



Comprehensive Quality Review Report

Submission Instructions

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

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

Institution: Hawkeye Community College City, State: Waterloo, IA

Date of On-Site Visit: 11/14/2016 – 11/16/2016

Evaluation Team

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

Della Burt-Bradley, Ph.D.; Professor of English (retired); City Colleges of Chicago

Linda S. Buyer, Ph.D.; Professor of Psychology (retired); Governors State University

David Eppich, Vice President for Student Services, San Juan College

Kristin Stehouwer, Ph.D.; Executive Vice President / Chief Academic Officer / Chief Operating Officer; Northwood University (Team Chair)

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

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

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

B. Purpose of Visit and Institutional Context

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

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

The team conducted a Comprehensive Quality Review visit that included meetings with internal and external stakeholders including employees (faculty and staff), trustees, students, alumni, business community members and advisory board members. The team visited the majority of the facilities on campus and inspected technological systems (both for operational and instructional support). The current president has served since 2011, and has led the last two cycles of strategic planning.

C. Unique Aspects or Additions to the Visit

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

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

Not applicable.

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

Not applicable.

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. Review HLC's [Protocol for Reviewing Distance Education and Correspondence Education](#). Do not include the team's commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

Following the HLC's Protocol for Reviewing Distance Education and Correspondence Education, the CQR team reviewed online course shells and syllabi in comparison with courses offered face-to-face, academic policies and procedures, the academic catalog, website information and other materials as noted in Appendix B of this report. Additionally, the team reviewed the College's Quality Scorecard for the Administration of Online Programs and Online Learning Consortium Quality Scorecard 2014. The team also interviewed students, faculty, and staff pertaining to distance education.

The CQR team reviewed the following online courses for Fall 2016:

- African Cultures (CLS-130-2)
- Composition II (ENG-106-12)
- Death and Dying (SOC-135-1)
- Diversity in America (SOC-205-1)
- Elementary Algebra (MAT-063-17)
- Fundamentals in Oral Communication (SPC-101-16)
- Human Biology (BIO-154-2)
- Intro to Literature (LIT-101-2)
- Medical Terminology (HSC-113-1)
- Personal Wellness (PEH-111-2)
- Principles of Microeconomics (ECN-130-2).

F. Notification Related to Third-Party Comments

HCC provided the visiting team samples of advisory board notices and public announcements. The constituencies receiving notice of opportunity to comment included: students, advisory committee members, alumni and donors, and the Greater Cedar Valley Alliance and Chamber of Commerce. The College announced the opportunity to comment on the HCC website, area newspapers, social media (Facebook, LinkedIn, and Twitter), and letters to constituencies. A sample of template for advisory board notification was included in the Welding Program Advisory Committee Members meeting scheduled for Friday, November, 18, 2016.

II. Compliance with Federal Requirements

See the separate [Federal Compliance Overview](#) in preparing this section. The team's completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

Following the HLC's Federal Compliance review protocols the CQR team found Hawkeye Community College to be in compliance with federal requirements as documented in the Federal Compliance Worksheet and the Credit Hour Worksheet submitted with this report.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

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

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

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

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

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

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

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

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

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

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

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

Criterion 1. Mission

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

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

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

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

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

Team Determination:

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

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

Evidence:

1.A.1. The outcomes-focused mission of the College was adopted in November 2001 as the result of a retreat involving the participation of employees, trustees, and community members. The board of trustees adopted the Carver Model of Policy Governance in 2002 which created an annual review of the Ends Policies centered on the mission outcomes as reflected in monthly board minutes.

1.A.2. The College's academic programs, with associated student support services, are aligned with its mission. HCC's enrollment demographics reflect the composition of the service region with a growing international student population included. HCC has been offering the Liberal Arts AA degree in a wholly online format since 2009. The College currently offers approximately 15% of total credit hours via entirely online instruction. At a minimum, all HCC courses use the Canvas course shell to house the course syllabus and the gradebook for the course.

1.A.3. The HCC administration compiles and submits a monthly budget monitoring report to the Board of Trustees to assure alignment with the outcomes-driven objectives relative to the Ends Policies of the Board which support the mission of the College. The team reviewed the Board's policies and the monthly budget monitoring reports. Further, the Innovation Council uses a formal process to align planning and budgeting priorities with the College's mission.

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

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

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

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

Team Determination:

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

Evidence:

1.B.1. The institutional mission is clearly articulated to members of the College community through the website and publications. The team reviewed a marketing brochure that communicates the key areas of focus for the current strategic plan. A similar brochure had been used for the prior strategic plan as well.

1.B.2 The College maintains currency of its mission documents and provided evidence of the institutional emphasis for educational programs and services to the students, staff, and community. The team inspected mission-related documents that reflect the emphasis on all service aspects of the College and the matters related to a comprehensive educational process.

1.B.3. The team inspected mission-related documents including the academic catalog, website, student handbook, and other publications the College uses to reach its multiple constituencies. These

documents provide to those constituencies a comprehensive view of the educational programs and services of the College. According to the Institution Status and Requirements provided by HLC, Hawkeye Community College is approved for distance education programs and courses, but not for correspondence courses. There was no indication that HCC is offering correspondence courses. Since 2009, HCC has offered the Associate of Arts (AA) in Liberal Arts in an entirely online format. Of the 50,346 credit hours taught in Fall 2016, 7,444 (14.7%) were offered entirely via distance delivery. HCC has increased its online offerings as a way of making it easier for students in their large service area to access the courses they need to complete their degree, diploma, certificate, or course of study without having to commute to campus.

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

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

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

Team Determination:

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

Evidence:

1.C.1. HCC has an open enrollment policy which supports the mission and vision of the College in creating a diverse population on the campus. The mission of the College indicates a focus on "globally informed." The College includes community/global awareness (students will recognize and appreciate diversity, historical viewpoints, and the global perspective) in the institutional learning outcomes assessed by the institution. The global studies services of the College positively impact a diversity mindset which is also accentuated by a growing number of international students and the support rendered for them through the international student services office. The horticulture program reflects a global perspective with an innovative program combining business leaders and students in a shared learning environment internationally as evidenced by a recent trip to Brazil.

1.C.2. The College has recently repositioned the associate director of diversity within the human resources area to a director level position reporting to the vice president for academic affairs. The director has started programming to further develop a culture of diversity on the campus which includes a multicultural student organization and scholarships for underrepresented student populations. This is evidenced by the script developed for academic classroom faculty to assist in handling situations involving diversity. The mandated academic requirement for completion of at least three hours of study in subjects relevant to diversity also provides evidence of the College desire to reinforce a culture of diversity. A college diversity committee meets regularly to support the efforts of diversity and inclusion through input into policies and programs. Advisory committees beginning in fall semester, 2016 will contain a 60:40 gender ratio and a minority ratio equivalent to an average of the student minority enrollment over the past three years. The faculty diversity internship initiative provides members of underrepresented populations opportunities to explore teaching on the HCC campus. Advancing HCC's performance in diversity and inclusion is one of the College's three strategic initiatives in the 2015-2018

strategic plan. As stated in the College's strategic plan brochure, the initiative focuses on promoting, "an increased awareness of and shared commitment to inclusiveness and diversity throughout the learning-centered environment at Hawkeye Community College."

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

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

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

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

Team Determination:

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

Evidence:

1.D.1. HCC transitioned from a technical school to a comprehensive community college in 1993 to better provide for the needs of students and community in a designated service region of Iowa. The College has created eight learning centers in association with the primary campus to provide service to the ten-county service region. The Board of Trustees will complete their strategic visioning cycle over the next three years and determine improvements to the ends policies to better serve HCC constituencies. Currently the board is engaged with several community service groups as part of this effort. The board indicates that tracking of key outcomes aligns with strategic planning to assure the College's role in public service. The PACE employee survey in the fall of 2015 indicates that 75% of the respondents (faculty and staff) were satisfied or very satisfied with actions of the College relative to the mission of service. The team affirmed that program advisory boards for all career and technical programs and the liberal arts programs include appropriate community members for assurance of serving public needs. The veterans' resource center at HCC provides evidence of outside agency collaboration to assist in an educational role within the College and extending to the outside community it serves.

1.D.2. As a public institution in the state of Iowa, HCC was established to provide educational services to the service region defined under state code. The mission, vision, and values of the College ensure alignment with educational, training, and service needs of students and communities comprising the constituents of the College. The Board of Trustees assures compliance with the stated mission through monitoring reports reviewed at monthly board meetings. Annual budgets are developed in alignment with the strategic plan and reviewed by the board through the monitoring reports. As a public entity, while HCC complies with all state requirements, there are no superordinate entities which the College supports.

1.D.3. The three-year planning cycles designed through a strategic planning process of the College and its constituents is reviewed by the Board of Trustees to ensure community engagement and responsiveness to public needs as part of budgeting and planning in the context of limited resources available to the College. Meetings with faculty and staff confirmed strong community engagement.

Similarly, trustees described outreach efforts to communicate with and gather input from their respective constituencies.

Team Determination on Criterion 1:

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

Summary Statement on Criterion:

Hawkeye Community College has clearly stated its mission and provided evidence from the Board of Trustees and members of the College community which indicate institutional adoption and adherence to the mission and mission of the College. The Board operates under the Carver Model of Policy Governance and assures the fulfillment of the mission through empowering the President and members of the College leadership responsibility and authority to achieve Board Policy Ends.

Diversity has been recognized by the College through international programs and the addition of a director level position reporting through Academic Affairs. The completion of at least three hours of credit coursework relating to diversity is mandated for students and the faculty diversity internship program portray the College strong advocacy for diversity and inclusiveness.

The Board adheres to the mission, vision, and values of the College through its engagement with community service groups and a visioning process to better serve the College constituencies. The three year planning cycles are designed through the strategic planning process which the Board reviews to ensure communities are served and the College is responsive to the public good.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

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

Team Determination:

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

Evidence:

2.A. HCC operates under State of Iowa statutory code with the policies and procedures administered by the Iowa Department of Education. The College also adheres to all laws, regulations, rules and guidelines accorded to it under the State of Iowa and the federal government. The Board of Trustees is governed by Iowa statute concerning behavior and ethics. HCC assures operational integrity through the

provision of the Personnel Handbook (referenced by the Faculty Handbook) which details the mission, vision, and values of the College and relates appropriate ethical behavior. All new full-time employees of the College receive information on the mission, values, and ethical standards for the workplace in the new employee orientation. All employees of HCC review the handbook and submit an electronic affirmation of that review on an annual basis. An ethical training session for employees will be available online for spring, 2017 and affirmative action policies clearly articulated in the Personnel Handbook and Human Resource site. HCC delineated PACE employee survey questions to create a benchmarking process for ethical communication which is transparent. A consistent deployment of personnel policies, application of admissions criteria, and the work of the equity committee indicates the College obligation to ethical behavior. HCC uses student ID and password for authentication in the LMS system.

Core Component 2.B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination:

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

Evidence:

2.B. The team reviewed HCC's website and printed materials to confirm that the College clearly defines programs, requirements, appropriate staff and faculty, costs to students, and accreditation relationships to students, employees, and the public. Additional print materials support the information release in a readily understood manner.

Iowa uses a common numbering system for all courses within its colleges. These courses, their descriptions, and information regarding transferability among institutions are housed in CurricUNET, a software system the state adopted after seeing HCC's successful use of it. CurricUNET may be accessed by any interested stakeholder by going to the Iowa Department of Education website at: http://www.curricunet.com/iowa_doe/index.cfm. Members of the general public can view (a) programs offered by each school, (b) a list of the courses that comprise each program and (c) course details, such as contact/credit hours and whether a course meets the state's general education requirements by looking under the "Reports" tab. The system contains information for each institution under the "Common Course Numbering" tab (information found here is maintained at the level of the individual institutions and includes course title and description, instructional methods, and minimum credit hours).

HCC's website and the 2016-17 College Catalog have sections devoted to Distance Learning: <http://www.hawkeyecollege.edu/academics/courses/distance-learning/default.aspx>. Hawkeye makes it very clear that online education is not right for everyone and provides a link to a self-assessment tool: <http://www.hawkeyecollege.edu/academics/courses/distance-learning/online/is-online-learning-right-for-you.aspx> to allow students to determine whether online learning is the right choice for them. The Catalog describes Hawkeye's recent membership (June 2016) in the State Authorization Reciprocity Agreement (SARA), an organization that exists to make it easier for students to take online courses offered by institutions in another state. SARA members meet national standards for interstate offerings.

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

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

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

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

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:

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

Evidence:

2.C.1. The State of Iowa in Iowa code chapter 260C.11 clearly define the responsibilities of the Board of Trustees for HCC. The primary responsibility of the board is to oversee the mission, vision and institutional goals of the College. The board utilizes policy governance as a structure with monitoring reports received on a monthly basis to assure continuance achievement of institutional outcomes relative to the mission and vision of the College. Board policies contain constraints specific to legal and ethical behavior of the President and direct ethical behavior and practices in the treatment of College employees.

2.C.2. The President of HCC provides the linkage to all internal constituencies of the College and has that responsibility as per board policy. Strategic visioning sessions are held by the board in a current three-year cycle which assures interests of external constituencies are under consideration in board discussions.

2.C.3. The Carver model of policy governance adopted by the Board of Trustees for formulation of board operating structure has assisted the board in adopting policies which regulate board members to behave with independence from undue internal and external influence on board determinations. The board has formalized a code of conduct policy and adopted it for board members. Through meeting with board members, the team confirmed that the board monitors individual members concerning legal and ethical behavior through a monthly agenda item which requires notification of conflicts of interest with any agenda item. The board reports no such violations have occurred since the inception of board policy.

2.C.4. The Board of Trustees uses the Carver model of policy governance which has led to board policy delineating responsibility of College operations to the president who is the single employee of the College reporting to the board. The president has responsibility to ensure all policies and decisions of the College are appropriately designated and assigned to employees of the College and the mission

outcomes desired by the board through ends policies are achieved. Faculty exert oversight of academic determinations utilizing the academic affairs committee as the standing structure for this purpose.

