

MISSION

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

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

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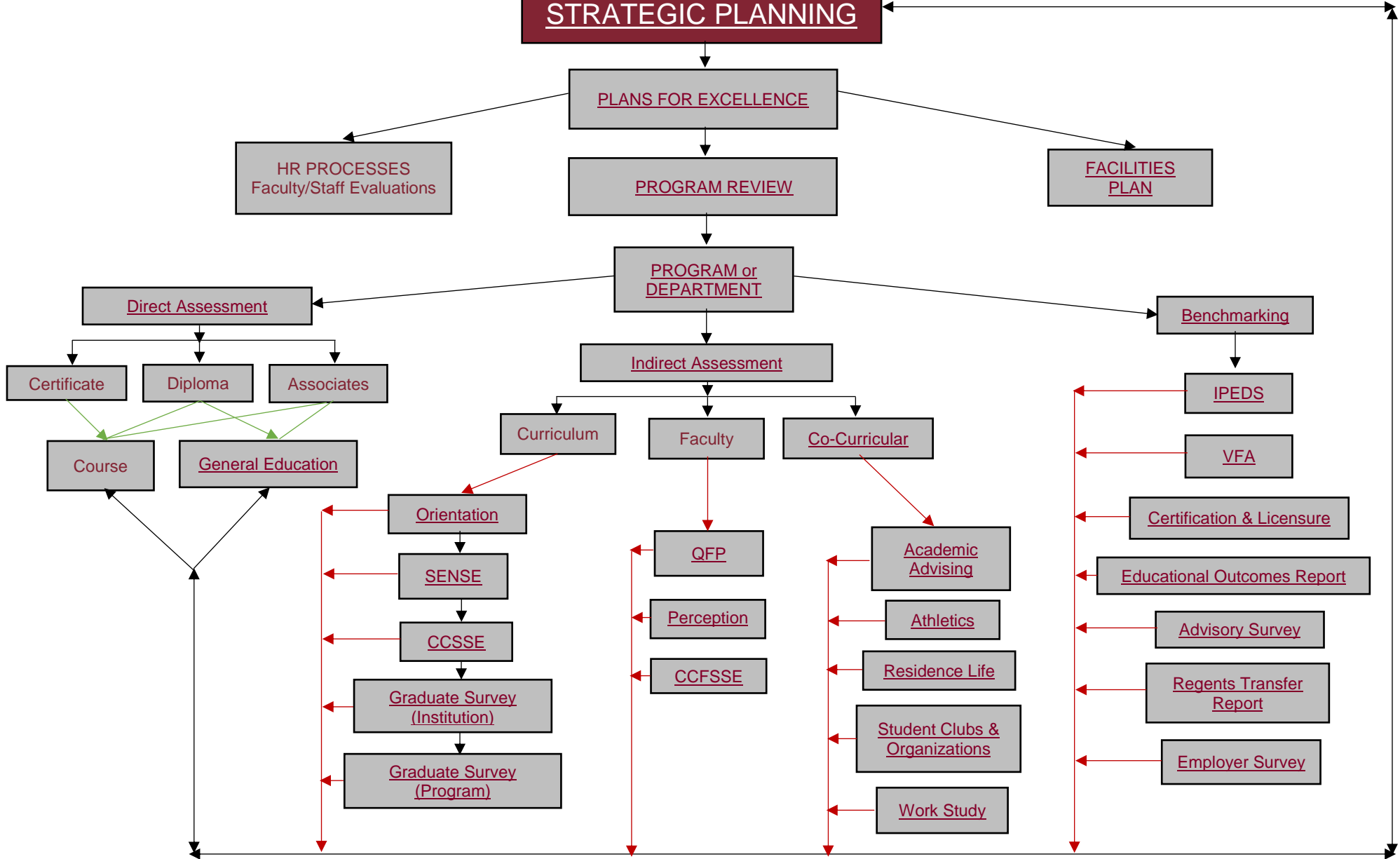
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Plans for Excellence: The Indian Hills Community College Strategic Plan is operationalized through annual Plans for Excellence. This process engages college faculty and staff in the development of department and division action plans created to achieve strategic goals. Plans for Excellence outcomes are shared with the Indian Hills Executive Council and Management Council teams. The College President shares annual updates and outcomes during the Spring Staff Workshop to communicate college wide strategic plan progress.

Program Review: Academic programs are reviewed on a three-year program review rotation. Program Review is held at Indian Hills Community College in February each academic year.

The Vice President of Academic Affairs, Academic Deans, and Institutional Research Specialist initiate the annual program review cycle during November with a Program Review Kickoff Session. This meeting includes faculty and program directors who are scheduled for program review.

