assess how it is performing compared to other colleges nationwide. (See 4.C.2.)</p>
<p>Educational Outcomes Report</p>	<p>This report prepared by the Iowa DE and Iowa Workforce Development looks at education and employment outcomes for graduates from Iowa’s community colleges. The reports offer interactive online charts used during Program Review. (See 4.C.2.)</p>
<p>Regents Transfer Report</p>	<p>Created by the Iowa Board of Regents, this report shows how IHCC students perform academically after transferring to one of Iowa’s three Regent Universities. (Samples provided in 3.A.1.)</p>
<p>Certification and licensure exam results</p>	<p>Many Health Sciences programs have external licensing and/or certification requirements for graduates to be able to practice in Iowa and the nation. Results from these certification exams are reviewed by faculty and academic administrators on an annual basis and discussed during Program Review.</p>

<p>Dashboard for Key Performance Indicators</p>	<p>This document of institutional performance indicators is continually updated to allow for reflection on the College's current standing. The dashboard is reviewed regularly by the Executive Council and Board of Trustees (cited 5.D.1.)</p>
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Other examples of the College's efforts to document and track evidence of performance in its operations include annual [HLC institutional updates](#), Clery Act reporting, and grant reporting. IR also conducts a wide variety of other online surveys to help faculty, staff, and administrators better understand and document institutional performance.

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

IHCC takes great effort to learn from its experiences and use the knowledge gained to further improve the institution. The aforementioned PfE serve as a prime example. Each year, members of the Executive Council conduct a thorough evaluation of the departmental goals and action plans they set for the prior year. These results are then reported during annual PfE presentations, along with goals, and action plans for the upcoming year. This practice gives the College's leadership team the opportunity to reflect on the prior year's PfE results with each council member and provide input on how lessons learned contribute to continuous improvement.

The Strategic Plan Outcomes Report serves a similar purpose. The report provides a detailed review of the results of each strategic priority and goal included in the Strategic Plan. Data in the Strategic Plan Outcomes Report helps College leaders understand how the institution performed in terms of meeting its goals and prompts the development of new PfE goals. This helps IHCC ensure its planning strategies are informed by past experience and designed to improve institutional effectiveness, capabilities, and sustainability.

The assessment of student learning is monitored through [scheduled Assessment Forums](#) to review course and program level assessment data. These meetings have focused the efforts of faculty and staff on a culture of continuous improvement of the teaching and learning process at IHCC. This assessment schedule provides faculty and staff the opportunity to reflect on their work and to identify opportunities to increase effectiveness within their programs.

The institution's Program Review process completed by academic programs on a [three-year rotation](#) affords faculty and administrators a deep dive into the effectiveness of each program. During 2018, the institution developed a [program review scorecard](#) to provide faculty with a measurement tool of program effectiveness. At the same time, [Program Improvement Plans](#) were introduced to improve the effectiveness of programs demonstrating areas of concern.

A focused effort made by the Health Sciences administration, nursing department faculty and department chair is a recent example of the College's effort to improve institutional effectiveness through learning from its operations. To address less than desired first-time board pass rates, the nursing department has made substantial changes to the admissions criterion, program progression policies to ensure students are placed in the most appropriate academic pathway, implemented remediation resources to strengthen student comprehension, and increased nursing faculty professional development. These efforts have made a marked improvement in first-time board pass rates with an increase of over 30% since 2015. While the rate remains near 89%, the program is

trending in the right direction due to the efforts of nursing faculty and administration to implement meaningful changes to improve effectiveness.

The institution's recent Quality Initiative demonstrates its commitment to improving institutional effectiveness and learning from its operational experience. Following a decrease in utilization of academic advising and academic planning identified through the Survey of Entering Student Engagement (SENSE) data – comparison of fall 2012 to fall 2014 – the institution launched a full review of academic advising processes. The IHCC Completion Committee, charged with increasing effectiveness of academic advising, sought input from faculty and staff on ways to improve advising practices, studied best practices in academic advising at like institutions, and developed processes to make academic advising sessions mandatory for all entering students. The [Quality Initiative Summary Evaluation Report](#) details the work completed by IHCC to increase effectiveness within advising practices. The institution's next significant project being initiated during November 2019 is the implementation of [guided pathways](#) for students. This project, funded through a grant from HCM Strategists, aims to improve degree pathways and further develop academic advising for students.

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- 5.D.2. Assessment Forum Schedule 2016-2019
- 5.D.2. IHCC Guided Pathways Implementation Grant
- 5.D.2. Program Improvement Plan Template
- 5.D.2. Program Review Scorecard
- 5.D.2. Program Review Sequences 2011-2020
- 5.D.2. Quality Initiative Summary Evaluation Report 2019

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Criterion 5 Summary

IHCC's comprehensive resource base and established planning and assessment practices enable the institution to fulfill its mission, engage in continuous improvement, and plan for the future. The College has sufficient resources to offer high quality educational programming throughout its 10-county service area and beyond. Established procedures to allocate resources, monitor finances, and hire and train qualified staff strengthens the College and ensures sufficient resources will be in place well into the future. IHCC further maintains effective administrative and governance structures that promote shared communication in addition to institutional oversight. Planning activities – including a well-developed and inclusive strategic planning process – and assessment and review practices help the College address gaps in its operations and continually improve to meet emerging needs.

Sources

There are no sources.