

Hawkeye Community College

AQIP Systems Portfolio



**HAWKEYE**  
COMMUNITY COLLEGE

Submitted to the Higher Learning Commission

June 1, 2016

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## **Acknowledgements**

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**Institutional Overview**

Hawkeye Community College is a not-for-profit, publicly supported institution governed by an elected Board of nine trustees. The College, founded in 1965, was originally named the *Hawkeye Institute of Technology* and the new institute was focused on providing vocational-technical training for the northeast region of Iowa. Hawkeye gained national recognition as a leader in technical education, but by the mid-1980s sweeping economic and structural changes resulted in a national recession that had a profound and prolonged impact on Iowa’s economy. The local industrial workforce downsized and individuals and families left the state to find work elsewhere. By the end of the decade, enrollment at the College began to decline sharply and the Board of Trustees commissioned a community study to determine support for an expansion of the College’s mission to include arts and sciences transfer components. The study results demonstrated strong support for a change in mission. The College sought and received approval for the mission change from the Iowa State Department of Education in 1992. Hawkeye Institute of Technology became the last community college in Iowa to embrace the mission of a comprehensive community college. The Board of Trustees voted to officially change the name of the College to *Hawkeye Community College* in 1993.

The College adopted its current mission in November 2001. Lacking verbs, the mission statement is the result of the Board of Trustees decision to formally adopt the Carver Policy Governance® Model in 2002. The Policy Governance model is centered on the achievement of outcomes and oversight of this process is through the Board’s annual review of [Ends Policies](#) to ensure alignment with the mission, vision, institutional goals, and pledge listed below.

Mission
<i>The mission of Hawkeye Community College is a globally informed community of successful lifelong learners</i>

Figure Oa

Vision
Hawkeye Community College will be recognized for educational excellence, exceptional student services, and responsiveness to diverse communities

Figure Ob

Institutional Goals
<p>To effectively demonstrate our mission, we are committed to provide:</p> <ul style="list-style-type: none"> <li>• Educational opportunities that are student-centered, comprehensive, and responsive to the individual and society</li> <li>• Leadership activities that support a dynamic framework for students, faculty, staff and the community to reach their potential</li> <li>• Quality services to each qualified individual</li> <li>• Access sensitivity to diversity, support for equal opportunities for all qualified individuals</li> <li>• Cooperative community relationships which foster human, social, cultural, economic and civic development</li> </ul>

Figure Oc

Our Pledge
As a college we will provide focus, meaning, and the skills necessary for qualified individuals to live competently in their communities

Figure Od

Today, Hawkeye Community College is ranked as the seventh largest community college in Iowa with 5,371 students enrolled in credit programming fall 2015. The College offers more than 45 credit technical programs and transfer education in face-to-face, accelerated, hybrid and online learning formats, including offering a full Associate of Arts degree online. Classes for high school students offer early college credit. Credit awards include certificates, diplomas, Associate of Arts, Associate of Science,

Associate of Applied Arts, and Associate of Applied Science degrees. In addition, the College offers adult basic education (ABE), high school equivalency certificates (HiSET), awards high school credits through an adult high school program, English Language Learner (ELL) classes and U.S. citizenship preparation. The Business and Community Education (BCE) division offers credit and non-credit educational offerings distinguished by the nature of the business-college contract process that specifies method of delivery, time, and location as well as professional certifications and licenses. Last year, BCE served over 80 businesses and provided educational opportunities to nearly 18,000 students. To best serve our students and stakeholders, the College employs 342 full-time faculty, 270 part-time faculty, 226 full-time staff and 122 part-time staff.

Our service district includes all or parts of ten counties located in a 2,742 square-mile area of northeast Iowa. Nine of the ten counties are classified as rural and the region has a population of only 204,401. The [main campus](#) is situated on 320 acres in Waterloo, Iowa, and includes 13 major classroom and administrative buildings, including a farm, its agricultural buildings, and 97 acres adjacent to the College. In addition, the College also has eight learning centers located in urban and rural settings throughout its ten-county service area that offer a variety of educational and support services to individuals of all ages. Other key resources for students include the following: full-service health clinic, wellness center, student activity center/cafeteria, childcare center, career placement center, library, and academic support and tutoring lab.

It is also important to note that many of the opportunities for improvement listed in our 2011 Systems Appraisal Feedback Report and Comprehensive Quality Review have been addressed through the use of Action Projects and institution-wide initiatives to further develop our quality program. For example, the 2010-2012 Mandatory Orientation and Registration ([MORE](#)) Action Project was launched as a pilot in 2011 to address student success and retention issues. The MORE pilot was noted in Hawkeye's 2011 Systems Appraisal as a promising process improvement. Since that time, MORE has been fully implemented and expanded to include not only face-to-face orientation and registrations sessions, but also an online version for distance education students. Data from each session is collected, analyzed and distributed to institutional units to support planning and collaboration on improvements.

Similarly, comments from the 2011 Systems Appraisal were instrumental in helping the College realize the value of moving the 2011-2012 Enrollment Management Action Project from a taskforce-developed set of action project to a college-wide 3-year Strategic Enrollment Plan (SEP) aligned with Hawkeye's 2015-2018 Strategic Plan and involving all college departments/units. The SEP projects focus on improving student success and increasing retention by aligning processes shared by institutional units to improve communication and coordination for all stakeholders.

Finally, the College has implemented a number of improvements in the areas of using data and information to track progress based on feedback provided through the Reaffirmation process. Metrics are used to measure strategic and operational goals, and these results are used to make decisions regarding resource allocations. Hawkeye has also implemented appropriate benchmarking criteria to monitor performance for key processes across the institution. Although some areas are targeted for continued improvement, the College believes it has made significant progress toward process integration.

## Category One

### Helping Students Learn

#### Category Introduction

The primary mission of the College is to provide quality learning opportunities and the support services that will assist students in achieving their educational goals. At the core of this mission is teaching and the focus is on assurance of a quality learning experience. In each of the six subcategories for Category One, the College will provide a detailed description of the key teaching-learning processes as well as key results for each process to address assurance criteria. And, based on the results provided, the College will describe improvements implemented or planned for the next one to three years.

To provide context for the subcategory responses, it is also important to discuss some of the key process changes that have been implemented since the 2011 Systems Portfolio was submitted as well as the current institutional priorities for improvement that are under consideration as a result of these changes. For example, the online curriculum management system, *CurricUNET*, used by the College since 2006 was purchased by the Iowa Department of Education (IDOE) for statewide implementation at all higher education institutions in Iowa by 2012. The implementation process is now complete for all 15 Iowa community colleges and it is now possible to track curricular development and changes for all higher education programs and institutions in Iowa. At our college, the *CurricUNET* curriculum management system has continued to streamline the curriculum revision/development process as well as assure the alignment and quality of learning outcomes is maintained. Increasing numbers of internal stakeholders (e.g., registrars, admissions staff, and financial aid staff) and external stakeholders (e.g., articulation staff from public universities, public and private colleges and Iowa Department of Education staff) are using the *CurricUNET* database repository to access curriculum information to verify course/program content and transferability. One possible improvement currently under consideration is to align secondary curriculum offerings with postsecondary programs to assist high school students with college preparation planning.

In 2012, the College concurrent enrollment program, *CollegeNow!* received full National Alliance of Concurrent Enrollment Programs (NACEP) accreditation. The NACEP standards ensure that the college courses are taught using the same course syllabus, content, learning outcomes and assessment criteria as those offered by our college faculty. All high school instructors teaching college courses must have the same academic level of preparation as our college faculty. The College also assigns one member of the full-time college faculty per discipline to serve as liaison and mentor to the high school instructor. High school instructors are also required to attend an annual professional development program offered at the College each year and ongoing professional development activities are offered by discipline/department throughout the academic year. Student success data is tracked for each *CollegeNow!* participant and these students are surveyed about the educational value of their concurrent enrollment experience at the end of the term as well as at one year and four years out of high school intervals.

There are other significant key process updates that will be included in relevant Category One subcategory narratives, however, the examples above represent mature processes that are now well-integrated into operations of the College. Measures are used for decision-making and to find efficiencies or drive innovation across multiple units.

**Subcategory One: Common Learning Outcomes****1P1**

Since the 2011 Systems Appraisal Report, the College has continued to develop the tools and processes for assessing common learning outcomes. Progress has continued with mapping courses and student data has been collected with an example included in this report that specifically addresses one of the common learning outcomes. The processes are clearer, tools are better developed and professional development related to the common assessments is more robust.

Course level student learning outcomes are mapped to the common outcomes which the College refers to as the Institution Level Outcomes (ILOs). The ILOs represent the body of knowledge and skills every graduate of our college should attain upon successful completion of their program of study. The ILOs support the mission of the College by providing students with general education and tools that support lifelong learning and being globally informed. (3.B.1, 3.E.2.)

The ILOs were originally designed to serve as the student learning outcomes for the liberal arts program at the College. This was done by the College's assessment committee, a standing committee with primarily faculty representation that meets twice a month ([Assessment Committee By-Laws](#)). This faculty-driven committee established the institutional outcomes through research of other college models and 21<sup>st</sup> Century Skills literature. The outcomes were then more broadly applied across the curriculum to include career and technical programs. One outcome was added as a result of this expansion, Workplace Application of Skills, to tie the two units of the College together during this process. These outcomes are assessed in multiple classes throughout a student's tenure of study. Below are the ILOs:

1. Communication
  - Students will develop speaking, writing, reading and listening skills.
2. Critical Thinking/Problem Solving
  - Students will acquire, evaluate, and analyze information; develop sound reasoning skills; and apply the principles of the scientific method.
3. Quantitative Reasoning
  - Students will develop skills in problem-solving, logical thinking, and application of the mathematical processes.
4. Community/Global Awareness
  - Students will recognize and appreciate diversity, historical viewpoints, and the global perspective.
5. Individual Development
  - Students will cultivate ethical values, personal wellness, and personal learning strategies.
6. Artistic Expression
  - Students will acquire a global and cultural understanding of the role of the arts, instilling the personal curiosity and skills for creative expressions and endeavors.
7. Information Management
  - Students will apply technological methods to retrieve, process and communicate information.
8. Workplace Application Skills (Career and Technical Education only) (3.B.2, 3.E.2)

Every new course and program must have well-developed student learning outcomes that are measurable and stated using Bloom's taxonomy of learning. Any courses or programs that are modified must have the outcomes reviewed before being approved. The course outcomes become part of an electronic course guide that is housed within *CurricUNET*. This guide contains all the information that must be consistent

and is descriptive of the course and cannot be changed without formal approval ([Course Outcomes and Course Guide example from CurricUNET](#)). The course guide then serves as the basis for class syllabi developed by faculty. By having this electronic repository serving as a resource for syllabus development, the College is confident that learning outcomes remain consistent for courses no matter who teaches them, where they are taught, or by what modality they are taught. While the College has maintained a standard list of elements for syllabus content, a standard template has been developed, approved by faculty and will be implemented in the fall of 2016. (3.B.2, 4.B.4) ([syllabus template May 2016](#))