During the Program Review Kickoff Session, the Vice President of Academic Affairs provides faculty with the college's program review template and reviews individual components that faculty are required to complete. This session provides new faculty at Indian Hills with an understanding of the expected process and serves as a review for faculty who have completed program review in the past. The program review kickoff session provides faculty updates to the template and offers time for question and answer. The self-study completed by faculty using the program review template includes a written report, which asks faculty to answer questions about the currency of curriculum, the credentialing of faculty, the demographics of students, enrollment, retention, assessment of student learning, and placement. The program review kickoff session also includes sharing of previous program reviews to demonstrate best practices. Following the Program Review Kickoff Session, the Institutional Research Office sends faculty institutional data for analysis and inclusion in the program review template and program review presentation. The Institutional Research Specialist and Academic Deans meet with faculty to answer questions and provide direct support to faculty completing the review process.

The Academic Deans provide a deadline for submission of the program review template and supporting documentation, which is reviewed by the Academic Dean prior to final submission to the Vice President of Academic Affairs. Following submission of the Academic Program Review to the Vice President of Academic Affairs, the program review template, supporting documentation, and presentation are available to the Indian Hills Community College Executive Council. Executive Council members are asked to read through each program review during the week prior to the scheduled program review meetings.

Program Review presentations are held over two days. Each academic program being reviewed is allotted 45 minutes to present their findings. The allotted time includes 30 minutes for presentation and 15 minutes for question, answer, and conversation with Executive Council. This wide spectrum of college decision makers involved in program review provide rich discussion on how to best support student learning through academic and student services, financial resources, grants, and college foundation funding sources. Program review is intentionally placed the month prior to the Indian Hills Community College annual Information Technology and Capital Equipment Request Committee meeting.

In addition to the presentation, faculty provide tours of classroom and lab spaces to assist Executive Council members in identifying improvement projects for equipment, facilities and strategic planning. At the conclusion of program review, general discussion and feedback is provided to Academic Deans regarding each program. Executive Council members discuss opportunities, challenges, and steps to continuously improve. Academic Deans work directly with faculty members to address opportunities, needs, or challenges identified during program review. These meetings are initiated by the Academic Dean and carried out following the conclusion of program review. The Academic Dean reports outcomes of follow-up meetings to the Vice President of Academic Affairs and College President.

Program Department/Assessment: Each program and department across campus has identified student learning outcomes (SLO) – content that a completer of the program or course in a department should know and be able to do. These SLO are identified on a master plan along with assessment tools, timelines for administration of the assessments, results, and action plans based on the results. The Vice President for Academic Affairs and Institutional Effectiveness and the Institutional Research Specialist meet with all programs, Fall, Winter, and Spring terms to discuss assessment processes and the results of those processes. Programs also report their assessment plans during their triennial Program Review.

Direct Assessment: Faculty and program directors use a variety of assessment methods to collect evidence of student learning. Direct assessment methods may include: classroom tests, essays, projects, performances, clinical evaluations, and licensure tests – anything that illustrates the learning that has occurred.

Faculty directly assess student learning in their courses, how that learning relates to the larger program, and evaluate student progression toward a certificate, diploma, or associates degree. Practitioners in the field are also asked to evaluate student achievement of learning outcomes while they are in clinical settings and/or internships.

Indirect Assessment: Indirect assessments may be categorized as perceptions about student mastery of learning outcomes. Students are often asked to complete self-evaluations of their progress, how well an activity they were involved with met their expectations, and/or how well prepared they felt upon entering the job market. These indirect methods reveal characteristics associated with learning, but they only imply that learning has occurred and, in most instances, are supported by other direct assessment methods. Examples: surveys, interviews, focus groups.

Assessment Plan: All programs and departments at IHCC have a plan that outlines what the student learning outcomes (SLO) are, where those SLO are assessed, often times a benchmark for successful achievement of those goals, the tool(s) that is used in assessment, the results of recent assessments, and how the results are used to better student learning. Program directors and deans work together with the Institutional Researcher and the VP for Academic Affairs and Institutional Effectiveness to identify areas that are a concern, ones that need modification, and connections between classroom outcomes, the larger program outcomes, and/or certification/licensure testing.

Programs work from this plan in what they do course by course each term and are asked to update it every three years during their Program Review cycle.

Programs also map General Education SLOs on their Assessment Plan and monitor, in conjunction with faculty teaching those courses, student progress in these components. [General Education Student Learning Outcomes](#) encompass five (5) broad categories of life-long learning:

- Communications
- Computer & Information Literacy
- Culture
- Mathematical Reasoning
- Scientific Systems

CCFSSE: “Developed in response to demand from the community college field, the Community College Faculty Survey of Student Engagement (CCFSSE) elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. Offered as a companion to the CCSSE student survey, CCFSSE is an online census survey that invites all faculty teaching CCSSE-survey eligible courses at participating colleges to contribute their front-line perspectives on student engagement”. (Direct quote from the website: About CCFSSE at <http://www.ccsse.org/CCFSSE/CCFSSE.cfm>). IHCC first participated in CCFSSE in 2015 and, most recently, 2018. Both administrations were completed in the Spring term. Results are available for use by the Deans Committee.