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

Team Determination:

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

Evidence:

2.D. The faculty handbook for HCC includes the general education philosophy designed to provide a foundation for continuing education by promoting access to educational opportunities; curiosity, intellectual inquiry, and creativity; acceptance of social responsibilities; and sensitivity to cultural diversity. The faculty handbook delineates intellectual inquiry and curiosity and provides a case for freedom of expression by the College while indicating the pursuit of truth in teaching and learning. In meetings with the team, faculty members' comments indicated an environment of academic freedom for the classroom. Discussion with faculty members indicated that several drafts have been created but a formal statement pertaining to freedom of expression for faculty members has not yet been adopted. The student handbook contains a section covering "Free Speech and Freedom of Expression on Campus." As clarity on academic freedom is foundational for fulfilling the expectations of Core Component 2.D., the team encourages the College to determine a timeframe and process for adoption of a formal statement in the near future.

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

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

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

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

Team Determination:

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

Evidence:

2.E.1. HCC has provided academic integrity statements in the faculty and student handbooks and presented academic integrity statements on the website. The process for determination of ethical principles in research relevant to the College is housed within the office of the vice president for

academics and cases involving research on the campus are reviewed through that office in conjunction with appropriate staff and/or faculty in lieu of an Institutional Review Board. Academic integrity as updated by the Academic Standards and Issues Committee indicate that grades awarded to student must reflect only their own individual efforts and achievements. Violations of academic integrity are handled through due process under formal processes outlined in the student handbook.

2.E.2. The team affirmed that librarians provide over one hundred information sessions on literacy and the inclusion of guidance in the ethical use of information resources. An online guide was provided in 2015 on the basics of copyright adherence.

2.E.3. The College's Academic Standards and Issues Committee reviews processes and policies for academic integrity concerning faculty and students. This review ensures adherence to current ethical practices in policy and practice for HCC. Policies are enforced as evidenced by the policies for violations of academic integrity. The Hawkeye Professional Educator Association (faculty bargaining unit) master agreement contains expectations for and guidelines through a formal document assuring adherence to ethical practices by faculty.

Criterion 2

Team Determination on Criterion 2:

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

Summary Statement on Criterion:

Hawkeye Community College operates under the State of Iowa statutory code and adheres to all laws and regulations under the code and any laws and regulations required by the Federal government. College handbooks state policy and procedure to assure ethical behavior in accordance with state and federal laws and regulations. Personnel and student policies of the College delineate ethical and professional behavior requirements for staff and faculty and conduct behaviors expected of the student body. The faculty have oversight of academic matters through the use of the academic affairs committee. The faculty are engaged in creating a formalized freedom of expression statement which should be considered expected in the near future.

Academic integrity is well defined in handbooks and on the College website and violations are processed through a formal process. The resolution for ethical issues related to research is accomplished through the vice president for academics and appropriate officials. Copyright adherence and other ethical use of information resources is provided through the library in multiple session on campus with an online guide also available.

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

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

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

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

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

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

Team Determination:

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

Evidence:

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. The College has established systems to maintain and monitor currency. AAS program advisory boards meet twice annually and include currency of the curriculum as a regular part of their agendas. The College also has a Curriculum Committee to review courses and programs. Proposed new courses and programs are aligned with a statewide CurriUNET system. Student performance levels for courses and programs are initially ascertained through placement tests, such as ACT, ASSET, COMPASS, ACCUPLACER. The College ascertains other performance levels through prerequisites and a variety of internal assessments.

3.A.2. The College articulates and differentiates learning goals for its associate, diploma, and certificate programs in its Student Handbook and academic catalog. For example, the College clearly states that the Associate of Arts and Associate of Science degrees, 62 credit hours in length, require satisfactory completion of general education courses designed and acceptable for transfer. The Associate of Applied Arts and Associate of Applied Science degrees, 60 credits in length, places emphasis on competence of applying basic principles, theories, and occupational skills. The diploma, 30 credits in length, places greater emphasis on competence of occupational skills than the AAA and AAS degrees. Certificates, usually fewer than two semesters in length, require satisfactory completion of non-degree or diploma programs of study.

3.A.3. HCC offers courses in a variety of modalities (such as face-to-face, online, hybrid, dual enrollment and in various locations). The College requires the same credentials, common syllabi, textbooks, learning outcomes and assessments regardless of location or modality. The College is urged to monitor for consistency and to fully execute its standardized syllabus template. In 2012, HCC achieved National Alliance of Concurrent Enrollment Programs (NACEP) accreditation, which helps the College ensure consistency and program quality offered to high school students by high school teachers. Regular college faculty also observe teaching in these classes.

HCC's distance-delivered offerings are under the same purview as its non-distance-delivered offerings and HCC intends that sections of its courses are the same, no matter the delivery mode. The College also has memberships in Quality Matters and the Online Learning Consortium to guide its continuous improvement efforts for online delivery. As a matter of policy, HCC's online versions of courses are the same as their on-ground versions of the same courses as far as the learning outcomes and rigor are

concerned. HCC has integrated the internal approval for distance-delivered programs or courses into its curriculum approval process. There is not a separate process at HCC for approval of distance-delivered programs (or courses). The courses comprising the online AA in Liberal Arts are a subset of the courses comprising HCC's on-ground AA degree in Liberal Arts. HCC applies same quality criteria to all courses offered no matter their mode of delivery.

HCC's processes and policies are intended to ensure equivalence of distance-delivered offerings and traditional face-to-face offerings. HCC has designed common rubrics that are to be used in all courses assessing a particular Institutional Level Outcome (ILO). No matter the modality, HCC intends that sections of the same course assess the same course-level outcomes in the same way. Although the team was only able to directly compare one online course syllabus to its on-ground counterpart, in general, the assessments and evaluations are similar both in kind and quantity to those for the on-ground course syllabi we were provided. The team was provided with both access to the online version (SPC-101-16) and to the syllabus for the on-ground version (SPC-101-1) of *Fundamentals of Oral Communication*. The syllabi for the on-ground and online speech courses (SPC-101-1 and SPC-101-16) have different course descriptions, different course outcomes, and different information about student learning outcomes and ILOs. This may indicate general variability between sections or it may represent tangible differences by modality. To reinforce its commitment to continuous improvement, the College is urged to continue monitoring syllabi for consistency and to fully implement its standardized syllabus template.

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

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

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

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

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

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

Team Determination:

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

Evidence:

3.B.1. The team confirmed that HCC offers general education courses appropriate to its mission, educational offerings, and degree levels. The Liberal Arts AA and AS degrees are comprised of general education requirements in Natural Science and Mathematics, Humanities, Social Sciences, Communications, and Social Diversity. Sixty-two credit hours are required. The career and technical education (CTE) programs require at least 12 hours of general education with course recommendations related to the program of study.

3.B.2. The College primarily associates general education with its Liberal Arts Programs. The academic catalog includes a Philosophy of General Education and lists General Education courses required in HCC's Liberal Arts programs. The College articulates corresponding program outcomes designed to help students develop attitudes, values, and skills that will allow them to become constructive adults, which are expressed in seven institutional learning outcomes (ILOs) in the areas of Communication, Critical Thinking and Problem Solving, Quantitative Reasoning, Community and Global Awareness, Individual Development, Artistic Expression, and Information Management in the liberal arts program and an 8th ILO, Workplace Application of Skills, for the CTE programs. This is consistent in both the College's course catalog and statewide CurricUNET system.

HCC assesses ILOs on a five-year cycle, but it not evident that all students will be assessed for each ILO by the time they graduate. Although general education courses are required in both its liberal arts and its career technical (CTE) programs, HCC does not describe its general education as a core or a program or as a way to expose students to broad knowledge and intellectual concepts to develop skills and attitudes that the College believes every college-educated person should possess. Instead, in its Quality Highlights Report, HCC asserts that it does not have a general education program. Since HCC has the elements of a General Education core or program and a system to monitor its requirements, HCC is encouraged to consider ways to articulate its general education philosophy, courses, and learning outcomes as a coherent whole. Also, the College is encouraged to determine the extent to which Community and Global Awareness and Artistic Expression are integrated in the Career and Technical Education (CTE) programs.

The College is also urged to move expeditiously in assessing its general education outcomes and aligning them with course and program assessments given its slow progress in addressing this area as evidenced by its being cited in the 2010 Reaffirmation Panel Recommendation, Quality Checkup, and the 2011 Systems Appraisal Feedback Report. In most of these instances, the College notes that assessments of student learning outcomes are being initiated or are in progress. Although the support of all internal constituencies may be difficult to achieve, it is advantageous to the students for the College to be proactive in moving forward in this area.

3.B.3. The College's ILOs and Liberal Arts programs, for example, Critical Thinking and Problem Solving, Information Management, and Individual Development, encompass the requirement that every degree program engages students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in adapting skills adaptable to changing environments. The College is in the process of mapping the ILOs to courses, but has not yet mapped them to all degree programs. Until this process is complete, it will be difficult to ascertain the degree to which this learning outcome has been achieved.

3.B.4. HCC has developed program requirements and activities which recognize the human and cultural diversity of the world. The College's commitment to diversity is reflected in its board policy, vision statement, Initiative 2 in the 2015-2018 strategic plan, institutional goals, an institutional learning outcome, student support services activities (such as International Education Week and Indian Heritage Month), the Multicultural Student Organization, and mandatory diversity training. It is also reflected in

having established a Diversity and Inclusion Council, recently hiring a Director of Diversity and Inclusion, and creating a three-year strategic plan of action projects to address the three goals identified in strategic plan diversity initiative. The College also offers a non-credit course on the immigrant experience at its Metro center. HCC also requires students enrolled in the AA program to take a three-hour course in Social Diversity; the College may also consider such a requirement in other programs. The team commends HCC for its comprehensive approach to diversity and inclusion, and recommends that the College create an assessment to document the effectiveness of its efforts and to devise plans for continuous improvement.

3.B.5. At HCC, both faculty and students contribute to scholarship, creative work, and knowledge as appropriate to its programs and its mission. For example, students plan and organize such activities as a student photography exhibition, musical theater productions, participate in the annual art show and honors festival, and a fine arts festival.

Aside from attending professional conferences, faculty deliver papers at conferences, conduct workshops for professional organizations, invite national speakers to campus, and in 2015, several faculty members published in their fields.

One activity is solid evidence of a creative approach to an institutional learning outcomes (ILOs) through an integrative learning project (an AQIP action project), which has a college-wide impact. In 2016, the ILO, Artistic Expression and Individual Development, is addressed through the creation of cross-curricular courses, co-teaching, establishment of a literary magazine, book talks based on a common read, and an arts and culture series. In 2017, another ILO, Community and Global Awareness, will be the focus. As HCC considers ways to ascertain processes for full implementation of integrated learning experiences, the team recommends that the College also consider an evaluation process to identify opportunities for continuous improvement and to document achievement of its goals.

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

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

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

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

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

Subcomponent 5. Instructors are accessible for student inquiry.

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

Team Determination:

Core Component is met

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

Evidence:

3.C.1. HCC has a sufficient number and continuity of faculty to carry out classroom and non-classroom roles if the College streamlines its processes and establishes priorities. Currently, in addition to classroom responsibilities related to teaching and to the assessment of student learning, faculty are involved in multiple action projects, standing and cross-functional committees, and various activities many of which may benefit from more clearly articulated alignment with college priorities. Some of these activities address a strategic need but may create competing priorities. For example, assessment of student learning is not explicitly stated as a strategic initiative in the strategic plan making it difficult to align multiple related activities to the 2016-2018 priorities. Moreover, there does not seem to be a process for determining priorities and possible shifting of priorities, if necessary. Even with release time for some faculty, the overall result is the faculty expressed feeling overloaded and concerns about the sustainability of laudable efforts.

HCC indicates that it intends to increase its online offerings to meet student needs. It was not clear to the visiting team how HCC intends to determine what the online instructional needs are, nor was it clear how the deans, who are charged with assessing whether there are sufficient personnel to support the online course offerings, will make that determination. HCC has a regular, ongoing process in which the deans and the administration discuss staffing needs and come to consensus about them. It was not clear to the team that there are pre-specified criteria (e.g., a desire to maintain a particular student-faculty ratio or a desire to get the percentage of online courses to a particular level) that guide this decision making although multiple individuals confirmed that these are frequent topics of discussion in the weekly deans/administration meetings. HCC has an opportunity to clearly identify criteria for evaluating its online capacity to support its planned growth of online learning delivery.

3.C.2. The team confirmed that at HCC, instructors are appropriately qualified. The College governs itself based on academic credentialing standards of the Iowa Statutory Code, the Higher Learning Commission, and The Iowa Community Colleges Guideline for Faculty Qualifications (July 2016). The latter document incorporates the HLC requirement of 18 credit hours in the discipline or subfield in which faculty teach, which is to be implemented beginning September 1, 2017. In its effort to meet this qualification, the College conducted a review and discovered that approximately 12 faculty were out of compliance and has instituted measures to meet the requirement by its implementation date, for example, by assigning some to the courses they were hired to teach and by helping them to take additional courses through a tuition reduction agreement with Northern Iowa University. In this regard, HCC has been proactive in making sure that all faculty remain qualified to teach in their disciplines. New faculty must meet the requirement at the time they are hired. According to HCC's 2016 Institutional Update, HCC has neither consortial nor contractual arrangements for the delivery of distance education. In general, faculty delivering courses via distance delivery are the same instructors who offer the courses in a face-to-face format. This increases the likelihood that the courses are structurally identical, that the assessments are the same and that they are equal in rigor.

The College's Quality Faculty Plan Committee consisting of instructors and administrators are charged with developing and maintaining a plan to hire and develop quality faculty. Concurrent enrollment instructors are included in the College's Quality Faculty Plans and follow the National Alliance of Concurrent Enrollment (NACEP) standards. This committee maintains faculty credentials forms and appropriate job descriptions, and follows a standard interview process. Human Resources personnel determine minimum job qualifications. The College has developed a process for determining minimally

qualified faculty in accordance with the HLC's guidelines (March 2016). Teams interview applicants using a common rubric and make recommendations through administrative channels for final action.