The assessment committee manages and reviews the ILOs regularly as they review and improve assessment and mapping processes, meet with faculty, and analyze assessment data. The curriculum approval process through *CurricUNET* also has a communication step with transfer institutions that makes it possible to verify the transferability of courses and programs to meet general education requirements at their institutions. The ILO that each course is mapped to is visible to articulation specialists as yet another step to confirm the appropriateness of the mapping and the particular ILO. The liberal arts advisory committee is another stakeholder group that reviews new courses and programs and proposed curriculum changes. They serve as an additional external committee to review ILOs. At their regular meetings, career and technical program advisory committees provide their perspectives on needs for graduating students in the form of general education for successful employment. As potential employers, these stakeholders provide feedback to the College not only on technical skills training but on the level of soft skills needed in the workforce from program graduates. Because of these conversations, the College is doing a study to determine if there needs to be ILO language that addresses employability skills. In the spring of 2016, all CTE programs were asked to add a review of program level outcomes to see if there was interest in adding more language about soft skills. The results of this work will help determine if a new ILO needs to be added or an existing one needs to be modified. (3.B.3, 3.B.4, 3.B.5, 4.B.4)

A recent addition to the assessment of institutional outcomes is the pilot of a survey to students who participated in a co-curricular activity. An [Institutional Outcome Matrix Internal Audit of Co-Curricular Student Experiences](#) has been developed to formally map those regular student activities that are aligned with at least one ILO. This tool provides an inventory of co-curricular activities and helps to track and identify relevant activities and discover gaps in co-curricular assessment of ILOs. Examples of co-curricular activities include the student ambassador program, student leadership council, student clubs, study abroad, and campus-wide events and presentations ([Clubs and Organizations Inventory](#)). Many of the student organizations have been mapped to ILOs setting the stage for assessment data collection. A short student survey that is aligned with the institutional outcomes has been developed to capture student perceptions of learning in these areas. A pilot survey was conducted in the spring of 2016 to gain data that can be used for further development of this process. This effort is a result of attendance by a team to a summer institute on integrated learning hosted by the American Association of Colleges and Universities. (AAC&U). (3.E.1, 4.B.2)

As noted in the Introduction for Category One, all curriculum at the College is managed electronically through *CurricUNET*. ILO Management begins with *CurricUNET*. New courses and programs are designed within the *CurricUNET* system including course level and program level outcomes. Revisions to courses and programs are submitted and reviewed through the system. All are then subject to review by a variety of internal and external stakeholders before being approved. The *CurricUNET* system releases reviews and approvals in a sequential manner that builds to final approval by the College and the state.

The *CurricUNET* system and process is managed by the College institutional research department and a standing curriculum committee. The curriculum committee has established [by-laws](#) that include the purpose of the committee and the requirement for balanced faculty representation. The committee is managed by two faculty members who serve as co-chairs. One co-chair is from liberal arts and the other from a career and technical program. Along with the co-chairs, the faculty members serving on the



committee help mentor their colleagues with curriculum concerns ranging from making sure appropriate language is used, standards are met, and help navigate the use of *CurricUNET*. The committee meets twice a month to conduct business and receive training. One major task of this committee is to review course and program student learning outcomes for appropriateness and to verify mapping of these outcomes to the common outcomes. The mapping process had to be moved out of the *CurricUNET* system since the company was no longer able to meet this need after statewide adoption of the system. The College now maintains the information through electronic submission and storage on an internal assessment drive. (4.B.1, 4.B.2)

The work of the curriculum and assessment committees is shared with the faculty on faculty in-service days through reports by the co-chairs. Before the start of the fall and spring semesters, Academic Affairs plans a day of activities for the faculty. These faculty in-service days are devoted to communication, professional development and community building. Keynote speakers are selected to address the year's designated institutional outcome(s). These experts also lead break-out sessions focused on assessing these outcomes ([2015 August In-Service Agenda](#)). When needed, additional breakout sessions are scheduled for faculty training. New faculty are introduced to the assessment process through the New Faculty Induction Program supported by the College's Brobst Center for Teaching and Learning. Each new faculty member is assigned to a mentor who can also provide support for the assessment process. To keep all faculty and staff up-to-date on assessment and curriculum committee actions, meeting minutes are taken and are accessible through the College's share site, (4.B.1, 4.B.2, 4.B.4)

The institutional outcomes are assessed on a five-year cycle in the following order (cycle revised in Academic Year 2015-2016):

- 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

The "theme" for each year is announced at the faculty in-service. A course matrix was adopted in 2011 and serves as the course map to connect course student learning outcomes to the institutional outcomes. The goal is for every course to be mapped to at least one institutional outcome. Currently, of the 1,003 active courses, 81% are mapped. The curriculum and assessment committees schedule regular work sessions to support faculty in developing and assessing the institutional outcomes and "Assessment Round-Up" dates, which are due dates for turning in completed assessment projects completed the previous semester, are published at the beginning of each semester ([2014 Assessment Plan](#)). (4.B.4)

Common rubrics are used to track assessments of institutional outcomes. The use of common rubrics was initiated in 2014 as a result of a Hawkeye Community College-sponsored workshop where faculty learned the value of common rubrics and how to calibrate rubrics during this workshop ([Assessment Rubrics example](#)). The rubrics are modified versions of the AAC&U Value Rubrics. The rubrics track assessment data collected internally from faculty based on expectations set by the course mapping matrix. Data is also collected from other sources to supplement and validate the internal assessments. The Collegiate Assessment of Academic Proficiency (CAAP) exam has been implemented as an external validation tool. It was administered in the spring of 2014 and 2016 as a pilot to determine its usefulness. The Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) provide indirect data along with a graduate exit survey and advisory committee survey which measure stakeholder satisfaction. The CAAP, CCSSE, and SENSE all provide external benchmarking

capabilities. An institutional Outcome Matrix Internal Audit tool has been developed to monitor and summarize assessments from all sources. (4.B.1, 4.B.2, 4.B.4)

**1R1**

The data for the institutional outcomes was originally to be collected within the *CurricUNET* system. However, upon statewide implementation of the system, the company managing the software informed us that they were no longer able to accommodate the College’s individual needs for data collection. As a consequence, we have returned to an in-house electronic submissions process which stores outcomes and related assessment data on a dedicated internal assessment drive. Submitted data is organized by program and the first annual summary document will be prepared by the co-chairs of the Assessment Committee, the Dean supporting assessment processes, Institutional Research, and the Vice President of Academic Affairs beginning in the summer of 2016.

Assessment data for critical thinking/problem solving is included with this report. In most cases, the data represent two years of collection. Once the third year of data is added, trending analyses will be possible. The questions and results are presented below for the 2015 and 2016 graduate exit surveys, the 2014 and 2015 advisory committee surveys, the 2013 and 2014 CCSSE surveys, and the 2012 and 2014 SENSE surveys. Since all of these are indirect assessment measures, their true value will be seen once trending data can be established. In the case of CCSSE and SENSE, comparison data is available for medium colleges and cohort groups. Faculty created and scored assessments have been collected for up to five years for some ILOs. For the purposes of this report, data are presented from one CTE program, Physical Therapy Assistant, and one liberal arts emphasis area, mathematics, for AY 2015-2016. The CAAP exam was also piloted in 2014 and 2016. This report not only provides comparison data but it also breaks the data down by race, gender, age, English as a first language, educational level, full-time or part-time, and grade point average. All data are favorable for student learning of critical thinking skills. However, the most recent CAAP data indicate that student learning (in some areas) are moderately significant and below the comparison group. Once trends are determined for all assessment instruments, benchmarks can be set to raise all indicators.

**Institutional Outcome: Critical Thinking/Problem Solving**

**Graduate Exit Survey: *During my time at Hawkeye Community College, I improved my ability to solve problem/make decisions.***

2015 (N = 885)	# Students	Percent	2016 (N = 964)	# Students	Percent
Strongly Agree	374	42.26	Strongly Agree	415	43.05
Agree	493	55.71	Agree	536	55.60
Disagree	16	1.81	Disagree	9	.93
Strongly Disagree	2	.23	Strongly Disagree	4	.41

Figure 1a

**Advisory Committee Survey: *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.***

2014 (N = 169)	# Participants	Percent	2015 (N = 137)	# Participants	Percent
Strongly Agree	54	31.76	Strongly Agree	43	30.94
Agree	91	53.53	Agree	71	51.08
Neutral	16	9.41	Neutral	14	10.07
Disagree	1	.59	Disagree	2	1.44
I Don’t Know	7	4.12	I Don’t Know	7	5.04

Figure 1b

**Community College Survey of Student Engagement (CCSSE): How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? Thinking critically and analytically.**

2013 (N =660)	Hawkeye Community College		Medium Colleges		2013 Cohort	
	# Students	Percent	# Students	Percent	# Students	Percent
Very Much	145	22	35,686	29.9	133,635	29.8
Quite a Bit	319	48.3	49,877	41.7	185,749	41.4
Some	176	26.7	27,082	22.7	103,247	23
Very Little	20	3	6,844	5.7	25,645	5.7

2015 (N = 718)	HCC		Medium Colleges		2015 Cohort	
	# Students	Percent	# Students	Percent	# Students	Percent
Very Much	151	21	32,404	31.3	135,270	31.4
Quite a Bit	332	56.2	42,198	40.7	175,941	40.8
Some	192	26.7	23,092	22.3	96,157	22.3
Very Little	44	6.2	5,869	5.7	23,642	5.5

Figure 1c

**Survey of Entering Student Engagement (SENSE): Considering through the end of the first three weeks of your first semester/ quarter: Within a class, or through another experience at this college: I learned to understand my academic strengths and weaknesses.**

2012 (N = 463)	Hawkeye Community College		Medium Colleges		2012 Cohort	
	# Students	Percent	# Students	Percent	# Students	Percent
Strongly Agree	125	27	7,754	26.9	25,908	27.1
Agree	203	43.9	12,629	43.8	41,945	43.9
Neutral	116	25.1	6,763	23.5	22,390	23.4
Disagree	10	2.1	1,280	4.4	4,149	4.3
Strongly Disagree	9	2	404	1.4	1,233	1.3

2014 (N = 420)	HCC		Iowa		2014 Cohort	
	# Students	Percent	# Students	Percent	# Students	Percent
Strongly Agree	98	23.3	6,457	27.8	27,684	28.1
Agree	178	42.4	10,282	44.3	43,460	44.1
Neutral	107	25.4	5,192	22.3	22,223	22.5
Disagree	32	7.6	1,011	4.4	4,053	4.1
Strongly Disagree	5	1.3	288	1.2	1,206	1.2

Figure 1d

**Faculty Created and Scored Assessments - Physical Therapy Assistant Program (three courses)**

**Spring 2015 (N = 18 students X 3 assessments each = 54 assessments)**

PTA 212 Musculoskeletal II	# Students	Percent
Met Expectations	17	94.40
Expectations not met	1	5.56
<b>PTA 231 Therapeutic Exercise for PTA</b>		
Met Expectations	18	100.00
Expectations not met	0	0.00
<b>PTA 285 PTA Professional Issues</b>		
Met Expectations	18	100.00
Expectations not met	0	0.00
<b>Mathematics (two courses)</b>		
<b>Fall 2015 (N = 290)</b>		
<b>MAT 156 Statistics</b>		
Met Expectations	261	90.00
Expectations not met	29	10.00
<b>Spring 2016 (N = 28)</b>		
<b>MAT 772 Applied Math</b>		
Met Expectations	24	85.70
Expectations not met	4	14.29