SENSE “The Survey of Entering Student Engagement (SENSE), a product and service of the Center for Community College Student Engagement, helps community colleges discover why some entering students persist and succeed and others do not. Administered during the 4th and 5th weeks of the fall academic term, SENSE asks students to reflect on their earliest experiences (academic and services-related) with the college. SENSE serves as a complementary piece to the Community College Survey of Student Engagement (CCSSE), with a more narrowed focus on early student experiences” (Direct quote from the website: About SENSE at <http://www.ccsse.org/sense/aboutsense/>). Indian Hills Community College has participated in the SENSE survey during the Fall 2012, 2014, and 2017 terms. Results are used by the Deans Committee, Completion Committee, Co-Curricular Assessment, and HLC accreditation teams.

CCSSE: “Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Survey of Student Engagement (CCSSE) builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on” (Direct quote from the website: About CCSSE at <http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm>).

Indian Hills Community College has participated in the CCSSE survey during the Spring 2011, 2013, 2015, and 2018 terms. Results are used by the Deans Committee, Completion Committee, Co-Curricular Assessment teams, and program and HLC accreditation teams.

Student Perceptions: Student perceptions are the tool used by IHCC to allow student feedback on courses. Student perceptions are done quarterly. All staff are evaluated in the fall and spring, while probationary staff are also evaluated in the winter and summer. The questions are constructed by Faculty Senate with input from faculty members and the current form, in use for about 10 years, is being redesigned to reflect more recent developments in teaching and learning. Results are tabulated for each individual faculty member as well as an overall institutional score and given to the Deans for their use in faculty evaluations.

Benchmarking: Benchmarking is looking at data from our institution, collected and reported in the same manner as other comparable institutions in order to assess our progress. Benchmarking can also be thought of as setting a baseline data from one year and determining how well our students perform in the next year or iteration of the tool. Both approaches are used by IHCC. We look at our performance on IPEDS, VFA, SENSE, CCSSE, and IWD Education Outcomes to compare ourselves to like institutions as well as to see our growth over time. Our internally created graduate surveys are another benchmarking tool as we compare student responses over time. Also, certification/licensure testing results give programs a way to benchmark desired achievement levels of their students in relation to other comparable programs.

Graduate Survey (Institution): Indian Hills Community College instituted a college-wide graduate survey in the Fall of 2008. At this time, the survey was conducted paper-pencil. In 2010, we moved this survey to an electronic option and administer it to each student applying for graduation. The survey is the product of input from each member of Executive Council and their areas of interest. It ask students questions concerning services utilized, applicability of their program content to their learning, general education SLOs, and about the students work and family responsibilities. It also allows for open-ended responses on topics that may not have been covered.

Results are looked by the Completion Committee, along with SENSE and CCSSE results to target areas for improvement.

Graduate Survey (Program): Each Career and Technical and Health Sciences program is required to conduct a follow-up graduate survey between six months and a year post-graduation. Some of the survey information may be required of external accrediting bodies and other information is used by the programs for improvement initiatives. Graduates are asked if they are currently working in their field and, if so, asked about their pay range and supervisor contact information (See Employer Survey section). Programs also gather feedback on how well the graduate feels they were prepared in their content area, areas they did not feel prepared for, and whether they intend to continue their education in the future. Each survey also allows for open-ended responses on topics that may not have been covered.

VFA (Voluntary Framework of Accountability): The VFA is the principal accountability framework 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.

As stated on the Iowa Department of Education website, "The VFA system provides the opportunity for internal, inter-college, and state-wide comparisons and benchmarking, both in pre-set and customized groups of colleges or states. The VFA Measures are subdivided into three major categories: credit Student Progress & Outcomes (SPO), credit and noncredit Career and Technical Education (CTE), and Adult Basic Education

Outcomes (ABE). SPO is based on two-year and six-year cohort tracking, while CTE and ABE track only one year cohort progress during the year and one year past the cohort's formation."

More than 60 community college leaders guided the 18-month development of the VFA resulting in the release of more appropriate measures. The VFA gauges student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education.

Indian Hills Community College VFA information can be found at: <https://vfa.aacc.nche.edu/collegefinder/Pages/Profile.aspx?VFAID=2156>.

IPEDS (Integrated Postsecondary Education Data Systems): IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center. (http://www.indianhills.edu/about/ipeds_2019.pdf)

Education Outcomes Report (DoE & IWD): The Education Outcomes Report is prepared through a partnership between the Iowa Department of Education's Division of Community Colleges and Workforce Preparation and Iowa Workforce Development's Labor Market Information Division.