3.C.3. HCC regularly evaluates its faculty according to its policies and procedures. The College uses a well-defined policy for faculty evaluation, which is based on Iowa Statutory Code and the Hawkeye Professional Educators' Association Master Agreement. Faculty are evaluated at least twice yearly for the first three years of employment. After the three-year probationary period, faculty are evaluated at least once every five years. Faculty are recertified through a portfolio process as described in the Hawkeye Quality Faculty Plan. At least one evaluation within a cycle should include instructional observation, student perception surveys, evidence of professional obligation achievement, and Quality Faculty Plan progress. The agreement also provides a specific timeline. Within four weeks of the beginning of employment or within four weeks of the beginning of each semester, all faculty scheduled for evaluation shall be informed of the evaluation process and materials. The dean shall provide a meaningful critique, opportunities and resources for improvement, specific goals and timelines. Within 30 calendar days of the conference, the faculty member has the right to respond and place that response in his or her personnel file.

3.C.4. HCC uses processes and resources to assure that faculty are current in their disciplines and adept in their teaching roles. The College provides widespread support for the professional development of its faculty. In the 2016, CQR Quality Highlights Report, the College reported having expended \$71,585 for professional development managed by Human Resources and \$41,221 for student support services, tutoring, financial aid advising, and academic advising. The College offers a variety of professional development opportunities both on and off campus. Faculty receive support for webinars, workshops, and conferences, and tuition reimbursement for credit and non-credit courses. The foundation supports special requests. Campus opportunities include a week of professional development activities with two additional in-service days for faculty. The Brobst Center for Teaching and Learning, described as a one-stop-shop in its Systems Portfolio, provides extensive programming for professional development activities and tracks participation. These include, for example, courses and activities for the use of the recently-implemented learning management system, Canvas; fall gathering for faculty mentors and mentees; instruction in the Quality Matters Rubric for online course design; new faculty orientations for new full-time and adjunct faculty; two-year Faculty Induction and Mentoring program for new full-time faculty; and topical seminars (i.e., Difficult Conversations with Students). A Faculty Development Committee recommends professional development activities.

3.C.5. HCC faculty are accessible for student inquiry. Faculty are introduced to Chickering's *Seven Principles of Good Practice in UG Education* as part of their on-boarding orientation, and Principle #1 is that good instruction encourages contact between students and faculty. CTE faculty are academic program advisors.

Regardless of modality of instruction, per the master agreement, full-time faculty are required to hold five office hours per week and part-time faculty are required to offer one office hour per week per course. Faculty office hours are held in the online environment for the online courses. College guidelines indicate that these hours should be convenient to students. Faculty also staff open laboratories.

3.C.6. Staff providing student support services are appropriately qualified, trained, and supported. HCC hires qualified professional staff by requiring graduate degrees and/or substantial professional experience in their field. Staff attend workshops, meetings, and conferences, and are provided tuition reimbursement as well as funds for membership in professional organizations. They also have opportunities provided on campus. All staff are invited to participate in professional development activities in the fall and spring semesters. Different areas meet to discuss issues and receive updates, for example, on financial aid and transfer. Staff receive special training if they have special responsibilities (e.g., training in language and culture for staff interacting with non-native English

speakers). The College also includes a student services support plan as one of its 2015-2018 strategic initiatives.

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

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

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

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

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

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

Team Determination:

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

Evidence:

3.D.1. The College provides student support services suited to the needs of its student population. The College Catalog identifies numerous student services, including: childcare; disability, mental health, dental, and tutoring services; a health clinic for students and their dependent children; evaluation and testing services; computer labs; and a career services center. The College has also identified several subgroups in its student population, for example, veterans, first-generation college students, and ELL students and has assigned staff to address their needs. The student services area was recently reorganized to deliver better service to students. The process for identifying needs for special services and results showing the effectiveness of its services are not evident. Full implementation of the ProView2, a program review system, should address this perceived deficiency.

3.D.2. HCC has a process for placing entering students in courses and programs and provides learning supports and preparatory instruction to address their academic needs. Student Services provides assessment and testing services. Using COMPASS, ACT, ASSET, and ACCUPLACER, the College places students in the appropriate Math and Writing courses. If students do not score high enough to enroll in a college-level course, developmental education courses are available. Students taking developmental education courses may also enroll in College 101. An optional ESL assessment upon request with ELL and ELL coursework or PAL (Preparatory Academic Lab) tutoring is also available. Other learning supports a variety of computer labs. The College has policy disallowing late registration but waives that policy if it is determined that a student has been misplaced. A faculty committee

assesses placements for their accuracy in predicting subsequent success in courses. ~~Faculty indicated that as a result, the reading requirement is being evaluated.~~ [KS: I propose eliminated this because, as Linda points out, we don't quite have clarity and it's probably not as substantive a point as others in the report.]

3.D.3. The College provides academic advising to support its programs and the needs of its students. Every online course that was reviewed contained an easily accessible link to page that had links to both Canvas Support and to HCC Technical Support. Both the Library and student advising provide services over an extended day to accommodate nontraditional learners. In the career and technical education programs (CTE), program faculty serve as advisors. Student services staff and faculty serve as advisors for liberal arts and transfer students. Students receive advice in areas such as academic and career goals, degree requirements, deciding on a major, transfer requirements, academic plan, academic standing and progress.

Based on the prior Systems Appraisal team's observation that HCC lacked data to determine the effectiveness of its current advising structure to meet the needs of its students, HCC created an AQIP Action Project to study its advising system. As a result, the College recently restructured Student Services to improve academic advising and has plans for changes in two stages described in the Quality Highlights Report. Phase One is comprised of a three-tiered system: Level 1 triage of students; Level 2, more intense service; and Level 3 complex cases i.e. misconduct or problematic advising issues. Phase 1 is in the initial stages of implementation. Phase Two consists of implementation of a constituent relationship management (CRM) system, software to focus on at-risk students and gauge student needs, has not begun implementation. The College also increased the student services staff recently hiring five Student Success Specialists who are assigned to buildings across campus to promote accessibility and is planning to hire two additional specialists. Two additional liberal arts advisors were also hired. These are changes that can ensure student success; however, as the new student services model is being fully implemented, the College is encouraged to systematically evaluate these efforts to validate this significant investment to meet student needs and to consider incorporating it into Initiative 1 of its current strategic plan.

3.D.4. The College provides students and faculty the infrastructure and resources necessary to support effective teaching and learning. HCC has made technological resources a priority by including it as an initiative 3 in its strategic plan with one of its goals being to create "College-wide processes to support the enhancement of teaching effectiveness and student-centered learning in on-campus and on-line learning environments." It has state-of-the-art equipment and facilities such as smart classrooms, library and lab facilities; a female Syndaver (simulated cadaver) in the biology lab; simulators in career and technical programs, such as health sciences, emergency medical services, truck driving, welding, and painting; virtual reality experiences; a STEM trailer equipped with 3D printers; heavy equipment for construction. The TutorTrac system informs student service staff of a student's use of tutoring services tracking, for example, frequency and amount of time a student spent. Technical support is provided through a help desk; multimedia and faculty support is provided through the Brobst Center.

HCC has appropriate processes in place to maintain and, as needed, improve technology. HCC just increased the band width for the entire campus because of increased demand. HCC has emergency plans that include backing up the necessary systems and bringing them back online in the case of a disaster. All students, faculty and employees have HCC email addresses and can receive software, hardware and technical systems announcements from the College. HCC also uses the homepage for its website to make announcements about News (and upcoming events).

HCC has contracted with Canvas, their Learning Management System for 24/7 customer service to be available for students and faculty. HCC has even provided the Canvas support people with the appropriate contact information for HCC support staff in case Canvas support staff are contacted about non-LMS concerns, e.g., financial aid. Every online course that was reviewed contained an easily

accessible link to a resources page that contained links to both Canvas Support and Hawkeye Technical Support (for example, password assistance).

3.D.5. The College provides students guidance in the effective use of research and information resources in a number of ways. One of HCC's Institutional Learning Outcomes is Information Management with the outcome being for student to apply technological methods to retrieve, process, and communicate information. As this Outcome is aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), the College will have a process for assuring that students fulfill this requirement. Also, course syllabi examined by the team indicate that students are engaged in research in many courses. Library staff also provide materials and sessions on the appropriate use of research resources and information gathering.

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

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

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

Team Determination:

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

Evidence:

3.E.1. Co-curricular programs are related to HCC's mission and contribute to the students' educational experience. The College's strategic initiative on student success focuses on alignment of curricular and co-curricular programs to budgeting and fiscal planning to ensure successful fulfillment of the HCC's mission, vision, and goals. This initiative continues the progress already made in this area and represents a shift in approach from simply student engagement to achievement of learning outcomes but the College has mapped this relationship to only one ILO. As it moves forward, the College is advised to link this initiative directly to its mission.

3.E.2. The College demonstrates its claims about contributions to the student educational experience. Examples include the following: Agricultural Business Management was involved in a co-curricular partnership with farmers and students in Haiti, Brazil, and Nicaragua. In a communications class, three students' research topics translated into community projects. Service learning is demonstrated in student on-campus construction projects too, which both improves the campus infrastructure and allows student to achieve learning goals. The College is encouraged to document such activities as a part of its regular reporting processes.

Team Determination on Criterion 3:

- Criterion is met

Criterion is met with concerns

Criterion is not met

Summary Statement on Criterion:

HCC'S programs are current with learning goals identified and differentiated for its degree, diploma, and certificate programs. The College fulfills basic requirements of the various modalities and locations in which it offers courses, and employs faculty and staff who are appropriately qualified and evaluated. The College offers general education courses in its liberal arts and career and technical programs, and articulates corresponding institutional learning outcomes. The team strongly recommends, however, that the College consider ways to articulate its general education philosophy, courses, and learning outcomes as a coherent whole. The team also recommends that the College move expeditiously in assessing its general education outcomes and aligning them with course and program assessments and that it fully implement its standardized syllabus template. HCC provides the infrastructure as well as an array of support services and resources for faculty, staff, and students evidenced, for example, in its restructuring of its student services department to improve delivery of services to students and in its Brobst Center for Teaching and Learning. The College has also developed a comprehensive approach to diversity and inclusion.

Criterion 4: Teaching and Learning: Evaluation and Improvement

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

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

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

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

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

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

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

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

Team Determination:

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

Evidence:

4.A.1. All programs are reviewed on a five-year cycle with 20% of the programs being evaluated each year. HCC utilizes ProView2 software, that it developed, to support the program review process. ProView2 was recently presented at the Higher Learning Commission Conference as a “best practice.” ProView2 houses all aspects of the program review process under the following tabs:

- Program history (i.e., approval and revisions dates)
- Retention data (pre-populated by the IR office, can drill down to individual cohort Retention and Graduation reports)
- Marketing information
- Advisory Board
- Employer Satisfaction
- Articulation Agreements
- Programs, Clubs and Social Activities
- Support Services
- Teaching and Learning Environment
- Accreditation
- Finance
- Program Strengths and Weaknesses
- Goals/Objectives and Resources for the Future

The Academic Program Review (APR) process starts each fall by loading data, assigning users and setting the calendar for the review cycle. The calendar begins in October with program faculty, proceeds to peer review in December and returns to the program faculty in January for revision. In February, the program faculty submit their self-study to their Dean, who submits it to the appropriate Vice President for further review in March. Each of the sections of the APR is pre-populated with questions that the program needs to answer as part of their self-study (taken as a whole, the answers comprise the self-study). This process is overseen by the Office of Institutional Research and the Assessment Committee. Where possible, the Institutional Research office pre-populates data tables for the programs (for example, IR pre-populates program enrollment tables and grade distributions).

There are no separate policies or practices governing the distance-delivered courses. HCC’s review processes are independent of the modality of the course/program under review.

HCC is in the process of extending program reviews to all of its units. The team was provided with templates for both the Academic Program Reviews and for the reviews of supporting units. Both templates require that the respondents indicate which institutional outcome they will be focusing on that year, to describe initiatives that support the strategic plan, how the AQIP categories are supported, how student complaints are handled, etc. The questions appear to be comprehensive.

4.A.2. HCC systematically evaluates all the credit that it transcripts. The College uses the CurricUNET system to examine the credit it transcripts. This allows evaluation of both a student’s academic program requirements and the general education requirements.

4.A.3. HCC accepts transfer credit from other institutions only if those institutions are regionally accredited and if the credit earned was a C or better (since 2011; prior to that the minimum was a C-).

Because of Iowa's common course numbering system, HCC can use the state-wide CurricUNET system to easily determine the equivalence between its courses and a course from one of IA's other institutions. HCC has also recently become a member of State Authorization Reciprocity Agreements (SARA) which facilitates the evaluation of credit earned in online environments in other states because the member institutions all adhere to a set of national standards for interstate course offerings. Complete information about Hawkeye's transfer credit policies can be found on its website under *Evaluation and Acceptance of Transfer Credit Practices*. The Quality Highlights Report indicates that HCC endorses the Joint Statement on Transfer and Award of Academic Credit approved by the American Council on Education (ACE), the Council on Higher Education Accreditation (CHEA), and the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

4.A.4. Hawkeye Community College maintains and exercises authority over all aspects of instruction including prerequisites, rigor of courses, expectations for student learning, learning resources, and faculty qualifications. HCC has been accredited by the National Alliance of Concurrent Enrollment Programs (NACEP) since 2012. This accreditation is an affirmation that HCC's dual-credit courses for high school students are equivalent to the same courses when offered as part of its higher education curriculum. HCC does not evaluate courses on the basis of the modality by which they will be delivered. HCC intends that all versions of any course it offers is the same in all of its instantiations.

HCC ensures that its faculty are qualified by adhering to the Iowa State standards for teaching credentials or to the HLC assumed practices related to teaching and learning, as appropriate. At hiring, one of the tasks for the dean is to file a Faculty Credential form in the employee's permanent file that indicates the possession of (a) a completed application, (b) a transcript, and (c) a resume. The form lists all degrees earned and, if applicable, additional registrations, certifications or licenses held by the faculty member; existence of 6,000 hours of recent, relevant work experience; and any special training, as well as the fields of instruction the faculty member is qualified to teach in based on the credentials contained in the form. A recent change in Iowa instructor qualification standards meant that a few instructors either needed to be reassigned, or to receive additional training. Among the things that HCC did to address this need was to negotiate a reduced tuition rate at a regional university for faculty who need additional master's level credit hours.

