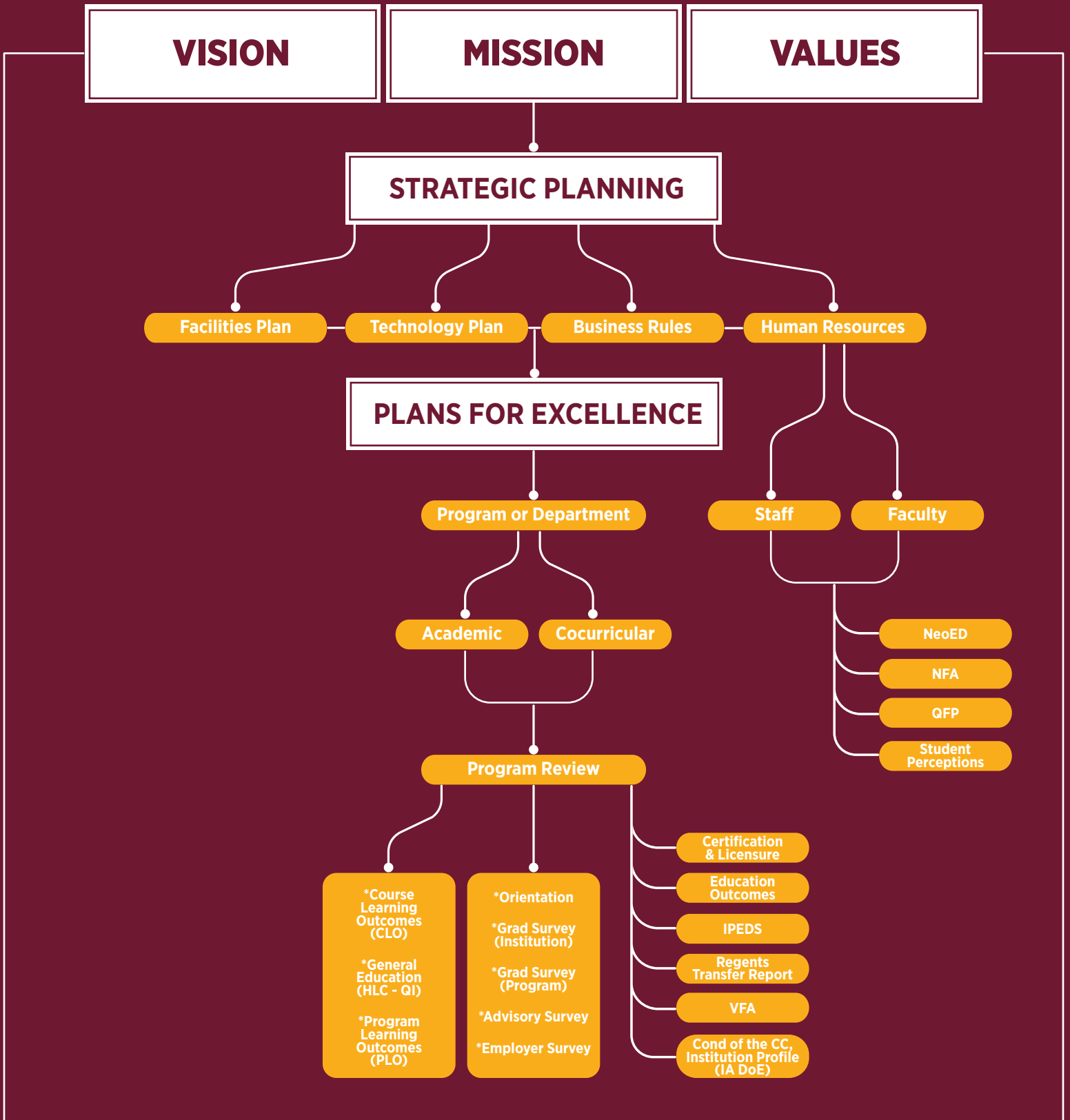


# INSTITUTIONAL ROADMAP



# IHCC INSTITUTIONAL ROADMAP

## **VISION:**

Indian Hills Community College will transform the future through education and empowerment.

## **MISSION:**

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

## **VALUES:**

Indian Hills Community College is committed to excellence, success, service, integrity, community, innovation, diversity, and inclusion.

More information about the Mission, Values, and History of Indian Hills Community College is available at the following link: <https://www.indianhills.edu/about/mission.php>

## **STRATEGIC PLANNING:**

Indian Hills Community College engages in a 4-year strategic planning cycle. In preparation for the development of a new strategic plan, the college seeks input from internal and external stakeholders including faculty and staff members, Trustees, Foundation Board members, academic program advisors, and community members from across Region 15. Strategic planning at Indian Hills Community College features environmental scanning that looks at external factors impacting higher education and workforce training. The college uses input from stakeholders to draft strategic initiatives and goals that reflect the college's mission and values. The Indian Hills Community College Board of Trustees reviews and approves the Strategic Plan during its annual planning retreat.