Iowa's community colleges are the state's largest postsecondary education sector, offering a plethora of education and training programs designed to meet state and regional economic needs. Due to their responsiveness and commitment to workforce training, these institutions are well-positioned to prepare the skilled workers of the future. To inform their academic planning, the Education Outcomes Report provides information about community college awards, time-to-degree, retention, migration, transfer to four-year institutions, employment and wages, and career clusters. This information can assist institutions with program development and improvement, particularly with career and technical education programs.

As part of the Future Ready Iowa Initiative, the Iowa Department of Education (Department) partners with Iowa Workforce Development (IWD) to link state and national education and workforce data to monitor the outcomes of students enrolled in Iowa's 15 community colleges." with the citation being: <https://educateiowa.gov/sites/files/ed/documents/Credit%20Outcomes%20final.pdf>. Interactive charts that compare outcomes by state and program are available on the IDOE's website at: <https://educateiowa.gov/iowa-community-college-program-outcomes-interactive-charts>

National Student Clearinghouse: Founded in 1993 by the higher education community, the National Student Clearinghouse® relieves the administrative burdens and costs related to student data reporting and exchange.

The National Student Clearinghouse® is a nonprofit and nongovernmental organization and the leading provider of educational reporting, data exchange, verification, and research services.

Clearinghouse services are designed to facilitate an institution's compliance with the Family Educational Rights and Privacy Act, The Higher Education Act, and other applicable laws. (<http://www.studentclearinghouse.org/about/>). Through the years, the Clearinghouse has been approached by institutions to expand services to meet growing compliance, administrative, student access, accountability, and analytical needs of institutions. The National Student Clearinghouse® service line now comprises four areas: Data Exchange Services (including Transcript Services and Reverse Transfer), Financial Aid Services, Research Services, and Verification Services. (<https://studentclearinghouse.info/onestop/wp-content/uploads/NSCFactSheet.pdf>).

Regents Transfer Reports: The [Community College Transfer Report](#) (CCTR), created by the Iowa Board of Regents, provides outcomes data (e.g., university GPA, retention, awards, credits earned) for Iowa community college students who transferred to an Iowa Regent university. The report started in 2015 and is updated annually around April. Reports are customized to each Iowa community college, and colleges are free to distribute any part of their report (Jason Pontius, Associate Chief Academic Officer, Board of Regents, State of Iowa). These reports allow the institutions (Regents and Community Colleges) to identify areas of strengths and for potential improvements. Information in the report is broken out by 1) number of credit hours transferred in, 2) institution, and 3) a combination of both. The tables also provide data on first term and first year GPA, credit hours earned, retention, and graduation rates for these students. Overall, the reports have shown that community college students transferring to a Regent institution perform well, are retained, and graduate in a timely manner.

Certifications & Licensing Tests: Many of our Health Sciences programs have external licensing and/or certifications to be able to practice in Iowa, other states, and the nation. Also, some of our Career and Technical programs have certifications that can be earned while completing the coursework and may help the graduate be more marketable to employers.

More information about institution and program accrediting bodies can be found at the following location: (<http://www.indianhills.edu/about/accreditation.php>).

Program specific requirements can also be found at: <http://www.indianhills.edu/academics/index.php>. These individual program pages may also contain certification and licensing information.

Advisory Survey: Each program at Indian Hills Community College has an advisory committee comprised of business and industry personnel related to the program's field. They advise the program, meeting twice yearly, on curriculum, equipment, work-related experiences, and program standards. Each program conducts a survey of their advisory members with the feedback used for Program Review, equipment

requests, and expansion/contraction of the program itself. Anyone interested in serving in an advisory capacity to technical program at Indian Hills Community College may contact Heidi Jones, Associate Dean, Health Sciences, Heidi.Jones@indianhills.edu or Daniel Terrian, Associate Dean, Advanced Technologies, Daniel.Terrian@indianhills.edu.

Employer Survey: Each program at Indian Hills Community College is asked to conduct follow-up surveys of graduates (See Graduate Survey section) and of employers of those graduates. Information that the programs ask of employers include: entry-level preparation of the new employee, soft skills proficiency, areas of strengths and weaknesses, number of graduates hired in recent years, and the option for open-ended comments.

Co-Curricular: Co-Curricular is committed to developing and strengthening the connections between student learning both inside and outside of courses. This said, the Executive Deans of Enrollment Services & Registrar and Student Development & Athletics are working with their divisions to create student learning outcomes, develop assessment tools, and integrate those into their everyday operations. Part of this process also includes developing training outcomes for staff and delivering professional development.

Currently, IHCC has identified Academic Advising, Athletics, Residence Life, Student Clubs & Organizations, and Work Study as the first five (5) areas to develop co-curricular assessment plans.