Students must meet minimum criteria for all courses/programs. Possible demonstrations are ACT scores, transcripts with acceptable GPAs, COMPASS (English, math and reading) or ASSET (math and reading) course placement tests. Because COMPASS is being discontinued, HCC will be using Accuplacer in the future. Students who do not meet the minima are required to remedy the deficit prior to being admitted to the course/program. Among the possibilities for acquiring the necessary skills and knowledge are success courses offered through the Developmental Studies department (writing and math are mandatory, reading is being evaluated) and the Preparatory Academic Lab (PAL), which is an online environment in which students can learn and practice the skills they need before taking the COMPASS test a second time. PAL was originally intended to support students whose prior knowledge/skills were below those required for the developmental courses. PAL has been supportive of other groups of students needing some remediation including students who missed the cut point on the COMPASS/ASSET test by only a few points. PAL, which is free to the students, regularly saves these students the cost of tuition for a developmental course. PAL has been useful for students who discover that they aren't qualified to enter a course/program in the term before their intended entry. Because PAL is self-paced, and sensitive to subject mastery, students can, if necessary, complete all of the content that would be covered in a developmental course in fewer than 16 weeks, and potentially be ready to start at the intended time. Students are required to attend one live session with a tutor before they start using PAL. Flyers provided to the visiting team indicate that there are numerous opportunities for students to schedule that first session.

One notable form of support HCC offers its students is the Mandatory Orientation and Registration Experience (MORE). There are both online and on-ground versions of this orientation. In the live

versions, each of the student support service offices makes a presentation about the services they offer to students. The online version includes links to all of the same services.

Starting with the 2014 catalog year, all first-time degree seeking Liberal Arts (AA and AS) students were required to enroll in and successfully complete either the one-credit hour College Experience course (SDV 108) or the three-credit hour College 101 (required of developmental students) as a graduation requirement. Both of these courses seek to ensure that students have appropriate study skills, etc. to support them in their efforts to obtain an education. No data were provided about the extent to which these courses have increased retention or graduation rates.

CurricUNET houses student learning outcomes as part of the course definition. Both new and revised courses that are added to CurricUNET must have student learning outcomes. These outcomes must be expressed in terms from Bloom's taxonomy of learning. Instructors are required to assess the approved outcomes.

Both the Assessment and Liberal Arts committees review new/revised courses and programs before they are housed in CurricUNET. Because all of HCC's course information is housed electronically, one benefit is that the system can produce Impact Reports (e.g., by indicating other programs that require the course) for use in evaluating any new/change course proposals. It also displays side-by-side versions of old/revised syllabi for a course with the deletions highlighted in red on the old document and additions in green in the revised document ("Comparison Report").

New faculty go through a mandatory orientation process that includes

- teaching and assessment instruction
- history and philosophy of HCC
- 2-years of mentoring

The College began institutional memberships with both Quality Matters and the Online Learning Consortium (formerly The Sloan Consortium) in fall 2013. In Spring 2016, HCC completed the Online Learning Consortium's Quality Scorecard for the Administration of Online Programs. Their results indicate that their administration of online programs is uneven. The results are shown below:

Category	Points Earned	Maximum Possible Points	Percent of Possible Points
Technology Support	15	21	71%
Student Support	31	48	65%
Institutional Support	16	27	59%
Course Structure	14	24	58%
Teaching and Learning	8	15	53%
Course Development/ Instructional Design	14	36	39%
Faculty Support	7	18	39%
Evaluation and Assessment	4	33	12%
Social and Student Engagement	0	3	0%

Among Hawkeye's strengths are its Technology Support (71%) and its Student Support in the online environment (65%), although HCC's self-assessment indicates it has room for improvement in both of these categories. Social and Student Engagement is measured with a single item that asks about opportunities for students to interact with other students outside the classroom. HCC does not provide such a platform. These data also indicate that HCC has room to improve Faculty Support (39%), Course Development/Instructional Design (also 39%), and Evaluation and Assessment (12%) of its online courses.

HCC approved a new Standardized Syllabus template for implementation in Fall 2016. Faculty and administrators indicated that full implementation has been delayed until Spring 2017 based on some unforeseen complexities in the implementation. Standard 7 of the HCC Classroom Standards is the requirement that all syllabi reflect: the current Course Guide (housed in CurricUNET); the College Guidelines for a Syllabus; and the Learning Resources assigned for the course. Standard 6 of HCC’s Teaching Standards requires that feedback and evaluations be fair and consistent and inform students whether they are meeting the course’s expectations. The first suggestion HCC provides for accomplishing this is “Provide clear learning objectives and outcome expectations in syllabus and grading rubric.”

HCC’s local version of CurricUNET houses approved course syllabi and course outcomes (<https://www.curricunet.com/Hawkeye/>). As a matter of policy, all versions of a course are to contain predefined elements. It was not clear to the visiting team that HCC’s process for approving individual syllabi each term ensures that its policy is being followed in all instances (the dean approves all syllabi of courses offered by his/her faculty—one dean indicated that this meant reviewing more than 600 syllabi each term). For example, 81% of courses have been mapped to at least one institutional learning outcome but only 45% of the online courses reviewed by the CQR team had syllabi that indicated which ILO the course was intended to evaluate. HCC may consider establishing program- or college-level committees that participate in the syllabus review process as a way of ensuring adherence to its policy and creating a forum for identifying and sharing best practices.

4.A.5. HCC maintains specialized accreditation for ten its programs. These programs, and their accrediting bodies, are listed below.

Name of HCC Program	Accrediting Affiliation	Accreditor Site
Associate Degree Nursing	Iowa Board of Nursing	https://nursing.iowa.gov/
Dental Assisting	Commission on Dental Accreditation	http://www.ada.org/en/coda
Dental Hygiene	Commission on Dental Accreditation	http://www.ada.org/en/coda
Emergency Medical Services	Committee on Accreditation of Education Programs for the Emergency Medical Services Professions	http://coaemsp.org/Accredited_Programs.htm
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	http://www.naacls.org/
Natural Resources Management	American Wildlife Technology Association	http://www.nawta.org/
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education	http://www.aota.org/Education-Careers/Accreditation.aspx
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	http://www.captionline.org/home.aspx
Practical Nursing	Iowa Board of Nursing	https://nursing.iowa.gov/
Respiratory Care	Commission on Accreditation for Respiratory Care	http://www.coarc.com/

4.A.6. HCC evaluates the success of its graduates using the following measures:

- a. Industry-wide credentials
- b. Board pass rates
- c. Success after transfer (liberal arts)
- d. Employment rates (CTE – by self-report surveys)
- e. State Outcomes Report (employment based on SSN)
- f. Employer surveys
- g. Wage data

Where relevant and available, HCC reviews the acquisition of industry-wide credentials or board pass rates for individual programs' graduates. The state reports back to the community colleges how their students perform at the state's universities and allows them to compare themselves to one another, but only at the level of the university, not at the level of individual programs. Self-reported employment rates are collected at the program level while the State Outcomes Report does not contain employment details below the university level of aggregation. HCC has been collecting Employer surveys for three years. However, no trend data were presented and the data were aggregated across all programs which makes it impossible for the team to determine whether employer opinions are stable/changing over time or whether they are equally satisfied with students from all of HCC's programs. The wage data that HCC presented in the Systems Portfolio (Figures 1v and 1w, page 29) indicate that, although wages increase over time for employed graduates, successive cohorts of graduates are experiencing declines in their starting wages. A concern that will be discussed in greater detail in the next section of this report is that even where HCC has data, the College does not routinely provide interpretation or analysis.

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

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

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

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

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

Team Determination:

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

Evidence:

Although HCC has a commitment to educational achievement and improvement through ongoing assessment of student learning, the College appears to have had difficulty in fully implementing its assessment system. HCC has been in the process of establishing its evaluation processes for teaching and learning and has had the intention of using the obtained data to inform its practice and improve the

education it offers for many years. In the five years since the 2011 Systems Appraisal, HCC has only mapped 81% of its courses to at least one ILO. Two strategic issues identified six years ago in the 2010 Reaffirmation of Accreditation Report by the Systems Appraisal Team were: (1) no systematic approach to data collection, analysis, and application and (2) no consistent documentation of assessment results. More recently, the 2011 Systems Appraisal Report indicated that Hawkeye appeared to be data-rich, while at the same time information-poor. HCC is still working on identifying common rubrics for assessing the ILOs, working to map the program outcomes onto the course outcomes, and working to ensure that the specified assessments are actually taking place. Completing these activities was not identified as one of HCC's current strategic plan priorities, although it appears that an initiative regarding the assessment of student learning could fit into the Program Performance strategic initiative.

There is little evidence that the data from any of the course level learning assessments are being aggregated at the institutional level. Although, the ILO Executive Summary 2008-2016 did provide some limited ILO data for the majority of the ILOs, the data were presented in an aggregated form and it was not possible to determine specific performance by year or by Bloom's taxonomy of learning levels (although for some of the ILOs the courses are clearly sequential such as the six math courses that supplied the Quantitative Reasoning ILO data; see below).

Institutional Learning Outcomes: Courses assessment based on (specific courses identified below)

Communication: 3 courses (ENG 105, LIT 101, SPC 101)

Critical Thinking: 17 courses (BIO 105, 112, 113, 154, 163, 168, 185, 173; CHM 122, 165; ENG 105, 106; LIT 101; MAT 156; PHI 101; PHS 142; SOC110)

Quantitative Reasoning: 6 courses (MAT 110, 122, 128, 134, 156, 210)

Community Global: 14 courses (COM 148; CLS series – 6 courses; HIS 117, 118, 119, 152; REL 101 130; SOC 205)

Individual Development: 3 courses (PHI 105, PSY 111, PEH 111)

Artistic Expression: 6 courses (ART 101, 133, 134, 143, 203, 204)

Further, although 81% of the courses have been mapped to at least one ILO, it would appear that the reported institutional level data for 2008-2016 are based on a small proportion (N = 49) of the total of the courses that Hawkeye offers.

It was not clear to the team that program-level learning outcomes assessment occurs systematically. Further, it was not clear to the visiting team whether every student who has completed a program has also been assessed on each of the ILOs. HCC assumes that they have because each ILO is measured in more than one class, so a student is likely to encounter courses covering all of them by the time the student graduates. Even so, the College could more systematically ensure each student has an opportunity to achieve the ILOs.

Another thread through HCC's previous evaluations is that HCC typically has a large number of different initiatives/projects underway, and that the College might do better to prioritize/focus its efforts. There are currently 47 strategic initiatives underway to support the current Strategic Plan, but it did not appear that any of these specifically include completing the process of identifying learning outcomes; mapping the relations among the CLOs, PLOs and ILOs; setting goals for learning outcomes; making sure that students who graduate have been evaluated on and have met the ILOs; or summarizing the learning data in such a way that it may be used to support decision making about improving teaching and learning at HCC. It might benefit HCC to evaluate the potential impact of the various initiatives that are underway and to prioritize those that would provide the greatest return on HCC's investment of dollars and person hours in meeting stakeholders' expectations.

4.B.1. HCC has eight Institutional Learning Outcomes (ILOs): Communication, Critical Thinking/Problem Solving, Quantitative Reasoning, Community/Global Awareness, Individual Development, Artistic Expression, Information Management, and for CTE only, Workplace Application Skills. The College has

developed common rubrics for some but not all ILOs. Three approved common rubrics were designed to evaluate Information Management, Written Communication (a subset of the Communication ILO), and Critical Thinking (a subset of the Critical Thinking/Problem Solving ILO) and the team reviewed examples of these. A fourth was mentioned in the *ILO Executive Summary 2008-2016* (Quantitative Reasoning); the team did not receive an example of this one. In the absence of rubrics for the other ILOs, it is unclear what constitutes meeting expectations for those ILOs or what HCC's goals in terms of percent of students meeting or exceeding those expectations would be. Although the *ILO Executive Summary* reports the percentages of students meeting or exceeding the desired institutional learning outcomes (Global/Community: 57%, Critical Thinking/Problem Solving: 64.3%/80.3%, Quantitative Reasoning: 78%/82.5%, Individual Development: 78.3%, Communication: 83.5%), no mention is made of the targets HCC has set. Thus, it is not possible to determine where HCC's performance is in relation to such goals.

Each course has learning outcomes associated with it. These are housed in CurricUNET as part of the course definition. HCC reports that eighty-one percent of the courses have been mapped to at least one ILO. Which ILO(s) a course maps onto is also housed in CurricUNET as part of the course's definition. HCC has begun the process of examining the alignment of the program level outcomes with the course and institutional level outcomes. HCC is continuing with the process of mapping the remaining courses onto the ILOs. It was not clear to the team what would constitute "meeting expectations" for any of the course level or program level outcomes. For the programs without an external accrediting body, the program-level student learning outcomes were not as clearly specified as for those with external accrediting bodies, nor were the goals for the percent of students exhibiting mastery.

The team was concerned that the sample program level learning outcomes that were provided to the team were all expressed in terms of "The program will..." provide certain kinds of inputs, e.g. cover specific content, for example "This program will...acquaint students with the range of early childhood programs," rather than in terms of the skills and knowledge that a student completing the program could be expected to have attained.

The visiting team was provided with a sample Assessment of Student Learning Data Submission form. This form captures whether any of the ILOs, PLOs or CLOs were assessed in a course, and asks for the respondent(s) to discuss the results. The particular form that was provided (for COM-781) indicated that Communication learning outcomes were assessed at all levels by asking students to answer a total of four yes/no questions about the learning objectives (e.g., Do you feel that you know how to write various kinds of business correspondence?). The form has a space for the definition of "meeting expectations" with regard to the learning assessment. The sample that was provided simply presented the yes/no results (i.e., 52 of 56 students surveyed answered 3 of the 4 questions positively, 50 said "yes" to all 4; 2 said no to 3 questions and 2 said no to 4 questions). The team infers that "meeting expectations" for this class was that a student who answered at least 75% of the questions in the affirmative had met the learning goal. The faculty involved in this assessment indicated that they need to evaluate writing samples to make more accurate assessments of the communication learning outcomes in the future. Using such indirect measures of learning outcomes makes it very difficult for faculty to determine what adjustments might be made to improve student learning results. For example, if a significant proportion of the students indicated that they did not feel competent to write various kinds of business correspondence, it would not be possible to tell what kinds of correspondence they weren't comfortable with. Self-evaluations like these could provide some useful information if the students were permitted to respond on a Likert-type scale (e.g., 1 = No, 2 = A little bit, ..., 7 = Completely) to less broad questions, (e.g., Do you feel that you know how to write the cover letter for a job application?).