## **FACILITIES PLAN:**

To evaluate the state of the facilities and grounds at each of our three campuses, the Indian Hills Community College administration hired OPN Architects to facilitate a Campus Master Plan; completed in November 2015. A plan update was completed in August 2019. Master plans are always "living documents," changing and evolving as the environmental influences and academic needs of the College change. The recently passed bond issue in the IHCC region has allowed many of the most pressing needs of the Facilities Plan to be undertaken.

## **TECHNOLOGY PLAN:**

The Indian Hills Community College (IHCC) Technology Master Plan is meant to provide a framework for the implementation of technology initiatives that directly support the IHCC Mission and Strategic Plan. The Technology Master Plan is intended to provide a roadmap that will guide and focus action for prioritization, resource allocation, and implementation of IHCC's technology initiatives. As technology evolves, the needs of Indian Hills Community College may also change during the period covered by this master plan. Therefore, the Technology Master Plan will be reviewed annually to address emerging technologies and the changing needs of our students, faculty, and staff.

## **BUSINESS RULES:**

Business Rules are maintained by the CFO's Office and are reviewed and updated yearly as needed. The processes are approved by our Board of Trustees and through our yearly audit.

## **HUMAN RESOURCES:**

IHCC's Human Resources has moved from multiple platforms for applications, onboarding, professional development, and evaluations to one system, NeoED. This platform allows all staff and faculty work performance records to be housed in one location, streamlining, and improving efficiencies for these processes.

## **PLANS FOR EXCELLENCE:**

The Indian Hills Community College Strategic Plan is operationalized through annual Plans for Excellence (PFE). 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 and progress toward meeting those outcomes are shared between members of the Indian Hills Leadership Team at their yearly retreat. PFEs are housed in SPOL, our assessment management software which allows access to updating and reporting in a consistent manner.

## **PROGRAM/DEPARTMENT ASSESSMENT PLANNING:**

Each program and department across campus has identified program learning outcomes (PLO) – content that a completer of the program should know and be able to do. These PLO are tracked in SPOL, along with assessment tools, results, and action plans based on the results. All programs/departments with assessment plans meet three times a year with the Vice President for Academic Affairs and Institutional Effectiveness, Institutional Research & Assessment and Teaching & Learning personnel to discuss assessment processes and the results of those processes. Program assessment plans and results are also components of the triennial Program Review process.

## **ACADEMIC PROGRAMMING:**

IHCC offers programs of differing lengths, consistent with the interests of our students and the needs of our employers. Options include certificate, diploma, and associate degree levels, as well as the opportunity to take a course to improve current workforce skills. All academic programs participate in the Program Review process described further down. More information about programs and their entrance requirements can be found on the IHCC website at: <https://www.indianhills.edu/academics/>.

## **COCURRICULAR PROGRAMMING:**

Cocurricular Programs are committed to developing and strengthening the connections between student learning both inside and outside of the classroom. These departments/programs have developed their program learning outcomes and are working to measure their impact on student success at IHCC. Cocurricular programs/departments are also a part of the Program Review process, starting in the 2024-2025 academic year.

## **PROGRAM REVIEW:**

Academic & Cocurricular programs/departments are reviewed on a three-year rotation. Program Review is held in February each academic year.

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

During the session, programs walk through the Program Review template in SPOL, discuss requirements, create a repository for evidence and are shown the demo site. Time is allowed for questions and, during the 2023-2024 kickoff in the spring of 2023, a timeline due dates for completed components was provided.

The written report, completed by faculty answers questions surrounding curriculum, faculty credentialing, student demographics, enrollment, retention, assessment of student learning, placement, advisory survey results, and facilities. The program review kickoff session also includes sharing of previous program reviews to demonstrate best practices.

The Academic Deans provide a deadline for submission of the program review materials and supporting documentation which is available to the Leadership Team. Members are asked to read through each program review prior to the scheduled program review presentations. Program Review presentations allow each academic program being reviewed 45 minutes which is comprised of 30 minutes to present findings and 15 minutes for question and answers. 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 Leadership Team members and aids in identifying improvement projects for equipment, facilities, and strategic planning. Leadership Team completes a rubric and provides feedback including opportunities, challenges, and steps to continuously improve. These results are summarized and given to each program.

Cocurricular Program Review begins with the 2024-2025 academic year with a similar, yet different template compared to the Academic Program Review. Both the Academic and Cocurricular Program Review processes and templates are updated at the completion of each review cycle.

### **ASSESSMENT:**

All programs and departments at IHCC have a plan that outlines the student learning outcomes at the course level, their connection to general education outcomes and the program level outcomes. Assessment methods are varied and provide direct, indirect, formative, and summative information about student learning and are developed by both internal and external parties.

Our current Quality Initiative for accreditation through the Higher Learning Commission (HLC) is revamping general education to determine what every student today needs to know and be able to do, regardless of program and where this learning is occurring so it can be measured and improved for all students. General Education learning outcomes currently encompass:

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

## **ORIENTATION:**

Mandatory orientation began for new students enrolling in the Fall 2014 term. Students attended a half-day session covering topics that help make them successful in college. These topics include: Success Center usage, financial aid, food service options, parking, student services, registration, billing, and campus security w/sexual & alcohol abuse. Students were also given information about the bookstore, IT Helpdesk, other technology components, and initially we hosted a parent session.