Figure 1e

<b>Collegiate Assessment of Academic Proficiency (CAAP) Exam: Critical Thinking</b>					
		<b>2016</b>	<b>2016</b>	<b>2014</b>	<b>2014</b>
		<b># Students (N = 189)</b>	<b>Mean Test Score</b>	<b># Students (N = 184)</b>	<b>Mean Test Score</b>
<b>National</b>		22,805	60.5	28,236	60.8
<b>Hawkeye</b>		189	59.6	184	60.3
	African American	20	55	13	56
	Am. Indian/Al. Native	1	Redacted	0	
	White/Caucasian	149	60	156	61
	Mexican American/Chicano	0		2	Redacted
	Asian/Pacific Islander	0		2	Redacted
	Puerto Rican/Cuban/Hispanic	2	Redacted	0	
	Other	0		5	57
	Prefer not to respond	3		0	
	No Response	14	58	6	61
	Male	107	60	106	60
	Female	76	59	76	60
	No Response	6	59	2	Redacted
	18 and under	58	58	27	61
	19-20	65	59	72	59
	21 - 25	35	59	38	61
	26 - 30	8	60	23	61
	31 - 39	12	59	18	63
	40 and older	11	61	6	58
	English First Language	170	60	178	60
	English Not First Language	12	55	3	Redacted
	No response	7	59	3	Redacted
	Freshman status	101	59	60	59
	Sophomore or higher	60	61	86	60.5
	Other	11	58	20	61
	No response	17	59	18	59
	Full-time	139	60	160	61
	Part-time	38	60	19	58
	No response	12	58	5	57
	GPA below 2.0	5	57	2	Redacted
	2.01 - 2.50	16	57	17	58
	2.51 - 3.00	32	58	30	60
	3.01 - 3.50	39	61	41	61
	3.51 and above	53	62	39	63
	No response	44	58	55	59

Figure 1f

<b>Executive Summary: Comparison of Hawkeye to normative groups (2016)</b>			
Content Category	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Analysis of arguments	-4%	-6%*	-3%
Evaluation of Arguments	-3%	-3%	-6%*
Extension of Arguments	-2%	-3%	-1%

Figure 1g

<b>Executive Summary: Comparison of Hawkeye to normative groups (2014)</b>			
Content Category	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Analysis of arguments	11%**	5%*	-1%
Evaluation of Arguments	-2%	-3%	1%
Extension of Arguments	0%	1%	9%*
*Moderate statistical difference			
**Substantial statistical difference			

Figure 1h

Examples of how the faculty assessments are being used for change include the following reports from faculty:

- “We will decrease the number of assessment measures and replace others. Each instructor has agreed that the structure of lab time needs to shift to much more specificity of tasks to complete to keep students engaged.”
- “Over the summer we will be updating our curriculum documents to reflect the dimensions of progressive learning we expect from our students.”
- “We will not revise this approach or the test until we have used it for at least 3 terms... Instructors who submitted data will be given a copy of this report to make them aware of the main quantitative reasoning and critical thinking topics future students need to master before completing this course.”

Overall, the institution believes the design, deployment, and effectiveness of teaching-learning processes well-integrated into the operational units of the academic division. The use of *CurricUNET* had facilitated this integration and is viewed as a much needed innovation for our college as well as other higher education institutions across our state.

### III

Since 2011, the College has continued to map courses and develop assessment tools as evidenced by the course mapping matrix common rubrics to support common institutional outcome assessments (2014), the institutional outcome matrix internal audit to track all forms of assessment instruments used to measure student learning related to the institutional outcomes (2015) and the institutional outcome matrix internal audit of co-curricular student experience (2016). See [Institutional Outcome Co-Curricular Matrix 2015](#). The data collected for the assessment of the institutional outcomes is derived from multiple sources with the intention of including internal, external, direct, indirect, formative and summative assessments. The CCSSE, SENSE and CAAP assessment tools allow benchmarking opportunities for our assessment data. (4.B.3)

Student learning outcomes assessment has increasingly become part of the culture of the faculty at the College since 2011. Processes are more defined and better communicated to faculty and improved methods of tracking and documentation have been developed. The College has continued to refine existing tools and processes and find new ones needed for robust and consistent assessment of ILOs. Since the 2011 report, 81% of all courses have been mapped to at least one ILO and this work continues. Career and technical courses were added to this mapping process along with liberal arts courses in an institution-wide realignment that occurred in 2013. Liberal Arts classes are still part of the CTE programs and contribute to the assessment of ILOs along with the CTE courses. In 2014, common rubrics were developed and are being used to track assessment data collected internally from faculty. A course mapping matrix audit form was designed in 2015 as a result of technical difficulties with the previously used *CurricUNET* system. This audit form also tracks data collection from CCSSE, SENSE, CAAP, graduate exit surveys and advisory committee surveys. A co-curricular audit form was developed in the

spring of 2016 to map activities to the ILOs and to track data collected from students at these events. A short survey was created and administered as a pilot in the spring of 2016. (4.B.3)

The College has been challenged by some changes in technology and the realignment of the ILOs to be more broadly assessed. The assessment cycle was re-started because the College initiated an institution-wide alignment of all courses, including CTE, to Institutional Outcomes and this was the focus of curriculum and assessment energies for two years. This exercise took longer than expected and disrupted the previously existing assessment cycle. The assessment committee is also in discussion regarding the conversion of learning outcome Number 8 to language specifically devoted to professionalism. (4.B.3)

In the fall of 2015, the College adopted Canvas as the new Learning Management System (LMS). This new LMS affords the opportunity to build a more robust and automated assessment process using the capabilities of this next-generation LMS. As of spring 2016, common institutional outcomes assessment rubrics were prepared within the LMS with the expectation that they will be piloted in the next academic year. The goal will be to use the LMS rubric scores to automatically populate a database for the institutional outcomes. Work has begun on this with several faculty members and the director of the Brobst Center for Teaching and Learning Services. The exploration of real-time assessment of student learning within a course using common rubrics and electronic devices (e.g., iPads and smart phones) is also being explored. (4.B.3)

### **Subcategory Two: Program Learning Outcomes**

#### **1P2**

Program-level outcomes articulate the knowledge and skills that students will be expected to demonstrate upon graduation from a particular program of study. The College mission, vision and institutional goals all recognize the importance of educational excellence and the opportunity for lifelong learning. The College pledge is particularly important as it states “As a college we will provide focus, meaning, and the skills necessary for qualified individuals to live competently in their communities.” It is for these reasons that the College offers a variety of career and technical programs for students that award certificates, diplomas, Associate of Applied Sciences (AAS) and Associate of Applied Arts (AAA) degrees along with the first two years of a transfer program that awards either the Associate of Arts (AA) or the Associate of Science (AS) degree.

Every academic program at the College has an advisory committee. For occupational programs, [program outcomes](#) were developed by faculty working in conjunction with the Dean of the division and advisory committees consisting of employers and/or professionals in a given field. This collaborative process creates a connection between learning in a specific program and its application in the professional world and ensures alignment of the program’s content with workforce needs. Every career and technical program has its own unique set of program outcomes that represent a broad perspective of the course learning outcomes within that program. The program outcomes for the liberal arts are the same as the institutional outcomes (ILOs) discussed in Subcategory One. The liberal arts program advisory committee’s role is to review the ILOs using the same processes used the CTE advisory committees to ensure alignment of program learning outcomes to the mission, other related educational offerings, and degree levels offered by the institution. (3.E.2)

The advisory committees meet each fall and spring and provide program faculty with information about the most current trends in their field including trade skills and equipment. They review and approve new curriculum as the first step in a program revision. With their combined expertise, these groups review course and program level learning outcomes with the program faculty and Dean, make recommendations



and then approve the outcomes. These outcomes are to be measurable, stated using Bloom's taxonomy of learning and represent the skills and knowledge that students from the particular program should possess after successful completion and award attainment. In the spring of 2016, all advisory committees were asked to review the program outcomes with the plan for a continuous review cycle corresponding to the Academic Program Reviews (APRs). (3.B.4, 4.B.4)

Many programs have associated [student clubs](#) that provide opportunities for students to build peer relationships. Programs often encourage student participation in service learning activities, volunteer opportunities, and provide field trips. Professional conferences and competitions are often attended by students enrolled in career and technical programs. While all of these co-curricular opportunities support student engagement, they often support the learning and skills development taking place in the programs as well. Assessment of co-curricular activities related to ILOs for career and technical offerings is in development for program outcomes. (3.E.1, 4.B.2)

Program Outcomes are reviewed at a minimum of once every five years through the Annual Program Review process using *ProView*, a program data management system developed by the College. The Program Outcomes are displayed within *ProView* on the "Program" tab page to allow faculty the opportunity to maintain a clear focus on the intended outcomes of their program. They can use these outcomes as a reference when responding to the various program questions throughout the program review process. As part of the report-out summary of *ProView* for academic year 2015-2016, an enhanced goals page was initiated that now allows faculty to link Goals & Resources for the program to: Program Outcomes, AQIP Categories, Strategic Plan Initiatives, or Institutional Outcomes where applicable. (4.B.1, 4.B.2, 4.B.4)

In addition to Program Outcomes displayed in the *ProView* process, faculty are also included in the "to-do" checklist within our electronic curriculum review and submission process, *CurricUNET*. When program faculty launch a program modification or a new program proposal, they are required to review and update if necessary, the Program Outcomes. These provide an overarching guide for courses that are then linked to the program. The course-based student learning outcomes help to ensure that the student is completing the program and meeting the program outcomes to become employed and successful in their field of study. Curriculum Committee members serve as mentors to faculty revising courses and programs and the mentors review program outcomes to help ensure the focus on Bloom's taxonomy. (4.B.1, 4.B.2)

Currently, course level outcomes are primarily mapped only to the ILOs with only a few programs having courses mapped to program outcomes. Assessment of program level outcomes will be accomplished by the administration of course level assessments that are mapped to the program outcomes in the course mapping matrix. The processes used for ILOs will provide the framework for program level outcome assessment. The assessment committee has extended the mapping process to program outcomes with the goal of completing in 2016-2017 and student learning assessment data collection beginning in AY 2017-2018.

## 1R2

Program faculty are responsible for collecting and analyzing assessment data from their program courses. Those data that support ILOs are shared with the assessment committee through electronic submission. Board pass rates are reported to administration and the Board of Trustees. Otherwise, the assessment tools and results along with any changes implemented as a result of these assessments is reported by the programs in the Academic Program Review process (discussed in Subcategory Four). Our internal annual program audit has made building IDOE mandated 5-year reviews a much easier process.

Current methods of assessing and evaluating programs is accomplished by stakeholder feedback through graduate exit and advisory committee surveys. Industry tests and board exams are key indicators of

program success as well as proficiency data collected for inclusion in the Carl D. Perkins Career and Technical Education grant application.

The focus of the College in recent years has been the development of a robust five-year APR process as discussed in Subcategory Four. The assessment of program outcomes is accomplished by stakeholder feedback and board pass rates. The key stakeholders include students who are completing their programs and advisory committee members who represent employers and program graduates. Advisory Committee members are familiar with the program and faculty and often offer internship and employment opportunities to program graduates.

**PROGRAM ASSESSMENT DATA**

As with ILO assessment data, program learning outcome assessments have been done for two years so a trend can be established after future data is collected. All data from these sources are positive in these criteria measuring program quality. We currently compare board pass rates against state and national rates for certification examinations. National Board of Respiratory Care (NBRC), Medical Laboratory Technician (ASCP), and Nursing Board Exams (NCLEX) results indicate that our students acquired the knowledge and skills to successfully pass Board examinations at an almost equal or higher rate than the national average for students on their first attempt with the exception of the ADN program. The data for 2011 to 2015 are included in this report.

In order to improve board pass rates, two programs, including the ADN program, have chosen to adopt new software that reviews content knowledge in preparation for the exams.