The team was told that submission of the required assessment data by the instructors was inconsistent at best (the *ILO Executive Summary 2008-2016* points out that "data submitted to the assessment committee has waxed and waned"), and that the Assessment Committee, which is charged with

collecting the data from the programs/instructors indicate they lack the authority to require faculty to provide the requested data.

In its Quality Highlights Report, the College indicated that it, “is keenly aware that improvement needs to take place in ‘completing the cycle’ of student learning assessment. There has been a great deal of time and energy invested in creating assessment processes, tools and monitoring reports but there is still much work to be done to set targets and goals.” Given the robust data collection platforms the College has created and its long-term commitment to continuous quality improvement, the College has an opportunity to address the issue of clearly stating goals and implementing effective processes for the assessment of student learning.

4.B.2. The Institutional Learning Outcomes are reviewed on a 5-year cycle. Each year of the cycle emphasizes one or two ILOs as follows:

- Year One: Critical Thinking/Problem Solving
- Year Two: Quantitative Reasoning and Information Management
- Year Three: Artistic Expression and Individual Development
- Year Four: Community and Global Awareness
- Year Five: Communication

Although HCC is three years into the current ILO review cycle, HCC has only approved three common rubrics for evaluating the ILOs. (A fourth ILO, for assessing Quantitative Reasoning has been developed but not yet implemented.) The approved rubrics are for Information Management, Written Communication, and Critical Thinking. The latter two assess only a portion of the relevant ILO. It was not clear to the team that the College could demonstrate whether all students completing a degree would have been assessed on all of the relevant ILOs. As mentioned earlier, HCC has not finished mapping the courses onto the ILOs nor mapping the program learning outcomes onto either the CLOs or the ILOs.

To determine its graduates’ level of academic proficiency with regard to general education, HCC started administering the Collegiate Assessment of Academic Proficiency (CAAP) in spring 2014 as part of a pilot project. It was administered again in 2016. Hawkeye presented data from the CAAP assessments only with regard to overall Critical Thinking scores, and for the three categories relevant to Critical Thinking (Analysis, Evaluation and Extension of Arguments). This direct measure of Critical Thinking indicated that performance between 2014 and 2016 declined as compared to the normative group. In 2014, HCC students in the top quartile significantly outperformed those in the normative group by 9% on extending arguments, while those in the bottom quartile and middle two quartiles significantly outperformed the comparison group with regard to analysis of arguments. In 2016, the only significant differences favored the comparison group, with students in the middle two quartiles analyzing arguments significantly less well than the comparison group (by 6%) while those in the top quartile significantly underperformed the comparison group on evaluating arguments (also by 6%).

HCC collects indirect data regarding the learning outcomes by alternating administering the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). Again, although HCC is in the third year of its assessment cycle, the data presented to the team from the CCSSE and SENSE were only related to the Critical Thinking/Problem Solving ILO.

Other indirect measures of student learning included a graduation survey that asks students, on a Likert-type scale, the extent to which they agree/disagree with statements such as: “During my time at Hawkeye Community College, I improved my ability to solve problem/make decisions” and surveys of advisory board members asking them to respond, on a five-point Likert scale, to such statements as “To the best of your knowledge, the program curriculum provides students with opportunities to improve their ability to think creatively, solve problems and make decisions.” More than 90% of both groups, over at

least two years, agree or strongly agree that HCC is increasing critical thinking.

HCC has an Institutional Outcome matrix that indicates the data source for the assessment of each ILO. For example, the matrix indicates that the Communication ILO will be measured by:

- Questions 12 c & d from the CCSSE
- Faculty Assessments from ENG-105 (2008, 2011) and ENG-106 (2011) and a Communication cumulative summary (2008-2014).
- Common course assessments (link labelled “Communication”)
- Draft Communication Rubric
- Graduation (Exit) survey questions pertaining to communication

Unfortunately, none of the links in the matrix opened for the team members. Although the team requested access to a version of the matrix that had functioning links, none was made available. Thus, what is meant by “Communication” Common Course Assessment or how close the Draft Communication Rubric is to approval remains unclear.

The Institutional Research (IR) office has created structures to support HCC’s intended assessment processes. HCC has a sophisticated dashboard that allows all stakeholders to access it. Users can drill down from high level graphics, for example university enrollment data, to finer-grained displays, for example, to program level enrollment data. The IR Office is already on a second iteration of its ProView software (ProView 2), which houses the program review process. In its newest iteration, there are versions of the self-evaluation prompts for academic programs: both Liberal Arts and CTE, and for the non-academic units as well. HCC is working with Canvas to create a database that will capture the data from any of the common ILO rubrics used to evaluate student learning in a class and enable its aggregation at higher levels of analysis. They are planning a pilot study that is expected to start in this academic year (AY16-17). As mentioned earlier, only three of the relevant rubrics have been implemented thus far.

HCC’s processes for assessing student learning are the same for its online and on-ground courses. The “master,” approved version of each course (maintained in CurricUNET) specifies the course-level student outcomes that the course is intended to produce. Each course is also mapped to at least one of the institutional-level outcomes. These outcomes are intended to be used in all versions of a course, no matter what modality the course is offered in. The team was given access to eleven online courses from the current term (Fall 2016). They were:

- African Cultures (CLS-130-2)
- Composition II (ENG-106-12)
- Death and Dying (SOC-135-1)
- Diversity in America (SOC-205-1)
- Elementary Algebra (MAT-063-17)
- Fundamentals in Oral Communication (SPC-101-16)
- Human Biology (BIO-154-2)
- Intro to Literature (LIT-101-2)
- Medical Terminology (HSC-113-1)
- Personal Wellness (PEH-111-2)
- Principles of Microeconomics (ECN-130-2).

Two of the course syllabi did not list any learning outcomes at all (CLS-130-2 and SOC-135-1). An additional four courses did not indicate which institutional-level outcome the course is intended to assess (SOC-205-1, SPC-101-16, HSC-113-1, and ECN-130-2). In fact, the syllabus for HSC-113-1 explicitly indicated that the course was not mapped to any of the ILOs. Thus, the syllabi for more

than half (55%) of the distance-delivered courses that were reviewed did not conform to the expectations HCC had established for evaluating course- and institutional-level student learning outcomes. In no instance did the syllabi indicate which program-level outcomes a course was intended to assess. Because the team was aware that the course-level to program-level outcome mapping process is ongoing, we did not expect to see this information in all syllabi but, had expected to see program-level outcomes addressed in some of the syllabi.

Three of the syllabi (27%) didn't include all of HCC's standard syllabus components. It appears that the only syllabus information available for CLS-30-2 is the course schedule. The syllabus for SOC-135-1 did not list either its prerequisites or the catalog description. The PEH-111-2 syllabus did not include a course schedule. The remaining eight courses had the expected standard syllabi components. As noted elsewhere in this CQR report, the College is encouraged to complete the implementation of its standardized syllabus and to regularly review syllabi each term.

The Board of Trustees receives an Annual Ends Report that relates student performance in developmental courses to subsequent coursework. Additionally, one of HCC's recent initiatives has been to map regularly occurring student activities to the ILOs to determine how the ILOs are supported by the current co-curricular offerings.

4.B.3. One action that HCC has taken was to eliminate the development reading requirement when the data indicated that successful completion of this course was not related to student success in subsequent writing intensive courses. It is not clear to the team why the response was to make the course optional, rather than to change it in some way that might prove productive.

As indicated earlier, HCC's own scoring of the Quality Scorecard for the Administration of Online Programs indicated that HCC had quite a bit of room for improvement with regard to Course Development/Instructional Design and Faculty Support both of which earned less than half of the possible points. Even more room for improvement was indicated by their score of 12% with regard to Evaluation and Assessment. The scoring was not accompanied by any interpretation, nor by any proposal to remedy the identified improvement opportunities.

The single example of a completed Assessment of Student Learning Data Submission Form made it clear to the team that the assessment that had apparently been approved for the course (four yes/no questions about the desired learning outcomes) was not designed in such a way as to yield information that could be productively used to improve student learning.

Although HCC is tracking data from its jobs training programs, they appear only to be tracking dollars expended on training, and not exploring what the effect of these training dollars was (e.g., salary increases, promotions, hiring, or retention).

4.B.4. Faculty and other instructional staff are active in the institution's processes and methodologies for assessing student learning. Each course is expected to assess one or more of the ILOs although it appears this has not been fully implemented. The data from these courses are collected by individual faculty and is expected to be summarized across all sections of a course taught in a term by the faculty teaching that course (using the aforementioned Assessment of Student Learning Data Submission Form). As noted above, and in the *ILO Executive Summary 2008-2016* provided by the Assessment Committee, faculty submissions of the ILO data have not been consistent. The *ILO Executive Summary* identifies a means of beginning to address this collection issue, "The Assessment Committee is working with the Brobst Center to migrate a selection of the Institutional Outcomes and associated rubrics to the Canvas LMS. This will allow the centralized collection of the ILO assessment data across the campus." In addition to creating a centralized repository, the College has an opportunity to reinforce the expectation of faculty to consistently conduct these assessments and submit the data.

Advisory committees review and approve curricula as well as making recommendations about course and program level outcomes. The advisory committees approve learning outcomes for a program.

Although it is HCC's stated position that learning outcomes must be measurable, stated using Bloom's taxonomy, and represent the skills and knowledge that students from the particular program should possess after successful completion and award attainment, it does not appear that all learning outcomes conform to these criteria (among the samples provided, the nonconforming outcomes came from programs without an external accrediting body). For example, "This Program will work with deadline pressures through project schedules" or "This Program will ... expose students to various types of programs, philosophies, physical environments, equipment and teaching methods." It appears that some additional training might be in order to ensure both measureable outcomes and measures that are narrow enough to be actionable.

In determining whether students have met their program outcomes or the ILOs, it may be helpful for HCC to identify both formative and summative achievement of these outcomes using a framework like Bloom's taxonomy of learning.

Academic Program Review occurs for 20% of the programs every year (a five-year cycle). The process starts with the program faculty who address all of the prompts in the ProView2 system. Once the prompts are completed Peer Reviewers (faculty from other programs) provide feedback and return it to the program faculty, the program faculty may revise their submission before submitting it to their Dean who, after review, submits it to the appropriate Vice-president.

Some of the data required for the APR process is prepopulated by the IR office. One of the datasets provided to every program shows the distribution of grades across a group of courses (for example across the general education courses). As with the binary yes/no learning assessments described earlier, there is not a clear path to move from grade information to improvement of student learning outcomes. To help HCC attain its learning goals, the College could consider showing the distributions of learning outcomes for courses, or for groups of related courses, rather than the grade distributions.

Relevant faculty groups work together to create the common rubrics that are used to assess the ILOs. As mentioned earlier, this process has produced four rubrics.

HCC has 81% of the course-to-ILO mapping completed, and has just begun mapping the CLOs to the PLOs. Currently, the team did not review any direct assessments of the PLOs. There are indirect measures (Exit surveys and Advisory Board surveys) that address the PLOs. The external tests (board tests/board exams) are indicators of program quality but not necessarily attainment of the PLOs.

Because the Carl D. Perkins Career and Technical Education grant requires that proficiency data be collected, it would be expected that assessment data pertaining to the group covered would be gathered.

The faculty, both full-time and part-time, seem very engaged. However, it seems that there are too few of them trying to meet too many needs (given the 47 strategic initiatives mentioned earlier), and they expressed that additional support would be essential in order to address performance gaps.

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

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

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

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

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

Team Determination:

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

Evidence:

4.C.1. HCC has identified what it describes as eighteen "exemplar programs." HCC used data from these programs to define a persistence goal (term-to-term) of 70%, a retention goal (year over year) of 50%, and a graduation goal of 40%. According to the most recent IPEDS Comparison Report, the other Iowa community colleges have a full-time student retention rate of 55% (lower than HCC's current rate) and a graduation rate of 28% (equal to HCC's current graduation rate). Thus, HCC's goals appear unclear since the College is aiming for a lower retention rate but expecting a higher graduation rate than its peers. HCC has interviewed the exemplary programs in an effort to glean information about what is working in these programs that can be shared as examples of good practice with less successful programs.

4.C.2. Data collected each term, by cohort, is fed into a Program Cohort Retention Report. The final report for each cohort is produced when the cohort reaches 150% of expected time to degree. Among the provided data are the 100% and 150% graduation rates, degrees earned, which programs students transferred into if they left the cohort but stayed at HCC, etc. HCC reviews the IPEDS feedback report to benchmark against the other fourteen Iowa community colleges. HCC reports that the completion rates are very similar in its online and on-ground versions of the same courses. The team noted that HCC's full-time retention rate looked to be higher than that of the comparison institutions (approximately +15%) while its graduation rate was exactly the same (both 28%). HCC uses a midterm reporting process (Midterm Early Alert Report) that is intended to forestall problems and increase retention. The College is still gathering data as to the effectiveness of this process.

HCC has recently created emphases within the Liberal Arts program (based on a student's intended 4-year degree major) with the intent of reducing unnecessary credits earned and increasing retention in the major by focusing students on what interests them. It plans to use "a measure" that will allow it to assess the impact of these emphases.

4.C.3. HCC identified 18 programs that it has designated as exemplar programs. These programs have high persistence, retention or graduation rates. HCC has interviewed these programs to determine how

they handle various processes with the intent of identifying practices that can be shared with less successful programs.

Data indicate that the percentage of graduates who completed at least one developmental course is declining over time (2011 – 2015). This suggests that the Preparatory Academic Lab (PAL) is serving the students well by saving them tuition dollars (and potentially time) by allowing them to study at their own pace, at no cost. It would be interesting to monitor the percentage of graduates that have used the PAL system to meet at least one course/program prerequisite.