As orientation grew, we moved the basic information that all students need to have to an online format and programs expanded their individual program orientations. New Arts & Sciences students meet with an academic advisor to develop their academic plan, talk about career options, and learn about the degree audit system. More information can be found at:

<http://www.indianhills.edu/admissions/admitted/orientation.php>.

## **GRADUATE SURVEY (INSTITUTION):**

Indian Hills Community College instituted a college-wide graduate survey in the Fall of 2008. 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 Leadership Team and their areas of interest. It asks students questions concerning services utilized, applicability of their program content to their learning, general education SLOs, and the students work and family responsibilities. It also allows for open-ended responses on topics that may not have been covered.

## **GRADUATE SURVEY (PROGRAM):**

Each 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. Programs 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.

## **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 meet twice yearly and advise the program on curriculum, equipment, work-related experiences, and program standards. IHCC provides a survey link/QR code for advisory members with the individual program feedback being incorporated into Program Review, equipment requests, and expansion/contraction of the program itself.

## **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 asked 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.

## **CERTIFICATION & LICENSURE:**

Many of our programs have professional licensing and/or certification requirements to be able to

practice in Iowa, other states, and the nation. Some certifications, while not mandatory for the profession, may help the graduate be more marketable to employers.

Program specific requirements can also be found at: <https://www.indianhills.edu/academics/>. These individual program pages may also contain certification and licensing information. More information about institution and program accrediting bodies can be found at the following location: <http://www.indianhills.edu/about/accreditation.php>.

### **EDUCATION OUTCOMES:**

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.

Interactive charts that compare outcomes by state and program are available on the IDOE's website at: [https://www.iowastudentoutcomes.com/college\\_program\\_outcomes\\_new](https://www.iowastudentoutcomes.com/college_program_outcomes_new).

### **IPEDS:**

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 (<https://nces.ed.gov/collegenavigator/>) college search website and to researchers and others through the IPEDS Data Center. (<https://nces.ed.gov/ipeds/about-ipeds>)

### **REGENTS TRANSFER REPORT:**

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 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. More information can be obtained from the Vice President for Academic Affairs and Institutional Effectiveness.

### **VFA:**

The Voluntary Framework of Accountability (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." This and more information can be found at: <https://educateiowa.gov/adult-career-comm-college/community-colleges/voluntary-framework-accountability-vfa>.

### **CONDITION OF THE COMMUNITY COLLEGE AND INSTITUTION PROFILE (IA DOE)**

"The Annual Condition of Iowa's Community Colleges includes information on academic programs, enrollment, student outcomes and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the many opportunities and services provided by Iowa's 15 community colleges as they strive to meet the needs of their students and communities" (Dr. Ann Lebo Director Iowa Department of Education). The Iowa Department of Education also produces an individual Institution Profile report for each of the 15 community colleges.

### **NEOED:**

NeoED is the system that keeps track of employees from the application process through their entirety with IHCC. It is a one-stop system that allows credentials, professional development, performance reviews, and job descriptions to be accessible in one location by both the employee and their manager. Faculty performance reviews are part of the Academic Program Review process and select staff evaluations are part of the Cocurricular Program Review process.

### **NFA:**

The New Faculty Academy (NFA) is a unique professional development program that immerses new faculty in experiences which emphasize a learner-centered andragogy. Employees new to IHCC who have a teaching position are required to complete NFA according to their assigned position designation.

Understanding that new faculty come to IHCC directly from the workforce, K-12 systems, or other institutions of higher education, NFA is structured to honor, and build upon, the wide range of skills and experiences that everyone brings to their teaching role at IHCC. As a result, NFA is a highly differentiated adult learning experience which is heavily influenced by individual needs-analysis in the areas of adult learning, curriculum, instruction, assessment, and technology.

**QFP:**

In compliance with Iowa Administrative Code 281-24.5 (260C), Indian Hills Community College maintains a Quality Faculty Plan (QFP) to promote quality instructional practices and ensure professional development of full and part-time faculty. Since its original inception, the Indian Hills Community College Quality Faculty Plan has been reviewed annually and updated based on recommendations of the Quality Faculty Plan Committee and changes to Iowa Administrative Code.

The purpose of the quality faculty plan has been to create and maintain a highly qualified, highly-skilled, student-centered faculty through the achievement and competency in areas of both instruction and culture.

Indian Hills Community College maintains the following core beliefs regarding faculty development:

- IHCC is a community of learners.
- Each faculty member is ultimately responsible for his or her own growth.
- Faculty development
  - enhances the learning process for students and faculty.
  - is a continuing process.
  - is a community process.
  - is a process that is dynamic and flexible.
  - leads to innovation and motivation.
  - includes a variety of indicators.

The above information is from the Faculty Handbook and readers are directed to <https://indianhills.edu/faculty-staff/ihcc-faculty-handbook.pdf> for specifics of the QFP, committee members, and of individual QFP.

**STUDENT PERCEPTIONS:**

Student perceptions are a tool used by IHCC to allow student feedback on courses and are completed 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 and given to the Deans for their use in faculty evaluations.