<b>Graduate Exit Survey</b>					
<b>Question: During my education at Hawkeye Community College, I received an adequate amount of hands-on learning.</b>			<b>Question: During my education at Hawkeye Community College, I received an adequate amount of hands-on learning.</b>		
<b>2015 (N = 885)</b>	# Students	Percent	<b>2016 (N = 964)</b>	# Students	Percent
Strongly Agree	439	49.60	Strongly Agree	516	53.53
Agree	417	47.12	Agree	412	42.74
Disagree	29	3.28	Neutral	31	3.22
Strongly Disagree	0	0	Disagree	5	0.52
<b>Question: During my education at Hawkeye Community College, the technology available in my classes was adequate to support my ability to learn.</b>			<b>Question: During my education at Hawkeye Community College, the technology available in my classes was adequate to support my ability to learn.</b>		
<b>2015 (N = 885)</b>	# Students	Percent	<b>2016 (N = 964)</b>	# Students	Percent
Strongly Agree	407	45.99	Strongly Agree	443	45.95
Agree	448	50.62	Agree	487	50.52
Disagree	26	2.94	Neutral	28	2.9
Strongly Disagree	4	0.45	Disagree	6	0.62

Figure 1i



<b>Advisory Committee Survey</b>			<b>Question: The program curriculum provides the necessary occupational and academic skills</b>			<b>Question: The program curriculum provides the necessary occupational and academic skills</b>		
<b>2014 (N = 170)</b>			<b>2015(N = 139)</b>			<b>2015(N = 139)</b>		
	# Participants	Percent		# Participants	Percent		# Participants	Percent
Strongly Agree	56	32.94	Strongly Agree	43	30.94	Strongly Agree	47	33.81
Agree	96	56.47	Agree	82	58.99	Agree	74	53.24
Neutral	13	7.65	Neutral	8	5.76	Neutral	7	5.04
Disagree	1	0.59	Disagree	0	0	Disagree	3	2.16
Strongly disagree	1	0.59	Strongly disagree	0	0	Strongly disagree	0	0
I Don't Know	2	1.18	I Don't Know	4	2.88	I Don't Know	4	2.88
<b>Question: The program curriculum is designed to meet current job requirements for entry-level employees.</b>			<b>Question: The program curriculum is designed to meet current job requirements for entry-level employees.</b>			<b>Question: The program curriculum is designed to meet current job requirements for entry-level employees.</b>		
<b>2014 (N = 170)</b>			<b>2015(N = 139)</b>			<b>2015(N = 139)</b>		
	# Participants	Percent		# Participants	Percent		# Participants	Percent
Strongly Agree	48	28.24	Strongly Agree	47	33.81	Strongly Agree	38	27.34
Agree	103	60.59	Agree	74	53.24	Agree	82	58.99
Neutral	11	6.47	Neutral	7	5.04	Neutral	5	3.6
Disagree	4	2.35	Disagree	3	2.16	Disagree	6	4.32
Strongly disagree	1	0.59	Strongly disagree	0	0	Strongly disagree	0	0
I Don't Know	2	1.18	I Don't Know	4	2.88	I Don't Know	5	3.6
<b>Question: The program anticipates future occupational needs.</b>			<b>Question: The program anticipates future occupational needs.</b>			<b>Question: The program anticipates future occupational needs.</b>		
<b>2014 (N = 170)</b>			<b>2015(N = 139)</b>			<b>2015(N = 139)</b>		
	# Participants	Percent		# Participants	Percent		# Participants	Percent
Strongly Agree	51	30	Strongly Agree	38	27.34	Strongly Agree	38	27.34
Agree	87	51.18	Agree	82	58.99	Agree	82	58.99
Neutral	17	10	Neutral	5	3.6	Neutral	5	3.6
Disagree	5	2.94	Disagree	6	4.32	Disagree	6	4.32
Strongly disagree	2	1.18	Strongly disagree	0	0	Strongly disagree	0	0
I Don't Know	7	4.12	I Don't Know	5	3.6	I Don't Know	5	3.6

Figure 1j

Medical Laboratory Tech – MLT Program

Examination	Hawkeye Students	2015	2014	2013	2012	2011
<b>ASCP National Board Exam: Please note these are first time pass-rates on a calendar year and not academic year.</b>	# Attempted	17	15	14	11	21
	# Passed	16	15	13	10	20
	% Passed	94	100	93	91	95
	Program Mean	532	499	469	555	510
	MPL	400	400	400	400	400
<b>As of 2015, NAACLS requires that pass-rates are posted on the website that follow the mathematical formula of students who pass within the first year (and not first-time pass rates) averaged over 3 years.</b>						

Figure 1k

<b>Respiratory Care Program</b>						
Examination	Hawkeye Students	2015	2014	2013	2012	2011
NBRC Exam (TMC) Entry Level (Low) Cut Score (Required for Licensure)	Number of Graduates	10	9	8	15	14
	#Attempted	10	9	8	14	14
	#Passed	7	9	8	13	13
	% Passed	70%	100%	100%	93%	93%
	National Average	62.78%	60.52%	60.52%	59.07%	57.84%
NBRC Exam (TMC) Advanced Level (High) Cut Score	Attempted	10	6	3	11	9
	Passed	7	6	3	11	7
	% Passed	70%	%	100%	100%	77.8%
	National Average	49.38%	53.14%	53.14%	66.44%	52.16%
NBRC Clinical Simulation Examination	Attempted	6	7	3	11	9
	Passed	4	6	3	11	8
	% Passed	67%	86%	100%	100%	88.9%
	National Average	55.86%	60.93%	60.93%	60.29%	56.13%

Figure 1l

Associate Degree Nursing – RN Program						
Examination	Hawkeye Students	2015	2014	2013	2012	2011
<b>Associate Degree Nursing Board Exam</b>	# Attempted	51	65	62	61	61
	% Passed on First Attempt	78.43%	86.15	58.47%	81.97%	78.69%
	# Repeating	21	21	22	28	20
	% Passing on Later or Second Attempt	42.86%	61.90%	57.60%	36.00%	40.00%
	Iowa Average	80.77%	78.28%	82.23%	90.24%	86.28%
	National Average	84.51%	81.79%	83.14%	90.34%	87.90%
	<b>Repeat</b> average-National	42.43%	45.08%	45.13%	57.75%	60.91%

Figure 1m

Practical Nursing – LPN Program						
Examination	Hawkeye Students	2015	2014	2013	2012	2011
<b>Practical Nursing Board Exam</b>	# Attempted	81	107	98	90	100
	% Passed on First Attempt	86.42%	85.05%	82.1%	92.22%	92.0%
	# Repeating	15	20	13	6	8
	% Passing on Later or Second Attempt	66.67	75%	81.2%	33%	50%
	Iowa Average	92.28%	90.51%	94.46%	94.83%	94.40%
	National Average	81.69%	82.16%	84.63%	84.23%	84.84%
	<b>Repeat</b> average-National	39.02%	33.98%	36.05%	34.29%	34.57%

Figure 1n

Perkins grant accountability requires performance measuring for CTE program students. Technical Skill Attainment is one of the Perkins performance indicators. The performance measurement is conducted by each community college. The resulting data is reported in the Student Information file to indicate whether or not a student was assessed under reported major, and whether the assessed student was found proficient under that major. An assessed student is defined as a “career and technical education concentrator who took a technical skill assessment that is reliable and valid and was approved by a third party during the reporting year.” The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program.” A proficient student is defined as a “career and technical education concentrators who passed a valid and reliable technical skill assessment during the reporting year.” It is important to note that students are not typically assessed by this performance measure until their last two terms of the program, but in some instances programs have decided to include a skill attainment measurement within each term of the program. Students who are initially assessed “not proficient,” may become assessed “proficient” in a following fiscal year.

Since the inception of this reporting requirement to the IDOE, the College’s performance measures are as follows:

TECHNICAL SKILL ATTAINMENT	FY15	FY14	FY13
CTE Unique Student Count	8,695	9,144	9,132
Unique CTE Programs Assessed	44	40	40
Unique Count of CTE Students Assessed	987	1,237	1,044
Unique Count of CTE Students Assessed: Proficient	888	1,116	833
Unique Count of CTE Students Assessed: Not Proficient	99	121	211
% CTE Students Assessed	11.35%	13.53%	11.43%
% CTE Students Assessed: Proficient	89.97%	90.22%	79.79%
% CTE Students Assessed: Not Proficient	10.03%	9.78%	20.21%

Figure 1o

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Program outcomes have been developed for all of the CTE programs. The College chose to make the inclusion of CTE courses in the ILO assessment process a high priority causing the mapping of program level learning outcomes to be delayed. The APR process has been a high priority for the assessment committee and that tool will guide and systematize the program level assessment process. This process is described in more detail below in Subcategory Four. (4.B.3)

**Subcategory Three: Academic Program Design****1P3**

As a comprehensive community college with an open door policy, we accept a diverse range of students with a wide range of needs and interests. To meet the needs of these students, the College employs coordinators for students with disabilities, veterans, and provides mental health counselors through contracted services with the county. A Center for Learning and Academic Success is available to students who need tutoring assistance and the College offers many developmental level courses for the students who are underprepared for college courses. To meet the need of working adults, the College hired an evening coordinator to focus on students attending evening programs. The College has also employed retention specialists to assist students and has a plan to increase the number of these positions and locate them strategically with offices around campus. (1.C.1, 1.C.2)

A special needs coordinator at the College determines educational needs upon review of documentation of a disability and provides equal access to academic content, programs, and services. A wide range of [services](#) are offered to these students tailored to their needs. Examples include audio books, note taking assistants, sign language interpreters, and adaptive equipment and software. (1.C.1, 1.C.2)

A veterans' services coordinator advises and advocates for students identified as military veterans. A [resource center](#) for veterans has been created that provides a place to connect with others to form a sense of camaraderie around shared experiences. Veteran students are invited to enjoy a relaxed atmosphere to study or meet others. The College has also made scholarships available that are specific for veterans. The College has received three forms of recognition for its service to veterans including being named a military friendly school (2016), recognition in the Military Advanced Education and Transition Guide to Top Colleges and Universities (2016) and a Best for Vets award from Military Times (2015). (1.C.1, 1.C.2)

The new College strategic plan demonstrates the great value the College places in recognizing and appreciating diversity and supporting inclusion among students, faculty and staff by making this the focus of one of the three strategic projects. With the mission of a globally informed community of successful lifelong learners, the College embraces its role in educating students about multiculturalism, diversity and inclusion. The College has one institutional outcome that specifically addresses community and global awareness. The Diversity Committee meets regularly to help establish and sustain a set of policies, programs, practices and resources necessary to promote a campus atmosphere which visibly reflects, encourages, and values a diverse and multicultural educational environment. The committee defines diversity as "the full range of unique characteristics and experiences that each person brings to the organization. These differences may include ethnicity, cultural heritage, gender, age, religion, and sexual orientation and functional abilities. These differences are important to understand, but they cannot be used to predict any individual's values, choices, or responses. Valuing diversity involves deepening our understanding of how interconnected statuses relate to patterns of socialization, affiliation, and

opportunity. These patterns shape identities and influence the way people experience, understand, and interpret the world.” (1.C.1, 1.C.2)

In the fall of 2015, the institution’s Associate Director for Multicultural Affairs was elected as the first African American Mayor of Waterloo, the city in which the College is located. This position was included within Human Resource Services and had duties primarily associated with that division. The College evaluated the needs of students, faculty, and the community and made the decision to elevate the position to Director of Diversity and Inclusion. The person hired for this position will be a member of the Academic Affairs division and will report directly to the Vice President. Duties will be focused on helping the College be mindful and proactive in meeting the needs of all diverse learners. (1.C.1, 1.C.2)