HCC concluded, based on the data provided in the 2016 Systems Portfolio (Figures 1af – 1ah), that students who had completed a developmental course in math (MAT-063 SP14) performed approximately as well in a subsequent math course (either MAT-110 or MAT-102 or MAT-156) as students who tested into the course and did not need developmental education. Sixty percent of those who continued from the developmental course earned a “C” or better and 72% received course credit (a “D” or better). Eighty-five percent of those who didn’t need developmental education earned a “C” or better and 89% of these students earned course credit. Either way these data are viewed, the 25% difference in percent of students earning “good grades” (an “A”, “B” or “C”) or the 17% percent difference in percent of students passing the class, it would seem that HCC might ask itself if there are general deficits in the work of the post-developmental students that could be addressed by some change in the content/structure of MAT-063.

4.C.4. HCC systematically measures its student persistence, retention and graduation rates. Data are “banked” every term for every cohort for every program. When a cohort reaches 150% of the expected time to degree, the final cohort report is created for that cohort. The institutional research office also produces a summary cohort report that shows, among other things, the persistence, retention and graduation rates for successive cohorts within a program.

Enrollment data, at the user’s desired level of detail, are readily accessible from the HCC iDashboard, and these data are updated daily when registration is ongoing. All stakeholders can view the iDashboard.

The APR process (and ProView2) has been so successful for the College that a presentation was made about it at the 2016 Higher Learning Commission annual conference.

Team Determination on Criterion 4:

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

Summary Statement on Criterion:

Hawkeye Community College is clearly concerned about the quality of its educational programs, learning environments, and support services. The College has made numerous changes to all of these with the intention of providing students with excellent programs and supportive learning environments and services. Hawkeye does not appear to consistently evaluate the student learning that results from the changes that it institutes. Even where data was provided, it wasn’t clear that the institution was evaluating its implications. It has developed an infrastructure (ProView2, CurricUNET, iDashboards) that was designed to support continuous improvement processes, but still must complete the necessary work on the learning outcomes and their measurement for the infrastructure to be completely utilized.

Criterion 5: Resources, Planning, and Institutional Effectiveness.

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

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

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

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

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

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

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

Team Determination:

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

Evidence:

5.A.1. Based on the Systems Portfolio, Quality Highlights Report, and Comprehensive Quality Review visit, the team found evidence that HCC has the fiscal and human resources, and physical and technological infrastructure to support its operations. During the CQR visit, the team found that the physical infrastructure is in good condition and well-maintained. The team confirmed the finding from the Systems Appraisal that Hawkeye uses Cabinet oversight to review the College's resources and infrastructure as well as audits by external agencies. The team also reviewed internal monitoring reports as required by the Board of Trustees. The College's leadership team affirmed that the College maintains a reserve fund balance in excess of Iowa Code mandate and Board requirements. Additional, the physical plant levy has been renewed, the Moody's Bond service rating was upgraded from AA2 to AA1, and the College secured funding to upgrade its metropolitan center in downtown Waterloo. The college routinely updates and prioritizes its facility projects in conjunction with its Master Facility Plan and maintains this information in a database. In connection with its strategic enrollment initiative, the College has engaged Ruffalo Noel Levitz to assist in evaluating staffing levels in its Student Records and Registration area. Along with benchmarking other Iowa community colleges of similar size, and interviews with various stakeholders, the college will determine appropriate staffing levels to support its operations. The team encourages the College to adapt and replicate this model across other operational

areas of the college including academics where such staffing levels are handled on a decentralized basis.

5.A.2. The team affirmed that the College's resource allocation process ensures the fulfillment of its educational mission. The team reviewed the monthly financial Monitoring Reports submitted to the Board of Trustees. These reports show year-to-date expenditures against budget. During a meeting with seven Board members, the team affirmed that the Board receives and reviews the monthly financial Monitoring Reports.

5.A.3. HCC uses the Carver Governance Model and through a meeting with seven members of the Board of Trustees and review of Board documents, the team affirmed that the Board reviews its Ends Policies on a monthly basis and reviews all of its policies on a specific schedule. The Board has reviewed all Ends Policies in the past two years with the assistance of an external policy coach. The team also affirmed that the Board seeks input on the Ends Policies through strategic visioning sessions with external constituents. This governance model and associated Ends Policies align the goals incorporated into the College's mission statement and reflect appropriate resourcing given the institution's organization, resources, and opportunities. Further, the team affirmed that cabinet leaders meet with their teams in order to assess if allocated resources are sufficient to accomplish institutional and department goals.

5.A.4. The team affirmed the College's formalized hiring, orientation, evaluation, and professional development processes as described in the Systems Portfolio. These processes are the primary mechanism for ensuring a qualified and trained staff in all areas. Through interviews with employees, the team affirmed that HCC Human Resources staff develop requirements for qualifications for each position including education, experience, certifications, skills, and physical requirements, as appropriate. The College has been implementing the new HLC guidelines for faculty credentials and also complies with the credentialing standards set forth in the Iowa Statutory Code. HCC has implemented the credentialing criteria for all full-time, adjunct, and dual credit faculty. Deans are responsible for ensuring all faculty members have appropriate qualifications and credentials and complete verification forms for each faculty member. The College's professional development budgeting is decentralized with each dean requesting funds to meet faculty professional development needs in their respective areas. Similarly, a decentralized approach is used to determine training budgets for student support services such as tutoring, advising, and developmental studies. Non-instructional departments follow a similar process in which professional development budget requests are submitted to and approved by the respective vice president. The College may have an opportunity to aggregate information about the training and professional development across the institution to gain a holistic perspective on the adequacy of development not only within units but organizationally as well. The College is implementing its second phase of "Catalytic Coaching" for non-bargaining unit employees in which supervisors and employees work together on identifying development opportunities aligned with the performance evaluation and goal setting processes.

5.A.5. The team affirmed through interviews with employees, the Cabinet, and the Vice President of Administration and Finance, that the College adheres to the formal certified budget process specified in the Iowa Statutory Code, Section 260C; Iowa Department of Education requirements; and Iowa Department of Management guidelines. The College's Vice President of Administration and Finance oversees the budgeting and monitoring processes. The team affirmed that the budgeting process allows for public input and requires Board approval to set the maximum spending authority for the college. The Cabinet develops a working budget with input from the units, departments and divisions of the college. President's Cabinet members affirmed the budgeting processes as described in the Systems Portfolio in which they seek input from the departments in their respective divisions, discuss current and future budget needs, and meet regularly with their teams to verify that assigned resources are sufficient. If allocations are not sufficient, the Cabinet members identify whether budget adjustments are necessary to meet key goals and achieve the College's educational mission. The team confirmed through and

interview with Trustees that they receive monthly monitoring reports on financial performance relative to the annual budget. Given the uncertainty of property taxes and state appropriations, the College has begun implementing a forecasting software to plan for various scenarios.

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

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

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

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

Team Determination:

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

Evidence:

5.B.1. The administration systematically provides information to the governing board so the members are knowledgeable in providing oversight of the institution. HCC uses the Carver Governance Model and through a meeting with seven members of the Board of Trustees, the team affirmed that the Board reviews its Ends Policies on a monthly basis and reviews all of its policies on a specific schedule. The Board has reviewed all Ends Policies in the past two years with the assistance of an external policy coach. The team also inspected Board documents including the Ends Policies, Ends Policy review information, the President’s monthly reports to the Board, and executive limitation policies on the College’s President. In an interview the seven members of the Board of Trustees, they each expressed satisfaction with their level of knowledge of the College and its operations.

5.B.2. The College uses systematic processes to engage internal constituencies in the institution’s governance. The Board of Trustees meets formally on a monthly basis and Board members described informal involvement with the College on an ongoing basis. The team affirmed that the Board seeks input on the Ends Policies through strategic visioning sessions and meetings with external constituents. The team was able to obtain the clarification desired by the Systems Appraisal team about the Board’s review of policies through inspection of Board documents and found that the process is comprehensive and systematic. Further, the team affirmed that the President’s Cabinet is the key body for ensuring alignment of decisions and actions with Board Policy, mission and goals, legal requirements, and the College’s core values. In the weekly electronic College newsletter, the “Cabinet Notes” section contains information about key decisions. A larger body, the President’s Council meets quarterly and serves in an advisory capacity with membership including administrators and managers from all sites. A meeting with representatives of the student government, affirmed that students have a voice in providing input to the administration.

5.B.3. The team affirmed that administration, faculty, and staff are involved in setting academic requirements, policy and processes. The Student Leadership Council provides input into academic policies and standards. Through meetings with employees (faculty and administrators) and inspection of documentation, the team confirmed that faculty are included in the oversight of all academic matters through the Academic Affairs standing committees: Curriculum Committee; Assessment Committee; and Academic Standards and Issues Committee.

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

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

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

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

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

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

Team Determination:

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

Evidence:

5.C.1. The College's resource allocation process reinforces the accomplishment of its mission and strategic priorities. In addition to the College's budgeting process which adheres to state requirements, HCC uses the Innovation Council as the primary body to implement the initiatives associated with its strategic plan. The College has implemented a Compression Planning model for its initiatives which entails specific professional development for staff facilitators, called Firestarters, to work with various constituencies across the College to develop action plans. Various participants in the process affirmed that resources are allocated, as appropriate, to support these action plans. In the prior planning cycle there were four overarching strategic initiatives and the College chartered over 60 three-year action plans across the many departments and divisions of the College. While the College has reduced the number of overarching initiatives from four to three in the current strategic plan, the College may have an opportunity to further streamline and/or sequence the number of associated action plans through prioritization for strategic impact. Through further prioritization, the College may be able to ensure that it can provide the appropriate resources to accomplish the strategic plan. As noted above, the Cabinet works with internal constituencies to make adjustments to resource allocations in the budget, if necessary, to ensure accomplishment of the College's mission and strategic priorities.

During the visit, individuals described a consensus-based process to allocate resources to support the expansion of distance delivered offerings. HCC may benefit from establishing specific goals for this expansion along with specific criteria to make resource allocation decisions to support this priority.

5.C.2. While HCC did not provide an explicit description in the Systems Portfolio of how it links its processes for assessment of student learning, evaluation of operations, planning, and budgeting, the team found evidence that this happens both through informal and formal processes. An example of a formal process is the alignment process the Innovation Council uses to evaluate proposed initiatives in support of the strategic plan. To further reinforce the explicit linkage between assessment of student learning, evaluation of operations, planning and budgeting, the College has an opportunity to give priority to advancing its assessment of Institutional Learning Outcomes (ILO) in the current strategic plan. The ILO assessment efforts have been continuous but slow and in fact, as noted in the Assessment Committee's "ILO Executive Summary 2008-2016."

5.C.3. In meetings with employees and advisory council members, the team confirmed that HCC's planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. Prior to the 2015-18 planning cycle, all faculty, staff, and students, had the opportunity to receive information about the Innovation Council's recommendations for strategic initiatives. Because of the Carver Governance Model, the Trustees take a hands-off approach to the planning process but approve the final strategic plan as required by Iowa law.

5.C.4. HCC takes its current capacity into account while planning. The Vice President of Administration and Finance plans for fluctuations in the College's sources of revenue such as enrollment, the economy, property tax revenue, and state appropriations. The College is adopting a financial forecasting software that has the potential to help the College achieve an even higher level of maturity in its planning processes.

The team noted that the College has a very engaged and hard-working culture. While this is an asset, there is the potential for organizational fatigue to set in and the College is encouraged to further develop its processes for prioritization and for setting clear targets and goals. The College may be able to accomplish fewer higher impact action plans through adopting these processes.

5.C.5. During the visit, the team found evidence that the College's institutional planning anticipates emerging factors such as technology, demographic shifts, and globalization. While this linkage was not clear in the Systems Portfolio, the College provided specific examples in the Quality Highlights report and during the visit as to how it has taken emerging factors into account, such as demographic shifts, in chartering its strategic initiatives. With projected decreases in high school enrollments in the College's service area from 2011 through 2020, the College chartered the Strategic Enrollment Plan (SEP) initiative. The SEP initiative entails recruitment of the region's high school students, increased dual enrollment opportunities in the service area, expansion into intercollegiate athletics, emphasis on retention through a strategic advising plan, and recruitment of international students. Similarly the College's strategic initiative on diversity responds to an increase of international immigrants into the service district.

While each of the Cabinet members is responsible for environmental scanning pertaining to their respective areas of responsibility, the inputs are aggregated during Cabinet meetings in an informal formative fashion rather than in a summative way. The College has an opportunity to develop and even more formal process through which it can capture emerging factors in a summative fashion as well as to evaluate the effectiveness of the process. This, in turn, may assist the College in creating more systematic inputs pertaining to emerging factors for its future strategic and operational planning.

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

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

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

Team Determination:

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

Evidence:

5.D.1 HCC demonstrates best practices in many of the systems it has developed to document evidence of performance in its operations. For example, the CurricUNET system recently adopted across the State of Iowa for curriculum management was initially developed by the College. The College has also implemented Proview as a platform for managing program reviews not only for academics but service units as well. Similarly, the team viewed evidence of templates for managing the many plans associated with the College’s strategic initiatives.

5.D.2. During the visit, the team found that institutional learning from operational experience is embedded in HCC’s culture. However, the CQR team affirmed the Systems Appraisal team’s finding that the College could benefit from improved data summaries along with relevant interpretations and target comparisons used to support decision making to (a) evaluate its processes and operational performance and (b) identify the ways in which those evaluations lead to institutional improvements in effectiveness, capabilities, and sustainability. By creating a clearer line of site from performance to evaluation and improvement, the College may advance the level of maturity of its quality system. The College appears to be poised to accomplish this through the full implementation of Proview and its other organizational performance measurement systems such as the Constituent Relationship Management system associated with the Strategic Enrollment Plan. HCC belongs to Quality Matters and the Online Learning Consortium to guide its continuous improvement efforts for online delivery.

Team Determination on Criterion 5:

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

Summary Statement on Criterion:

HCC’s governance system, strategic planning and budgeting processes allow the College to ensure it has sufficient resources, structures, and processes to fulfill its mission, improve its educational offerings,

and respond to future challenges and opportunities. While the College has opportunities for improvement, these pertain to taking their processes to the next level of maturity. The College has exhibited a commitment to improving its processes by implementing a second phase of Compression Planning to support the execution of its strategic initiatives, engaging a coach to work with the Board of Trustees to evaluate its policies, and through adopting financial forecasting software to model various scenarios for budgeting.

IV. Commitment to Continuous Quality Improvement (CQI)

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

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

In its processes, Hawkeye Community College (HCC) demonstrates organizational maturity mostly at the systematic level with some performance that is aligned. The College operates via repeatable processes and makes the goals of most of its activities explicit, measurable and subject to improvement. The College has an opportunity achieve more aligned process maturity by more systematically evaluating them for improvement. Breaking down institutional silos has been an emphasis of the current leadership team though even higher levels of coordination and communication among units have the potential to take HCC to an aligned level a maturity. The Strategic Enrollment Plan (SEP) strategic initiative is an example of engaging internal constituencies from across the entire College and has promise as a model that may be replicated.

Many of the College's results are also systematic with evidence of becoming aligned. HCC demonstrates leadership in creating CurricUNET for curriculum management (subsequently adopted by the State of Iowa), developing ProView for its academic and non-academic program reviews, and adoption of Ellucian Recruit CRM to manage admissions/recruitment activity. However, the College is largely at the reacting level of maturity for its assessment systems, particularly for its Institutional Learning Outcomes. The College has an opportunity to leverage the success it has had in managing operational data and applying it to fully operationalizing its assessment system.

Evidence of Principles of High Performance Organizations

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

The CQR visit affirmed that at all levels, Hawkeye Community College's (HCC) faculty, staff, and trustees are focused on providing quality education and training for the College's stakeholders. This was evidenced by examples of the commitment to "Every Student Matters," a theme that emerged from an AQIP Strategy Forum. While HCC is clearly committed to continuous quality improvement (CQI), the Systems Portfolio, Feedback Report, and the CQR visit confirm that HCC has an opportunity to bring its quality efforts into sharper focus through prioritizing its many activities and initiatives and clearly defining how these efforts measurably contribute to institutional level progress. From the President and Cabinet to deans and directors, leaders model and reinforce the College's commitment to quality and continuous improvement. HCC demonstrates a culture of involvement through informal and formal means. The composition of committees and teams reflects an intentional involvement of individuals from different functional areas and levels of the College with the Innovation Council illustrating this inclusion. In open forums, faculty, staff, and students provided specific examples of engagement and involvement. The

student government currently has a campaign to engage more students in campus life, programming, activities, and organizations. Faculty members described their involvement in committees, industry relations, and student organizations.

HCC is to be commended for its pioneering efforts in creating data systems pertaining to operations and quality. For example, the College developed the CurricUNET curriculum management system which has evolved since the 2011 Systems Portfolio and was subsequently adopted by the State of Iowa. The iDashboards system for key performance indicators and ProView2 for program review are internally-developed systems that have the potential to support the College in moving to the next level of maturity in setting clear targets and goals, prioritizing the most important measures for organizational performance and progress toward its vision. Notably, once the iDashboards system is fully launched, the College intends to grant all employees access to provide transparency across the organization. Coupled with more clearly defined targets and goals, this has the potential for transformational impact in the College's CQI journey.

The College has an opportunity to continue its quality journey by creating even more clarity as to how its commitments translate into measurable goals at the institutional level with linkages to efforts at all levels of the organization. Similarly, the College appears to be poised to formalize its evaluation of key processes to create a more systematic organizational learning environment.

V. Commitment to the AQIP Pathway

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

Actions That Capitalize on Systems Appraisal Feedback

Hawkeye Community College submitted its most recent AQIP Systems Portfolio in June 2016, received the Systems Appraisal Feedback report in September 2016, and hosted the Comprehensive Quality Review (CQR) visit in November 2016. Given the short turnaround time between receiving the Systems Appraisal feedback and the CQR visit, the team focused on learning how the institution plans to address the feedback. In the Quality Highlights Report, HCC described the process by which the President's Cabinet, reviewed the Appraisal Feedback report upon receiving it in September 2016 to determine whether there had been changes since submitting the AQIP Systems Portfolio in June 2016. The institution provided additional clarification on some items in the Quality Highlights Report, and specific responses (below) for each of the Strategic Challenges identified in the Systems Appraisal. The CQR team confirmed that it would be beneficial for HCC to address the Strategic Challenges identified in the Systems Appraisal.

Actions That Capitalize on Strategy Forum Participation

The College reports that through prior Strategy Forum participation HCC's leaders have reflected on the institution's quality journey and then used the Quality Check-up findings to inform the priorities for the 2012 Strategy Forum. In the Quality Highlights Report, the College indicated that they had adopted the "every student matters" focus as a result of the 2012 Strategy Forum. The CQR team found that "every student matters" is a means by which the College aligns its quality efforts and familiar to faculty and staff with whom the team interacted.

Actions That Capitalize on Action Projects

The College completed 29 AQIP Action Projects between 2003 and 2011. However, HCC reported that these projects had focused more on HLC compliance than on continuous quality improvement. Therefore, the College leadership decided to disband the AQIP Steering Committee that had existing until 2011 to create an Innovation Council to integrate execution of the strategic plan, continuous quality improvement, and AQIP Action Projects. One example of a high impact AQIP Action Project was the Preparatory Academic Lab (PAL) which provides free, web-based learning modules student may take before taking college placement exams. A CQR team member had the opportunity to visit the PAL during the visit. In the future, the College is planning an AQIP Action Project entitled, "Academic Program Exemplars Study" to identify best practices for recruitment, retention, and completion.

Hawkeye has accomplished many AQIP Action Projects since joining the AQIP Pathway and continues to use AQIP Action Projects to advance initiatives that cut across the institution and have strategic value.

Commitment to Active Engagement in the AQIP Pathway

Quality Highlights: "Hawkeye entered the AQIP pathway in 2003 and, since 2011, has shifted from an accreditation-based focus to continuous improvement embedded in Hawkeye's mission, vision, and values." "Since admission into the AQIP model in 2002, Hawkeye has submitted three systems portfolios, attended three strategy forums, submitted 40 action projects, and had its accreditation reaffirmed by HLC in 2009."

VI. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

Based on the evidence the team has reviewed from the Systems Portfolio, Comprehensive Quality Review Visit, Quality Highlights, and other supporting documentation, the team recommends reaffirmation of accreditation.

2. Recommendation for Eligibility to Select Next Pathway

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

The team recommends that Hawkeye Community College be eligible to select its next pathway. Though the team recommends a criterion-related monitoring report pertaining to Criterion 4, Core Component B, the current leadership of the College, including the President and Board of Trustees, are committed to continuous quality improvement and it can be through the College's quality culture that the gaps in the assessment of HCC's common learning outcomes may be addressed.

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

Monitoring:

The team recommends a monitoring report related to Criterion 4, with a focus on effective processes for assessment of student learning and achievement of Institutional Learning Outcomes and program learning outcomes. Further, the report should include how HCC has used the information gained from assessment to improve student learning.

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

The College appears to have had difficulty in fully implementing its assessment system. Much assessment activity over the years has been episodic versus sustained. Additionally, it is unclear whether every student who earns a Hawkeye degree has an opportunity to achieve the appropriate ILOs for their degree.

While turnover in the Vice President of Academic Affairs position has potentially affected the continuity of these efforts, by developing systematic processes, the College has an opportunity to sustain its assessment efforts even when there is turnover in key positions. For many years, HCC has been in the process of establishing its assessment processes for teaching and learning and has had the intention of using the data to inform its practice and improve the education it offers.

Two strategic issues identified six years ago in the 2010 Reaffirmation of Accreditation Report were: (1) no systematic approach to data collection, analysis, and application and (2) no consistent documentation of assessment results. More recently, the 2011 Systems Appraisal Report indicated that Hawkeye appeared to be data-rich, while at the same time information-poor. These issues persist today pertaining to the assessment of ILOs and program outcomes. The College has made significant progress in addressing the first strategic issue of the 2010 Reaffirmation of Accreditation Report in terms of operational data collection, analysis, and application and has an opportunity to leverage those capabilities for data collection, analysis, and application pertaining to assessment.

HCC faculty are still working on identifying common rubrics for assessing the ILOs, mapping the program outcomes to course outcomes, and working to ensure that the specified assessments are actually taking place. Completing these activities has not been identified as one of HCC's current strategic plan priorities, although it appears that an initiative regarding the assessment of student learning could fit into the Program Performance strategic initiative. Given the long-term focus on assessment, the College has an opportunity to move past years of partial implementation to full implementation of its assessment system which would include using the data to improve student learning as well as to evaluate the effectiveness of the system itself.

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

Monitoring:

None.

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

No monitoring report is required. Based on the evidence reviewed in the Federal Compliance Panel and Comprehensive Quality Review visit, Hawkeye Community College meets Federal Compliance requirements.

B. HLC Sanction or Adverse Action

None.

VII. Embedded Changes in Affiliation Status

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

Type of Change: Not applicable.

Appendix A

Interactions with Constituencies

The team met with 148 different individuals from multiple constituencies over the course of the visit. Participants indicated their names and roles on sign-in sheets. By category, the following indicates unduplicated counts.

- President and Cabinet: 8
- Administrators: 30
- Staff: 55
- Faculty: 32
- Trustees: 7
- Advisory Board Members, Alumni, Community Members: 10
- Students: 16

Appendix B

Principal Documents, Materials and Web Pages Reviewed

Academic Materials:

Hawkeye College Catalog
Hawkeye Business and Communication Education Catalog
Quality Scorecard for the Administration of Online Programs
Online Learning Consortium Quality Scorecard 2014
Syllabi: online, liberal arts, technical
CurricUNET. Sample of course outline changes, change tracker, course proposal impact, course status, general education verification
Assessment of Student Learning Data Submission Form
Teaching for Learning: Crosswalk of 7 Principles for Good Practice in Undergraduate Education, Quality Matters, and Hawkeye Standards for Course, Classroom, and Teaching
ILO (Institutional Learning Outcomes) Executive Summary 2008-16
Rubrics: Critical Thinking, Written Communications, Information Management
Proview PowerPoint presentation
Program Sustainability Review guidelines
Academic Program Exemplar Study Survey and Survey Results

Strategic Plan, Initiatives and AQIP Action Plan Documents:

Strategic Plan Brochure 11-14, 15-18
Project template alignment with strategic plan
AQIP Action Projects
AQIP Action Project Update, schedule of activities “Hawkeye Connects: assess It. Grow it. Sustain It”
High School Enrollment Retention: Persistence After High School Graduation
Diversity initiatives

Organizational and Human Resource Documents:

Organizational Chart
Organizational Structure
Student Success Specialists Position description
Faculty credential assessment forms and completion checklists
The Iowa Community Colleges Guideline for Faculty Qualifications 2016
List of professional development activities 2014-15, 2016-17

Committees:

List of key committees
Diversity and Inclusion Council bylaws
Academic Standards and Issues Committee
Advisory Committee Meeting and Recommendation Summary Form

Other Documents and Communications:

Hawkeye Public Safety Department Special Watch Alert Flyer
Preparatory Academic Lab. TEAS (PAL) and COMPASS Pal flyers
Website Student Handbook
International Education Week flyer
Indian Heritage Month flyer
“The Happenings of Academic Affairs” newsletter



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

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

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

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

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

Institution under review: Hawkeye Community College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

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

Name: Kristin Stehouwer, Team Chair

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Degree sheets indicate credit hours are in line with common practices for awarding degrees with a minimum of 62 credit hours required for an Associate of Arts or Associate of Science degree. Resident and Non-Resident tuition rates are posted on the website with all program fees outlined in website pages for each program of study.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution has a clear, written procedure for collecting formal student complaints filed with the Dean of Student Services and redirected as needed to the appropriate supervisor. This process is separate from processes for grade appeals, student conduct code appeals, academic integrity appeals, and sexual misconduct code appeals. Procedures are listed in a clear link for "Complaint Policy" in the Student Handbook, found on the website.

The Federal Compliance report notes only two formal written complaints since the last accreditation visit.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

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

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

Rationale:

Policies for credit transferred in to Hawkeye are described on the website “Records and Registration” link with clear guidelines on what constitutes an official transcript, a timeline for evaluating transfer credits, and general policies for accepting credit based on grades and applicability to program of study. Students are encouraged to monitor their academic profile online to determine when transfer credits have been applied.

Website page for “Transfer Tips” and “Transferring to” links are useful tools for students. Through the “Transferring to” link, students can select the college they plan to transfer to and find majors and programs available, admission requirements for that school, additional general education requirements beyond their Hawkeye degree, and course equivalencies. This information is listed not as “articulation agreements” or “2+2” but with vocabulary students would be more familiar with under a general link, “Transferring from Hawkeye.” Ease of transfer is attributed in part to CurricUNET, a state system that Hawkeye has used prior to state adoption.

Additional monitoring, if any:

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

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Students are issued a secure username and password for logging in to campus portal, email, online learning management system, and institutional network. The Federal Compliance report notes that proctoring of exams for online courses is at the discretion of instructors. Visiting team may wish to further discuss with faculty if academic integrity issues have been a challenge with this policy. Based on a sampling of over 40 course syllabi, a number of instructors use timed exams within the learning management system but no instructor noted

the requirement of a proctored exam. Federal Compliance Report indicates that students taking tests at a distance are at no cost to the student. No costs are listed on the website on course format page.

During the CQR visit, faculty and academic leadership affirmed there have been no issues with academic integrity concerning online exams. The use of student identification for entry into the examination and the timing limits for the examination are two methods used for assuring integrity in the examination process. Examinations are closely reviewed to assure test results are the work of each respective student.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has

reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly

with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

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

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

Rationale:

No Title IV program review was provided with explanation that the last review occurred in 1997, prior to the last comprehensive HLC evaluation in 2009. School is scheduled to be recertified by December 2016 with application to be submitted by end of September 2016. Team may verify that this process has been completed. A June 2015 federal audit notes instances of non-compliance were limited to earmarking requirements for a Senior Companion Program, and significant deficiencies noted in audit included an instance of expense allocation for a WIA Adult Program and an instance of Expense Approval for a Trade Adjustment Assistance Community College and Career Training Program (TAACCCT grant). No findings related to distribution of financial aid were noted.