The College recognizes that underrepresented students benefit from seeing role models who look like them being successful in the academic environment. The College’s Faculty Diversity Internship Program (FDI) is an intensive teaching program that will positively impact classrooms on campus and across the state and country. The emphasis of the program is on providing underrepresented populations opportunities to explore teaching on a community college campus. Through this exploration and teaching experience the College aims to enhance the overall educational experience by creating a staff and faculty that are reflective of the growing diversity of the College and our global community. Recently the College has been unable to bring in an intern, but the program is still active and efforts are ongoing. (1.C.1, 1.C.2)

The College also required all students completing an Associate of Arts degree at Hawkeye to take a minimum of one, three credit hour course in social diversity. Not only does this increase the students’ breadth of knowledge, but it also fulfills similar requirements at transfer institutions. By making this a requirement, students have the opportunity to learn about racial and ethnic diversity before transferring to a more diverse four-year institution or entering a diverse workforce. (1.C.1, 1.C.2)

In order to meet the needs of stakeholders including students and employers, the College has adopted a curriculum development process that benefits both transfer and career and technical, direct to work, students. The liberal arts program is designed to meet Iowa Code guidelines and to provide maximum articulation opportunities to those four-year programs that students transfer to most. Every new course proposed in the liberal arts is developed within *CurricUNET* and, as part of the electronic review process, is then shared with four-year retention specialists to determine how the course will transfer. The College organized a liberal arts advisory committee in 2014 with representatives that are transfer specialists from four-year universities. This committee meets every fall and spring to discuss new courses and/or programs at the two-year or four-year level and to discuss any concerns or issues with articulation experienced by transfer students. In addition, an annual articulation meeting is scheduled by the [Liaison Advisory Committee on Transfer Students](#) (LACTS). This committee has membership from the three state regent universities as well as Iowa community college representatives. Common agreements on the various degree offerings of the community colleges, grading symbols, and treatment of veterans are parts of the annual event. (4.A.1)

Because recent research has shown that students often take more courses than needed for degree attainment, the liberal arts program has identified emphasis areas to align coursework with student goals and interests. Emphasis areas have a recommended course schedule that is more prescriptive and places students into electives that can support their success after transfer. Students can now easily identify the best set of courses needed for transfer into various majors at the university. The recommended course sequences for emphasis areas can be viewed by students on the [College website](#). (4.A.1)

Career and technical programs are also designed to meet Iowa Code requirements. All steps in this process are completed through the use of the statewide *CurricUNET* system and subject to the oversight of the curriculum committee and electronic approval process. As a new program is developed, faculty and

the dean work with an advisory committee and consultants at the IDOE to refine the curriculum and ensure that it meets the code requirements. (4.A.1)

At every advisory committee meeting, any recommendations made by the committee are recorded on a [special recommendation form](#) and then signed by a representative of the advisory committee and a faculty member. The recommendations are then reviewed at future meetings for updates. If a program is considering a new award level (certificate, diploma or degree), the advisory committee must review the proposal and advise the College on the employment outlook for completers of the award. If employment opportunities are not likely with the award, the advisory committee may recommend altering the proposed curriculum or reject the option. (4.A.1)

The process to start a new program requires filing a notice of intent (NOI) with the IDOE no sooner than 12 months before the program start date. The NOI includes the requirement for research of Labor Market Information (LMI) for adequate employment opportunities and a survey of other community colleges offering the same or similar programs to address competition. Upon approval by the State of the NOI, the new program application is submitted after securing internal approvals through the established electronic process. At this step the curriculum is carefully reviewed for appropriate number of credit hours, credit type (lab, lecture, clinical or field experience) and contact time. The inclusion of appropriately distributed general education courses and sequencing of courses (pre-requisites and co-requisites) is also checked. (4.A.1)

Career and technical programs are also designed with high school articulation in mind. Career courses are offered for many high school students through career academy structures. These types of partnerships are encouraged by the IDOE and the federal Perkins Program. Programs of study are planned to smooth the transition of students from high school to college. The College recently appointed a Dean of Transitional Programs to serve as the liaison between academic affairs and the high school relations *CollegeNow!* program. The Dean also works with the Vice President of Academic Affairs and area superintendents to establish and maintain College/district partnerships. (4.A.1)

Recently, the College started efforts to better connect [non-credit training with credit programs](#). This was done to meet the changing needs of students as employment levels have increased and part-time student enrollment was increasing. The College was seeing students drop out of their programs because of family, work and other personal issues. By connecting the credit and non-credit programs, more options could be made available to these students to keep them engaged in learning. The process for connecting the programs includes faculty (credit) and trainers (non-credit) reviewing the learning outcomes for the various offerings and determining if there is a “fit” to articulate between the two. The non-credit programs then offer a grade and transcript for completers of their training that can be used to document the completion of the credit equivalent training. Also, a faculty credential review process was implemented to verify that non-credit trainers meet the required credentials of credit faculty and contact time was verified as meeting the requirements of the credit courses. (4.A.1)

In response to declining need for a program, a process is in place to do a systematic review and provide communication to faculty and Advisory Committees. If a program is no longer meeting the needs of our students and employers, the program is placed on a development plan. At the end of the review, improvement must be evident or the College will begin the process of phasing out current students to completion and assessing resource reallocation for the department. At every point in the process, faculty and the administration work together to make decisions that determine the status of the program at the College. The Vice President of Academic Affairs has had on-going discussions with the Director of Institutional Research regarding the necessity for developing a Program Sustainability Review Annual Analysis report. This report would provide beneficial information to not only program faculty, staff, and supervising dean, but allow the College to plan for new programs and retirement of programs where identified employment outlook thresholds are diminishing. This annual analysis discussion has focused on



including internal stakeholders and external constituents to be involved with establishing plans of action for program revitalization, program discontinuance, and new program initiatives. This approach aligns very closely to an approach utilized by the College prior to becoming a comprehensive community college. The College recognizes the need to take a more proactive approach in program sustainability analysis to best serve future potential students to ensure they are pursuing a program with an outlook beyond the two years it takes to complete many of the College's programs. Although this report is still in the discussion stages, the College recognizes the value a report of this nature could provide in positioning the College for the future and therefore, is working to create a timeline toward implementation. (4.A.1)

**1R3**

Two recent changes that were made at the College were a direct result of recommendations made by the Diversity Committee. The first was the change of class start times. It was observed by the committee that classes started at 7:00 for some academic programs but the first public transportation opportunity, a metro transit bus, did not arrive on campus until 7:25. In response, the College changed the start time for career and technical program courses and any liberal arts courses where only one face-to-face section was available to an earliest start time of 7:30. In addition, the committee made the recommendation for new language in the [advisory committee handbook](#) to require a 60:40 gender ratio and minority representation equivalent to the rolling average of student enrollment over the most recent three years. These changes were made and the program faculty and deans are working to meet these ratios in all of their committees by the fall meeting of 2016.

The success of our transfer students is demonstrated in reports that the College receives from the regent institutions. The tables that follow indicate that students transferring from our college achieve GPAs that are reasonable when compared to other Iowa community college averages. In the case of UNI, the top transfer institution for the College, the average student GPA was 2.63 as compared to the overall community college average GPA of 2.55 after one semester and 2.68 compared to an overall community college average of 2.60 the first year after transfer.

**2016 Community College Transfer Report**

**Table 9: First Semester Regent University GPA Trends by Community College, University & University Cohort**

Community College	ISU					SUI					UNI					CC Avg.		
	2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15			
<b>AVERAGE</b>	<b>2.31</b>	<b>2.38</b>	<b>2.41</b>	<b>2.42</b>	<b>2.49</b>	<b>2.54</b>	<b>2.58</b>	<b>2.48</b>	<b>2.64</b>	<b>2.59</b>	<b>2.58</b>	<b>2.68</b>	<b>2.75</b>	<b>2.76</b>	<b>2.72</b>	<b>2.79</b>	<b>2.74</b>	<b>2.55</b>

\* = Number suppressed due to break out size n < 10  
 First Semester University GPA was reported by Open Plan Advisor system by two CC transfer students who transferred at a Regent university. If two or more GPA is shown (grades were not transferred).  
 Column totals when all Iowa CC transfer students first attended at a Regent university (e.g., 2010-11 Cohort = entered a Regent university during Summer or Fall or Spring or Spring of 2010).  
 Student counts presented in small font within cells represent the count of unique transfer students who enrolled in a Regent university for a specific cohort or aggregate of cohorts.  
 2016 Community College Transfer Report created by Board of Regents, State of Iowa, 4/22/2016 at 03:31 PM

Figure 1p

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The IDOE updated the notice of intent process for new programs so that communication with department consultants is documented. Links to LMI data are now provided and the requirement to investigate the existence of the same or similar programs at other Iowa community colleges is required to reduce duplication and competition. A new LMI source, Economic Modeling Specialists International (EMSI), has recently been adopted by all of the Iowa community colleges as a result of a federal TAACCT grant. EMSI collects information from more sources than any of the current LMI sources. It is searchable by state and by community college service area and is mapped to the specific CTE programs at each Iowa community college.

The State is still in discussions about allowing community colleges to offer Bachelor of Arts degrees. In the meantime, the institution has made the decision to design emphasis or concentration areas for liberal arts students seeking an Associate of Arts degree. A measure will be used to verify the effectiveness of adding emphasis areas on improved retention of these students and the reduction in excess credits at graduation.

**Subcategory Four: Academic Program Quality****1P4**

Determining and communicating the preparation required of students for their specific educational experience at the College is a priority to best support student success. As a result of the College's open-door admissions policy, new students are required to provide evidence of ACT scores that meet the minimum requirements set by the College or as specified by program criteria. Transfer students must provide transcripts showing acceptable grade point levels of achievement in prior coursework. Students that cannot provide evidence verifying college readiness are required to take either the COMPASS or ASSET to determine placement for programs of study. After taking the COMPASS, students also have the option of taking a secondary paper/pencil placement assessment for writing and math levels which are scored by our faculty. Students scoring below [acceptable levels for course or program requirements](#) are advised to register for Success courses through the Developmental Studies department. Students are also referred to the Student Tutoring and Computer lab to work in the Preparatory Academic Lab (PAL) if they want to try and brush up on skills in order to retest on COMPASS. Placement in developmental writing and math courses is mandatory because of course prerequisites in place on all writing and math courses. Placement in developmental reading courses is not mandatory unless required for acceptance into their chosen program, but strongly advised. The decision by the College to not make reading placement mandatory is still under investigation. A review of data comparing reading placement and success in college level courses requiring heavy reading assignments (psychology and western civilization) was not found to predict student success in a reliable enough manner to move to a mandatory developmental reading requirement. Once a better predictor of student success related to reading is found, the College will again consider this requirement. Assessment scores and course placement for ACT, ASSET, and COMPASS are detailed within a single database as a tool for admissions and other staff. (4.A.4)

Along with testing, new students meet with professional and faculty advisors to assist them with planning their program of study to meet their individual needs and goals. The liberal arts program uses college entrance requirements along with course pre-requisites and placement test scores for enrolling students into classes. CTE programs establish entry requirements based on the level of knowledge required for program coursework. The level of reading, writing and math skills required in the programs are used to set cut-off scores for the Compass Test. These cut-off scores are being cross-walked to Accuplacer now that Compass will no longer be available for future use. Student success in program courses with high

demand in reading, writing and/or mathematics is gauged by faculty and reviewed at the APR to assess the appropriateness of the cut-off scores. (4.A.4)