Default rates were reported in HCC's federal compliance submission for the prior three years as 18%, 20.3%, and 16.9%. The CQR team received the October 2016 report which confirmed the default rate according to the panel examination. HCC expects the default rate will be lower the next reporting period based on initial calculations.

October 2016 report is anticipated to confirm draft report; visiting team can verify. The last verified default rate of 18% is one of the three lowest in the state, per IPEDS reporting.

CLERY report is posted on website as required and easily accessed through Student link on website to Public Safety. Hawkeye was only recently approved to offer intercollegiate sports, beginning Fall 2016, so has no prior year data to report on equity. A Student Athlete Handbook is posted on the website to summarize NJCAA and institutional guidelines, including Satisfactory Academic Progress.

A website link provides guidelines for Satisfactory Academic Progress with contact information provided to the Financial Aid Office for further questions.

Attendance policies are noted on individual syllabi per instructor discretion. Per an institutional policy noted in the Student Handbook and posted on the website, students not attending the first two days of class may lose their place in the class, also at instructor's discretion.

No contractual or consortial relationships were reported.

Additional monitoring, if any:

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

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Website links under the Student Handbook and Student Rights include retention rate, graduation rate, transfer-out rate, and financial aid data (number of Pell and loan recipients).

Cost of attendance is listed under “Financial Aid” link of website with additional program costs linked under program pages. A “Paying for College” link in the Student Handbook redirects students to the Financial Aid page of the website, and the Student Handbook links are embedded within the 2016-2017 College Catalog.

Additional monitoring, if any:

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

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.

- Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Institutional accreditation with HLC is noted under the “About Hawkeye” link on the website.

Program accreditations are noted for all of the following: Dental Assisting and Dental Hygiene, Emergency Medical Services, Medical Laboratory Technology, Natural Resource Management, Occupational Therapy Assistant, Physical Therapy Assistant, Practical Nursing and Associate Degree Nursing, and Respiratory Therapy. Gainful employment information is posted for programs such as Dental, Emergency Medical Services, and Nursing.

Program accreditation and outcomes are noted on website, such as the placement rate, graduation rate, and certification exam pass rate for Medical Lab Tech. Nursing, Occupational Therapy, Physical Therapy, and Respiratory Care, but are not listed for Dental or Emergency Medical Services on program pages. A link under Financial Aid to Gainful Employment, however, does provide job placement rate for students in Dental Assisting program, posted per state and program accreditation guidelines.

Additional monitoring, if any:

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

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

AQIP Systems Portfolio demonstrates that the institution aligns learning outcomes and assessment across modes of delivery, including for concurrent enrollment programs, accredited by NACEP. Course outcomes are further aligned through the use of CurricUNET, and Fall 2016 syllabi have been brought into closer alignment in listing common course outcomes and institutional outcomes. Syllabi sampling provided included several semesters for access to syllabi on same course/different mode of delivery.

Institutional outcomes are assessed through graduate exit surveys, advisory committee surveys, and normed measures such as CAAP and CSSE.

Student outcome data is posted on the website for retention and graduation rates, with graduation rate further broken out by gender and race for a 2012 cohort year. Transfer-Out Rate is also provided (17%). Program outcomes are posted for most technical programs.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student Outcomes data posted on the website under the Student Handbook includes retention rate, graduation rate, and transfer rate, as noted above. In addition, some but not all program web pages include outcome data for the program. Student outcome data and program data, beyond licensure pass rates, are made available for college community through password-protected system.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

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

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

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized

specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

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

Rationale:

Institutional accreditation is listed under an "About Hawkeye" website page with a posting of Systems Portfolio reports and feedback from 2006, 2011, and 2016. An accreditation report is also posted for Iowa Department of Education's evaluation in 2008.

Program accreditations are noted on the website with addresses and policies listed for third party comments.

Additional monitoring, if any:

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

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

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

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Appendix Y link connects to Student and Consumer Information link on website with procedures for filing complaints with accreditor, state agency, or other relevant official, and as noted above, on a number of program pages, a procedure is listed for third-party comments. The visiting team received samples of advisory board notices and other public announcements not provided in federal compliance worksheet. A sample of template for advisory board notification was included in the Welding Program Advisory Committee Members meeting scheduled for Friday, November, 18, 2016.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

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

- Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NOT APPLICABLE

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

In addition to the Federal Compliance report submitted by the institution, the following materials were reviewed:

2013-2014 Independent Auditors' Report
 42 syllabi reviewed as noted on the Credit worksheet
 Fall 2016 Iowa Statewide Articulation Agreement on Transfer
 IPEDs Default Rate
 Athletic Handbook
 2016 AQIP Systems Portfolio
 2016 CQR Quality Highlights Report

Hawkeye Community College Website Pages
 2016-2017 College Catalog
 Financial Aid

Tuition Refund
Satisfactory Academic Progress for Financial Aid
Paying for College
Institutional Learning Outcomes
Student Handbook
Programs/Majors
 Adult Programs-Accelerated Programs
 Agriculture and Natural Resources
 Arts
 Business
 Education
 Health
 CNA
 Dental Assisting
 Dental Hygiene
 Emergency Medical Services
 Medical Administrative Assistant
 Medical Billing and Coding Associate
 Medical Laboratory Technology
 Nursing (LPN and RN)
 Occupational Therapy Assistant
 Physical Therapy Assistant
 Respiratory Care
 Industrial and Engineering Technology
 Information Technology
 Liberal Arts and Transfer Programs
 Power Technology
 Public Services
Transferring from Hawkeye
Transferring Credits to Hawkeye
College Credit Courses
Student Rights (within Student Handbook link)
 Complaint Policy
 Crime Statistics and Report
 Student Outcomes Data
 Retention Rate
 Graduation Rate
 Transfer-Out Rate
 Financial Aid Data
Student and Consumer Information
 Accreditation (HLC, Iowa Department of Education, Program Accreditations
 Gainful Employment (CNC, Construction Equipment Operation, Dental Assisting, Heating and Air
Conditioning, Paramedic, Practical Nursing, Truck Driving, Veterinary Assisting, Welding) [job placement
rate listed as a category but not required for all]

Additional links reviewed:

Student Complaint Procedure

<https://www.hawkeyecollege.edu/webres/File/students/student-handbook/studentcomplaint-procedures-and-form.pdf> [this link provided was broken but found at different link]

Athletic Program Requirements

<http://www.redtailathletics.com/navbar-inside>

Accreditation site reference

<https://www.hawkeyecollege.edu/about/accreditation.aspx> LISTING OF

Transfer/Articulation Agreements

<http://www.hawkeyecollege.edu/academics/transfer/information/default.aspx>

Technical Transfer Program Agreements

<http://www.hawkeyecollege.edu/academics/transfer/articulation-agreements.aspx>

Accreditation Visit Report – Iowa Department of Education—2015

<http://www.hawkeyecollege.edu/webres/File/about/accreditation/iowa-doe-interim-accreditation-visit-report.pdf>

HLC Quality Checkup Report, 2009

<http://www.hawkeyecollege.edu/webres/File/about/accreditation/quality-check-up-visit-report-2009.pdf>



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Hawkeye Community College

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

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

Instructions

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

Responses

A. Answer the Following Question

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

Yes No

Comments:

Classes are offered in a variety of formats—16-week sessions, later start 12-week sessions, and Early 8 and Late 8. May and December two-week online minimesters are offered, as well as summer terms in Early and Late 6 and Early 4 and Late 4. Course syllabi reflect common learning outcomes on courses across delivery formats. Compressed format courses indicated course requirements but not all syllabi of longer formats did.

B. Recommend HLC Follow-Up, If Appropriate

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

Yes No

Rationale:

Neither the Federal Compliance Review panel nor the CQR team review identified evidence of non-compliance.

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

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

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining

progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Courses reviewed, including 16-week and 8-week courses, online, hybrid, and traditional:

ACC 131-1

AND 410

AGB 303

AGC 103

BCA 232

BIO 105 (section 4 and one with no section noted on syllabus)

BIO 151-1 and 2 (shared syllabus) and additional web section

BUS 102-2

BUS 180-2 (Fall 2015 and Spring 2016 sent to compare onsite and web)

BUS 183-1 (on-site and online section compared)

DHY 116

ECE 158
EGT 243
ENV 114-4 and online section
GRA 105
HIS 151 (section 2, 3, and 5 to compare 16-week and late 8)
CPT-4
HSC 108-3
MFG 408
MGT 101-2
MKT 110
MLT 101
MMS 111-2
NET 412-1
PHT 109
PNN 207
RCP 600
TDT 101-1

Minimester courses reviewed:
4 sections of SPC 101
2 sections of SOC 110-301
2 sections of ENV 115-301

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

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

Yes No

Comments:

Course format descriptions are clearly defined on Academic webpage for all College Credit Courses. Descriptions address percentages of on-site vs. online contact for traditional, hybrid, and web/online, as well as beginning and end dates for terms.

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

Yes No

Comments:

Hybrid is defined with approximately 50% each in online and on-site contact. Online is defined as 100% online. The webpage and Federal Compliance Report submitted noted

that some exams may be proctored at the discretion of the instructor. In a sampling of over 40 syllabi, no instructor required a proctored exam for a course identified as online, nor hybrid.

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

Yes No

Comments:

Minimesters are noted on the website as “shortened and intense classes” with the “same amount of credits and materials as other semesters.” The sampling of syllabi included 8 from minimester courses, all of which shared the same learning outcomes as courses that met 16 weeks. A comparable workload was also reflected.

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

Yes No

Comments:

Courses in different formats are aligned in learning outcomes based on sampling. Because two week online courses are outside of the realm of common best practices, assessment data accessed on site may be useful for further validation.

2. Application of Policies

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

Yes No

Comments:

In sampling of over 40 syllabi, there were no examples found of courses with varying learner outcomes based on format. Because of a lack of standardization in format, however, some syllabi were far more detailed than others in linking to program and institutional outcomes and course requirements.

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

Yes No

Comments:

Descriptions for learning outcomes varied from one short paragraph description to multi-page descriptions of course outcomes, program outcomes, and institutional outcomes; however, no variance was noted in the sampling of differing course outcomes based on format.

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

Yes No

Comments:

Compressed format courses were more standardized than most syllabi in noting learning outcomes; technical programs more commonly noted links to institutional outcomes.

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

Yes No

Comments:

Two week online courses were labelled as "intense" in course format descriptions. Sample course outlines support this with students being asked to complete multiple exams, presentations, projects, and reading assignments in span of two weeks.

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

Yes No

Comments:

In a few technical programs, high credit hours are awarded for classes (e.g. 8 hours in a Basic Diemaking class); however, course meeting times reflect equivalent contact. Most courses are within 1-5 credit hours.

C. Recommend HLC Follow-up, If Appropriate

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

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

Yes No

Rationale:

No monitoring is suggested based on materials reviewed; however, the CQR team encourages HCC to fully implement its standardized syllabus template to achieve greater standardization of syllabi for the outliers described above. One syllabus, for instance, noted that a “large project” **may** be assigned depending on time. Some noted course format in opening (e.g. hybrid, online, traditional); several did not include that designation until several pages into the syllabus.

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

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

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Neither the Federal Compliance Review panel nor the CQR team review identified evidence of non-compliance.

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

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

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

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

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

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

- Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

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

Yes No

Comments:

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

Yes No

C. Recommend HLC Follow-up, If Appropriate

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

Yes No

Rationale:

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



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Hawkeye Community College IA

TYPE OF REVIEW: Comprehensive Quality Review

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 11/14/2016 - 11/16/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: no change

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

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

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 11/14/2016

AQIP, Systems Appraisal: 11/01/2019

AQIP, Systems Appraisal: 11/01/2023

RECOMMENDATION:

Interim report due September 1, 2019 focused on effective processes for assessment of student learning and achievement of Institutional Learning Outcomes and program learning outcomes. Further, the report should include how HCC has used the information gained from assessment to improve student learning.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2009 - 2010

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2016 - 2017

RECOMMENDATION: 2026-2027



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1236 Hawkeye Community College IA

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	40
Bachelors	0
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	6

Recommended Change: no change

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations:

Cedar Falls Center - Cedar Falls, IA

Western Outreach - Holland, IA

Waverly Outreach - Waverly, IA

Recommended Change: no change

Out Of State - Present Activity

Campuses: None.

ORGANIZATIONAL PROFILE WORKSHEET

Additional Locations: None.

Recommended Change: no change

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change: no change

Distance Education Programs:

Present Offerings:

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Agricultural Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Business Administration Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies General Business Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet

Associate 03.0201 Natural Resources Management and Policy Natural Resources AAS & Diploma Internet

Associate 52.0301 Accounting Accounting & Accounting Tech Internet

Associate 52.0402 Executive Assistant/Executive Secretary Exec Asst & Legal Asst Internet

Associate 52.1801 Sales, Distribution, and Marketing Operations, General Marketing Management Internet

Associate 51.0716 Medical Administrative/Executive Assistant and Medical Secretary Medical Admin Asst & Medical Secretary Internet

Certificate 51.3901 Licensed Practical/Vocational Nurse Training Practical Nursing Internet

Associate 51.1004 Clinical/Medical Laboratory Technician Medical Laboratory Technology Internet

Associate 43.0107 Criminal Justice/Police Science Police Science/Corrections Internet

Associate 01.0105 Agricultural/Farm Supplies Retailing and Wholesaling Ag Business Management Internet

Associate 51.3801 Registered Nursing/Registered Nurse Associate Degree Nursing Internet

Associate 51.0908 Respiratory Care Therapy/Therapist Respiratory Care Internet

ORGANIZATIONAL PROFILE WORKSHEET

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Criminal Justice Internet

Recommended Change: no change

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change: no change

Contractual Relationships:

Present Offerings:

None.

Recommended Change: no change

Consortial Relationships:

Present Offerings:

None.

Recommended Change: no change