Starting with the 2014 catalog year, all first-time degree seeking Liberal Arts (AA and AS) students were required to enroll and successfully complete a one credit hour [College Experience course](#) (SDV 108) as a graduation requirement. This course counts as an elective towards the degree. The three credit hour course College 101 (SDV-109) will meet this requirement as well and is recommended for students taking developmental education courses. It is recommended that students enroll in either of these courses during their first semester at the College. Online options for SDV 108 are available to students in addition to face-to-face for increased access. These courses communicate to students, at the beginning of their college experience, the skills they will need to be successful students and the roadmap they will need to complete their program of study. These courses assist students in designing their future curriculum by requiring them to complete an [academic planning worksheet](#) as part of their grade for the course. This is done so the students understand how they can meet any developmental education requirements and align their coursework in the appropriate sequence to meet pre- and co- course requisites. (4.A.4)

In order to ensure curriculum and program rigor in a comprehensive manner, all career and technical programs and the liberal arts programs are required to complete a five-year Academic Program Review (APR). This is the primary tool for assessing program quality because it provides a summary of the efforts, effectiveness, efficiency and value of a program. The APR process is faculty championed and driven by the Assessment Committee, institutional research and an institutionally-developed tool called *ProView*. This tool provides for electronic management and documentation of all program reviews. The system is pre-loaded with program data and links for use by faculty as they complete the review. After program faculty members have completed their review of their program, the *ProView* system releases the information to peer reviewers (assessment committee members), the academic Dean and the Vice President of Academic Affairs for their review and opportunity to ask questions and provide feedback. The faculty are given access to the system throughout the process to address the questions raised by the other reviewers. The entire process culminates with a meeting of the faculty, assessment committee representatives, academic Dean and Vice President of Academic Affairs. This meeting is an opportunity for an in-person discussion of the content of the APR and to specifically identify and address program strengths/weaknesses, enrollment, budget and challenges. The process has been so successful for the College that a [presentation](#) was made about it at the 2016 Higher Learning Commission conference in Chicago. (3.A.1, 3.A.3)

The APR report ([Dental Assisting 2015 APR](#)) has several categories that are researched and addressed by the faculty through this electronic process. Program goals and learning outcomes are reviewed and refined along with a discussion of the purpose of the program. Labor market information pertaining to the program is researched by faculty through links provided to college-approved data sources. The employment rate of program graduates and their salaries are reviewed. Five-year enrollment trends are carefully scrutinized in relation to program capacity, retention and job availability. Information about each member of the program advisory committee is listed including name, title, company, gender and race to verify appropriate representation. Employer satisfaction measures are reviewed along with marketing efforts, articulation agreements, program clubs, student activities, and external accreditations. A review of student grades in both CTE courses and general education courses is included for comparison. There are also questions related to the adequacy of student support, materials, supplies, facilities, technology and equipment provided by the College for the program. Faculty to student ratios and the number of full-time and part-time faculty is discussed for adequacy. Program faculty are asked what instructional methodologies they use and how they assess student learning including what tools they are using and what methods have provided the most useful information. They are then asked to share what changes they have implemented as a result of these efforts. An overview of the program budget for the most recent five years for which information is available is provided to see if the resources are in line with the program



needs. Finally, the faculty are given a list of the Seven Principles for Good Practice in Undergraduate Education (A.W. Chickering and Z.F. Gamson) and asked to identify and discuss which principle they feel could be improved in the program and which principle the program is doing well. (3.A.1, 3.A.3)

In order to ensure that programs are up-to-date and meeting the needs of employers in the College's service region, feedback on program quality is sought from external stakeholders who serve on advisory committees. These people often hire graduates and provide internships for students. The membership of the advisory committees is prescriptive in order to gain a variety of perspectives. The expectation is that committees have members with knowledge and/or expertise within the field, hire for the field or are consumers related to the field and who are representative of the geographic area served by the College. The membership is expected to meet a 40:60 gender balance ratio and a minority representation equivalent to a rolling average of the minority student enrollment over the previous three consecutive years. This rolling average is typically between 13% and 15%. While not all programs have achieved the prescribed membership, the expectations are outlined in the [Advisory Committee Handbook](#) along with the meeting requirements and duties of the advisory committee members. The liberal arts program has an advisory committee that consists of articulation specialists from the four-year institutions where our students typically transfer. (3.A.1, 3.A.3, 4.A.4)

On April 21, 2012, the College was awarded accreditation by the National Alliance of Concurrent Enrollment Programs (NACEP) as a means to ensure consistency and quality of programming for any courses offered to high school students by high school teachers. These courses must meet the same level of rigor as regular college courses taught by faculty on the main campus. This rigor must be documented by common syllabi, textbooks, learning outcomes and assessments. The same credentials are required of all high school faculty teaching concurrent enrollment (CE) college courses. All CE faculty are required to attend an annual professional development event where they meet face-to-face with the regular college faculty. Regular class visits are scheduled so that regular college faculty can observe and meet individually with the CE faculty. Since the College became accredited by the NACEP, all standards are met to ensure that the courses offered concurrently are the same in every way possible as the courses offered on the main campus. The Assessment Committee has revised and updated requirements related to the assessment of student learning to meet the following NACEP criteria:

**Assessment 1 (A1)** CEP students are held to the same standards of achievement as those expected of students in on campus sections.

**Assessment 2 (A2)** The college/university ensures that CEP students are held to the same grading standards as those expected of students in on-campus sections.

**Assessment 3 (A3)** CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on-campus sections.

In addition, faculty are meeting with concurrent enrollment high school instructors prior to the class being taught for an orientation to the curriculum, at a site visit during the first term teaching the class, and in a follow-up discussion at the end of the term to provide [curriculum and assessment information](#). Faculty and concurrent enrollment high school instructors are also meeting together on a yearly basis for professional development to discuss curriculum, assessment, lesson plans, assignments, and best practices. Site visits are conducted on a 3-year cycle following the initial term. (3.A.1, 3.A.3, 4.A.4, 4.A.5)

Online course offerings are in demand by students in order to increase access. The College strives to meet those demands by increasing online course offerings. The College began institutional memberships with both Quality Matters and the Online Learning Consortium (formerly The Sloan Consortium) in fall 2013. The resources and opportunities from these complement one another and together guide college efforts toward continuous improvement in the design and delivery of online and hybrid instruction. Quality

Matters (QM) provides a nationally recognized, faculty-centered, peer review process for continuous improvement in the design of online and hybrid courses based on eight general course design standards: Course Overview and Introduction, Learning Objectives, Assessment and Measurement, Instructional Materials, Course Activities and Learner Interaction, Course Technology, Learner Support, and Accessibility and Usability. The Online Learning Consortium (OLC) provides a more comprehensive framework comprised of five pillars of quality for the College to assess its administration of online learning: Learning Effectiveness, Scale, Access, Faculty Satisfaction, and Student Satisfaction. OLC resources support faculty development activities including application of the QM framework for course design. (3.A.1, 3.A.3, 4.A.4)

Our QM subscription is through a consortium with five other Iowa community colleges: Iowa Valley, Iowa Western, Kirkwood, Northeast Iowa, and North Iowa Area Community College. Each college is using QM in different ways and we are in varying states of QM adoption, but we benefit from the collaboration.

In 2015, Strategic Enrollment Planning (SEP) identified a need for the development of a more comprehensive online strategy for the College. To that end, a group of faculty (full-time and adjunct), staff, and an administrator began implementing the OLC Quality Scorecard in Fall 2015 to identify strengths and opportunities for improvement in the administration of online learning. Kaye Shelton, whose original research led to the development of the OLC Quality Scorecard, came to campus in November 2015 to meet with campus leaders and faculty as a way to kick-off our initiative. The implementation team has worked throughout the spring 2016 term to self-score the College across all 75 unique quality indicators across nine categories: Institutional Support; Technology Support; Course Development and Instructional Design; Course Structure; Teaching and Learning; Social and Student Engagement; Faculty Support; Student Support; and Evaluation and Assessment. (3.A.1, 3.A.3, 4.A.4)

QM and OLC resources will continue to support the College as it strives towards continuous improvement in the design and delivery of online and hybrid instruction. Results from our OLC [Quality Scorecard self-scoring initiative](#) will inform policies and procedures that encourage quality instruction and support for online learners. OLC Workshop Pass seats purchased in 2015-16 will continue to provide additional professional development for faculty and staff. Faculty development efforts will expand the influence of the QM standards. And more faculty will be recruited to complete QM training within our consortium to help the College, and our consortium, build a pool of certified course reviewers that mutually benefit from a faculty-centered, peer review process for continuous improvement in the design of online and hybrid courses. (3.A.1, 3.A.3, 4.A.4)

Maintaining faculty credential requirements across all disciplines and modes of delivery is essential for maintaining high quality programs. The credentials for all faculty are reviewed by human resource services and the appropriate dean when new full-time, part-time, or concurrent enrollment faculty are hired or approved for teaching college credits in the high school. Each faculty employment file contains a document that summarizes the analysis of the faculty credentials and identifies in what areas they can teach. The state has worked with all 15 community colleges to develop an inventory of what credentials are acceptable for specific fields. Deans are now using this inventory as a guide in hiring new faculty and reviewing incumbent faculty members. To ensure compliance of master's degree in discipline taught or master's degree in related area with 18 credits in discipline taught for faculty to teach within a discipline has been met, faculty credentials have been reviewed for all faculty (full-time, adjunct and concurrent enrollment instructors). Any faculty found to be lacking are being notified by the College and provided with graduate level educational opportunities at various four-year higher education institutions.

Another way the College ensures program quality and consistency across modalities is related to the professional development of all faculty. New faculty are required to participate in new faculty induction and mentoring processes. All faculty are required to continuously develop [Quality Faculty Plans \(QFP\)](#). This work is accomplished through the assistance of the Brobst Center for Teaching and Learning (BCTL) and under the oversight of the BCTL Director, academic deans and VPAA. The QFP was mandated by the State of Iowa in 2002 and has been continuously applied through those years. The two-year induction and mentoring program is coordinated by the Brobst Center for Teaching and Learning Services and is designed to provide a welcoming climate at the College by:

- Building positive relationships through mentoring and by using faculty and administrators to facilitate learning.
- Strengthening the likelihood of teaching success (and hopefully both faculty and student retention) through learning, modeling, and application of research-based instructional practices.

A checklist is used by faculty to track their progress toward completion of the faculty induction and mentoring requirements which must be completed in first two years following employment:

Complete	Workshop/Course
	New Faculty Orientation including Canvas Basic Orientation
	Teaching for Learning @Hawkeye
	Assessment of Student Learning
	Strategies for Effective Online Learning
	History & Philosophy of the Community College
	Faculty Mentoring (2 years)

Figure 1q

[Instructional mentors](#) work through the Brobst Center for Teaching and Learning Services to provide instructional coaching, support, and resources that will help [new faculty](#) to:

- acclimate to the College
- articulate their teaching philosophy
- document evidence of goal achievement for use in their teaching portfolio
- plan, implement, reflect, and improve on their teaching practices

A fundamental and consistent way the College ensures that the student experience in courses taught by multiple modalities have the same experiences is through establishing course level student outcomes that define a specific course that must be addressed by every faculty member teaching the course. The outcomes are archived in *CurricUNET* and are shared with every faculty member teaching a particular course. The standard checklist for syllabi that the College has used is being converted into a standard template that will be implemented in the fall of 2016. This will provide an even greater consistency and make it easier to compare syllabi across modalities. But the greatest value is in providing a consistent document to students to increase their clarity on course design and expectations. (3.A.3)

While the College provides students with the knowledge and skills necessary for transfer and employment, it recognizes the importance of education and training outside of the standard academic setting. However, the College is very intentional and thorough in its examination of these external experiences. Processes have been developed and are being developed to address this. The College offers many non-credit job training opportunities through the Business and Community Education (BCE) division. To meet the need of these participants to gain a college award, the College has developed a cross-walk for a non-credit Industrial Maintenance program that was implemented in the spring of 2014. The College intends to expand this crosswalk to include other types of training provided by BCE. (4.A.2)

NC Course Title	NC Credits	Start Date of Articulation	Credit Course #	Credit Course Title	CC Credits	End Date of Articulation	Credits applied
<b>Electrical Systems</b>	3	1/1/2014	ELT139	Electrical Systems I	3		3
<b>Advanced Electrical Systems</b>	2	1/1/2014	ELT149	Advanced Electrical Systems	2		2
<b>Fluid Power II</b>	3	1/1/2014	EGT149	Fluid Power Systems II	3		3
<b>Fluid Power I</b>	2	1/1/2014	EGT140	Fluid Power EGT	2		2
<b>Basic Mechanical Systems</b>	2	1/1/2014	IND100	Basic Mechanical Systems	2		2
<b>Motors and Controls</b>	2	1/1/2014	ELT215	Motors and Controls	2		2
<b>Instrumentation</b>	2	1/1/2014	ELT736	Instrumentation & Control	2		2
<b>PLC Programming</b>	2	1/1/2014	ELT234	PLC's Level 1	2		2
<b>Mechanical Systems II</b>	2	1/1/2014	IND145	Mechanical Power Transfer	2		2

Figure 1r

The College encourages programs to provide students with opportunities for industry recognized credentials. In some cases, these credentials are required for students to enter the workforce while others enhance a student's competitiveness in gaining employment. The College monitors data when it is provided by the external parties such as in the case of board pass rates for health sciences (1R2). Awarding these credentials provides external validation and benchmarking opportunities for the program and the College as well as supporting valuable student opportunities. A number of programs offer industry recognized credentials as shown in 1R4. (4.A.2)

The College performs summative measures of program quality in the liberal arts by analyzing success after transfer to the three regent institutions. These data are now being provided on an annual basis and are broken down by number of credits completed, degree attainment and major at the university. These data provide an overview of all student transfer information in aggregate but also allows for more specific analysis due to the level of detail now being reported. For CTE, employment success data is a valuable summative measure. Successful employment of students graduating from CTE programs is measured through surveys of students after graduation. The data collection for this survey has been very challenging because the return rate has not been adequate for statistically appropriate sample. The College is addressing this by looking at alternate methods of surveying. A source of general information is available through a new Outcomes Report provided by the state. With the ability to tie graduates to employment via social security number identification, the state is providing data back to the 15 state community colleges in aggregate and by individual community college. (4.A.2, 4.A.3, 4.A.6)

#### 1R4

The academic quality of programs is measured in many ways at the College. A fundamental measure of quality is accomplished through student learning assessments. Quality is also measured by providing students with opportunities for earning appropriate, industry-recognized credentials. While it is not possible to have comprehensive data for these credentials because that information is not shared with the College, data from board exams is used by the College as shown in 1R2. The success of students after transfer is another important tool for measuring program quality, particularly for the liberal arts program.

Data for transfer success is provided in 1R3, but the [complete data report](#) has been made available to the College.

The APR process has provided a comprehensive review of each program with examples of outcomes being:

- Addition of a greenhouse for the agriculture programs
- Addition of a faculty member for the Natural Resource Management program
- Decision that an additional faculty member was not needed in the Medical Laboratory Technician program
- Additional simulation equipment for health sciences programs
- Finding additional work study assistance for program faculty

In January 2015, the Academic Standards Committee adopted the QM standards to replace a previous set of online standards that was itself partially modeled after QM. Since then, the QM framework has guided quality assurance and professional development efforts for online/hybrid learning at the College.

Examples include:

- Faculty training in 2015 supporting the College's migration from ANGEL to Canvas Learning Management Systems (LMS). All faculty, including face-to-face instructors, were trained to optimize their course design based on elements of QM as they migrated course content from ANGEL to Canvas. This training was mandatory and faculty were able to use it to meet Quality Faculty Plan requirements.
- *Strategies for Effective Online Learning* was added as a workshop for New Faculty Induction. This online workshop is adapted from QM's Applying the Quality Matters Framework (APPQMR) workshop as a way to encourage best practices for using Canvas to support learning in any course, regardless of modality.
- Six faculty and two staff have successfully completed the full APPQMR workshop through our QM consortium.
- Canvas Academy training being offered Summer 2016 involving a weeklong series of professional development in course design based on QM standards.

Gaining industry recognized credentials is an important element of many of our programs. The faculty continue to ask advisory committee members what credentials they require or plan to require for their employees. The cost and longevity of the credentials is analyzed in relation to the benefit to the student. As a result, 31 programs currently offer over 70 [credentialing opportunities](#) for students. In addition, having programs accredited in industry areas is important for the future employment of students. Ten of our programs are accredited by external agencies.

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

Figure 1s

Graduate satisfaction with their program of study is another measure of program quality. A student’s perception is important as it reflects what they see as the value of their training and educational experience at the College. As can be seen below, students either “Agree” or “Strongly Disagree” with all statements regarding their educational experiences at a rate at or above 94%.

Graduate Exit Survey 2015 – 2016				
The College has improved my ability to:	Strongly Agree	Agree	Disagree	Strongly Disagree
Communicate effectively orally	38.84% (715)	58.66% (1080)	2.06% (38)	0.43% (8)
Communicate effectively in writing.	35.96% (662)	60.73% (1118)	2.99% (55)	0.33% (6)
Use technology to manage information/data.	43.02% (792)	53.61% (987)	2.99% (55)	0.38% (7)
Solve problems/make decisions.	42.48% (782)	55.84% (1028)	1.36% (25)	0.33% (6)
Think creatively.	40.90% (753)	56.22% (1035)	2.55% (47)	0.33% (6)
Think ethically.	43.89% (808)	53.78% (990)	1.96% (36)	0.38% (7)
Use math skills that are appropriate for my educational goals.	37.97% (699)	57.79% (1064)	3.37% (62)	0.87% (16)
Appreciate diversity.	43.45% (800)	52.53% (967)	3.48% (64)	0.54% (10)
Think globally.	37.26% (686)	57.20% (1053)	5.05% (93)	0.49% (9)
Work on a team.	45.25% (833)	51.82% (954)	2.61% (48)	0.33% (6)
Be a leader.	40.85% (752)	55.62% (1024)	3.10% (57)	0.43% (8)

Figure 1t

Employer satisfaction is a useful summative measure of success of student preparation for work. From Spring 2012 to Summer of 2015, employers rate their satisfaction on a five-point scale of program graduates on 17 criteria. The highest rating was a 4.43 in the criteria of “The employee observes rules and regulations” and “The employee follows instructions on the job.” The lowest rating was a 3.97 in the criteria of “The program provides the necessary occupational skills” and “Students in this program are given the opportunity to learn teamwork, exercise leadership, and to negotiate.” These two criteria are similarly addressed in the advisory committee surveys and discussions continue about how to make improvements.



**Employer Satisfaction Survey Results  
Spring 2012 – Summer 2015**

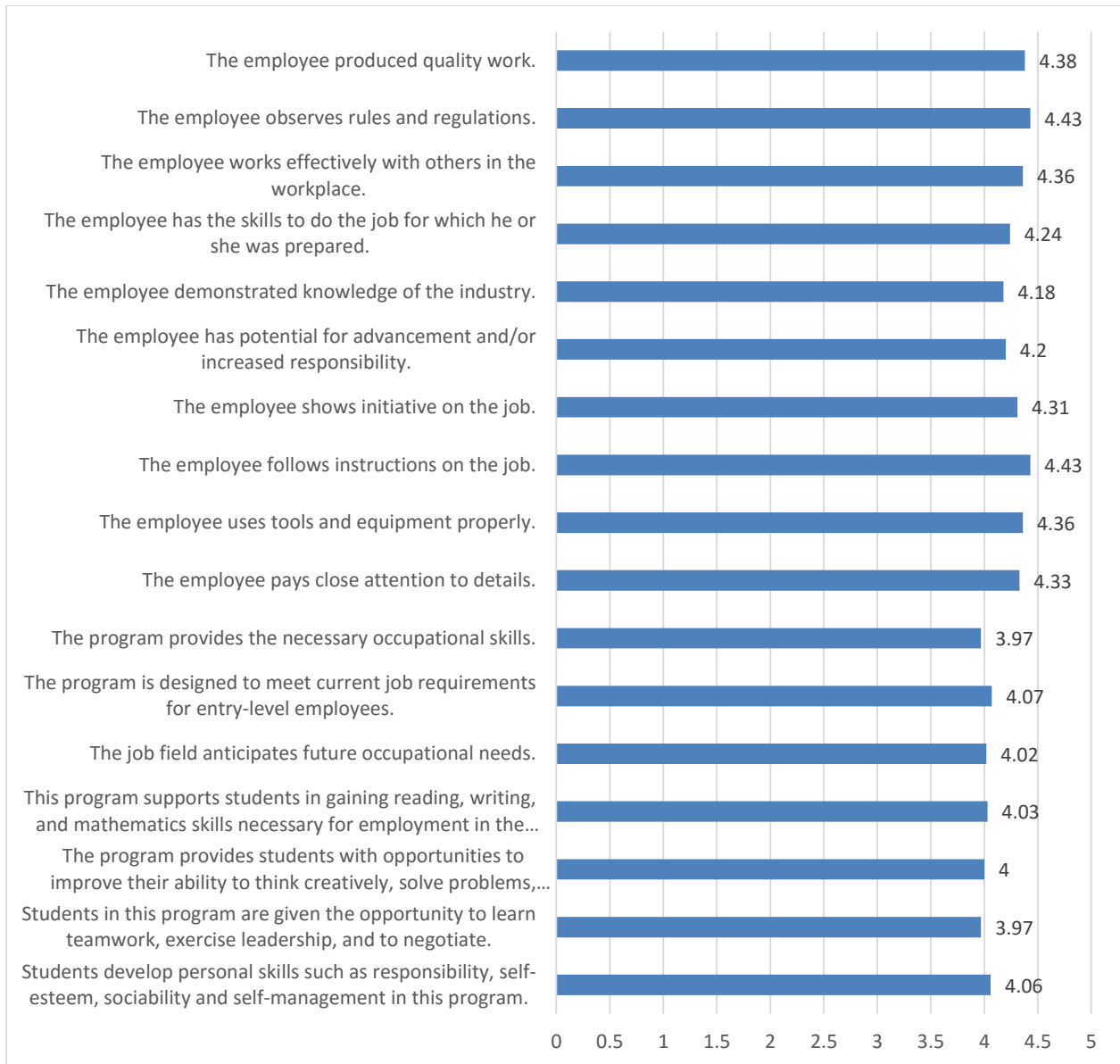


Figure 1u

Wage data is a useful indicator of student success and an indirect indicator of program quality. The Department of Education provided the following data in the 2014 Annual Outcomes Report. The data represent wages by cohorts after one and three years of employment. The three cohorts of graduates from 2010 to 2012 earned an average of \$24,950 in their first year of employment with the highest earnings reported in 2011 and lowest in 2013. The three-year wage information for the 2010 cohort is more useful as it shows the trend that wages increase with experience.

**Figure 19. Each Cohort's Employment & Wages One Year Following Completion**

Cohort Year	Fiscal Year of Employment	% Matched to Employment	Average Quarters Matched	Unadjusted Median Wage	Adjusted Median Wage
2010	2011	91.3%	3.68	\$ 23,475	\$ 24,565
2011	2012	93.4%	3.70	\$ 24,924	\$ 25,339
2012	2013	95.1%	3.76	\$ 23,745	\$ 23,745

Figure 1v

**Figure 18. Three Year Employment & Wage Trend for FY 2010 Cohort**

Fiscal Year of Employment	% Matched to Employment	Average Quarters Matched	Unadjusted Median Wage	Adjusted Median Wage
2011	91.3%	3.68	\$23,475	\$24,565
2012	91.8%	3.82	\$30,459	\$30,966
2013	92.0%	3.80	\$32,947	\$32,947

Figure 1w

Of the 274 degree recipients from our institution in 2012 that did not further enroll at a postsecondary institution, 95.6% were employed in the year following receipt of their award and earned a median wage of \$27,316, having worked an average of 3.76 quarters. The percentage of graduates who became employed within one year of their graduation for all other categories exceeded 92 percent.

**Figure 21. FY 2012 Cohort, FY 2013 Employment & Wages by Award Type**

Award Type	Fiscal Year of Employment	# in Cohort (not enrolled)	Matched to Employment		Average Quarters Matched	Adjusted Median Wage
			#	%		
AA	2013	71	67	94.4%	3.63	\$20,330
AS	2013	2	2	100.0%	*****	*****
ASCO	2013	0	-	-	-	-
AGS	2013	1	1	100.0%	*****	*****
AAA	2013	52	48	92.3%	*****	*****
AAS	2013	274	262	95.6%	3.76	\$27,316
Diploma	2013	143	137	95.8%	3.78	\$22,758
Certificate	2013	33	31	93.9%	3.84	\$33,983

Associate of Arts (AA)  
Associate of Applied Arts (AAA)  
Associate of General Studies (AGS)

Associate of Science (AS)  
Associate of Applied Science (AAS)  
Associate of Science/Career Option (ASCO)

Figure 1x



**114**

The quality of the programs offered at the College is evidenced in many ways. As discussed in 1P4, key improvements since 2011 include:

- NACEP accreditation in 2012 to ensure all concurrent enrollment classes offered in the high school by high school teachers are the same as those offered on campus.
- QM/OLC memberships to provide valid academic standards and professional development for online and hybrid courses and curriculum.
- Credit/non-credit crosswalk process and implementation with Industrial Maintenance to increase opportunities for working students.
- The documentation of credentialing opportunities for students through CTE programs by construction of an inventory document.
- Increasing the robustness of the APR process using *ProView* and face-to-face concluding meetings.

Future implementation work includes

- With the campus adoption of QM/OLC criteria, steps will be taken for implementation for online and hybrid courses.
- Increasing diversity of program advisory boards to include 40/60 gender ratio and 13% - 15% race/ethnic representation.
- Finding solutions to get better return rates for surveys of students graduating and moving into employment.

### **Subcategory Five: Academic Student Support**

**1P5**

Academic student support is vital to the success of our diverse student population. This support is provided to students through many avenues with the key components presented in this report. With plans to expand the academic advising model, the College provides students with personalized academic information and advice through professional and faculty advisors and counselors. A career center offers assistance to students in choosing the right college program through career assessment and counseling. There is also a web-based search program that assists student with career exploration through assessments, videos, and a college finder tool called *Career Cruising*. The College has a well-developed developmental education program that has shown proven success in preparing students for college courses. Both professional and peer tutoring is available to students in a well-equipped and staffed learning lab. Computers that are equipped with software that supports basic education skill development in reading, writing and math is available in that same lab. The College has instituted a mandatory orientation and registration experience (MORE) that ensures students meet with a professional and/or faculty advisory prior to registering in any coursework. A course that is designed to equip students with skills to support their educational success, *College Experience* (SDV 108), is now a required course within the AA degree curriculum. Starting in the fall of 2015, students can no longer register for classes after the start of the semester. For those students who registered on time, they can only change their classes within two days of the first class meeting. In addition to the support provided for college degree seeking students, the College provides academic preparatory classes to improve English language skills, complete basic education competencies and to prepare for the testing necessary to earn a high school equivalency diploma. (3.D.1)

Student Services includes an evaluation and testing office, an international student and global studies coordinator, and staff to support a variety of student needs including a veteran services coordinator, students with disabilities coordinator, and career services coordinator. Nearly all of the position descriptions for Student Services Office staff have been re-written in the past five years. All of the professional staff positions are held by individuals with graduate degrees and/or have had several years of professional experience in their field. The Student Services staff meets once a week to discuss concerns and questions. Advisors and counselors meet once a week to review and discuss advising materials and issues. Once a month, either the Director or Associate Director of Financial Aid joins that meeting to provide updates on financial aid services and issues. All staff in Student Services attend Employee Development Day. Staff also attend professional organization workshops, meetings and conferences whether local, regional, or national as possible. (3.C.6)

Academic advising has been done with professional advisors and counselors for liberal arts and pre-technical programs and faculty advisors for career and technical programs. Through a recent strategic enrollment planning (SEP) project, the College identified inadequacies in the student advising structure. An AQIP project was launched in the fall of 2015 to conduct an advising self-study. Research for the study included information collected through SEP reports, Education Advisory Board publications, and a study of other community college organizations. The concerns identified were raised by faculty, students and consultants who have been assisting the College with strategic enrollment planning. The common message was that the College needed to restructure the existing, outdated advising system to better meet the needs of students. Specifically, the College needed to change the confusing advisor/counselor/faculty model to include improved ways to build relationships with students. (3.D.1, 3.D.3) Using this information, a new advising structure was proposed and the College made the commitment to advance the proposed structure by eliminating academic counselors and investing in nine positions including seven retention specialists/success coaches and two additional liberal arts advisors. In addition to faculty advisors, the new structure will essentially provide three levels of support to students:

### **Level One**

Retention specialists/success coaches (name of position still to be determined) will –

- Build relationships with students throughout their education by being located campus-wide
- Teach SDV 108 in order to build relationships with students as they start their college experience
- Triage student needs (first line of support)
- Provide student referrals to academic, non-academic and community services
- Act as general advisors
- Attend school meetings to build relationships with deans and faculty
- Assist with MORE
- Assist with *Experience Hawkeye* campus visit days

### **Level Two**

More intense services will be provided to students by positions mostly housed within the College's Administrative Center. These positions include –

- Licensed mental health counselor (HESC and Administrative Center)
- Four liberal arts advisors (two new positions)
- Coordinators for veterans services (Brock Center), special needs, international students/global education, career services (Bremer) and accelerated/evening programs.

### Level Three

The most complex cases, such as student misconduct issues and problematic advising issues, will be dealt with by –

- Dean of Students
- Associate Director Orientation and Advising

With more people to work with students the College will be able to implement many programs and efforts that have not been possible in the past. A phase II of this restructure will involve the implementation of a customer relationship management (CRM) system to manage communications with students. This work is planned to begin in the spring of 2017. (3.D.2)

Placement for college level coursework is determined by cutoff scores from placement examinations as described in 1P4. Students are registered in the appropriate courses according to the academic preparation. For those students who are found to be insufficiently prepared academically, developmental education courses are available to meet their specific needs. Developmental Education is not a graduating program but a collection of courses to assist students in reaching needed skill levels for success in their college academic programs. The primary disciplines of Developmental Education are math, reading, and writing. These classes are assessed through the annual Ends Monitoring Report provided to the Board of Trustees. The report looks at student performance in developmental education and persistence into credit courses in math and communications. The report also tracks the students' performance in those credit courses compared to students who did not need to take developmental education. All developmental education courses use common assessments and faculty developed projects based on these assessments. The curriculum review cycle follows the five-year cycle established by the curriculum committee for ILOs pertaining to math and communications.

The Preparatory Academic Lab (PAL) has become a nice service for students to use for a few different reasons. When students test below our developmental education sequence the PAL lab acts as a transitional gap service so students have a place they can go and work on basic skill deficiencies with software (*Skills Tutor*) and tutors to raise placement scores in the areas of reading, writing, and math. For students in this situation, PAL has become the primary referral service for students. Students have also used the PAL lab to work on skills after an initial placement test to try and raise their scores to the next level of placement. Not all students are able to raise their placement scores, but we have had students place into the next level of their reading, writing, and math sequence. Occasionally, students have been able to work completely out of their developmental education sequence making them ready for college credit courses or meeting admissions requirements for their programs. Faculty are also beginning to see the PAL lab as a nice referral for students who are struggling in their face-to-face classes because students can go and review materials/skills on an as needed basis. A Test of Essential Academic Skills (TEAS) PAL was implemented recently where students can review their basic skills in preparation for the TEAS exam for nursing program acceptance. (3.D.1, 3.D.2, 3.D.3, 3.D.5)

The College provides face-to-face tutoring by qualified teaching professionals and student peers who have been recommended based on outstanding academic performance in the content area. Online tutoring is provided by the service *SMARTHINKING* which is available 24 hours a day, seven days a week. Study skills tutoring is also available. The program is working towards College Reading & Learning Association (CRLA) Level 1 Certification. A full training program has been developed for the tutors which includes ten module/training sessions to complete the first year. Information about all tutoring assistance is published on the College's website and a [brochure](#) has been developed as well. (3.D.1, 3.D.2)

In the 2011 report, the development and pilot of MORE was reported with a plan for full implementation in the fall of 2011. Implementation occurred as planned and the program has continued to assist students in getting critical information and advising at the very start of their academic work at the College. All new students pursuing a program of study must attend a MORE session prior to registering for their first term of classes. Two additions have been made that are seen as improvements to the MORE process. Since students were being given so much information in a concentrated manner, observations were that students were not retaining it all. This prompted the assembly of the [MORE booklet](#) so students would have a reference guide for the future. After each term starts, the Dean of Students also sends an email to all students with links to key college policy guides and these listed below. (3.D.2)

- [Consumer information](#)
- [Student handbook](#)
- [Sexual misconduct reporting](#)
- [Drug-free campus policy](#)

Many distinct populations are served by professionals in Student Services including the following:

**SPECIAL NEEDS STUDENTS:** All students who indicate that they have special needs are assisted by our Special Needs Coordinator. Students are notified about special needs services in their acceptance letter to the College. During the resource fair before each MORE session, the Special Needs Coordinator is available to hand out her contact information and application packets. Special needs services are also highlighted during the MORE presentation. Students who complete the form and submit documentation are asked to meet with the Coordinator one-on-one to address their needs and discuss services. One of the most requested needs is a specialized testing environment. To address the rising number of students requesting this form of needs assistance, the College expanded the Testing Center to include a multi-room space for private and specialized testing. Students may also request learning environment accommodations (e.g., recorded texts, sign language interpreters, etc.). (3.D.1, 3.D.2)

**DISTANCE LEARNERS:** With the addition of the all-online Associate of Arts in Liberal Arts degree, the College needed to address how to orient online-only learners to the College. The Student Services Office developed an online MORE Orientation session and an Associate of Arts in Liberal Arts online session which these students are required to view. Online students can access College services through the website and through their student college email account. Tutoring services are available online through [Smarthinking](#). (3.D.1, 3.D.2)

**STUDENT VETERANS:** In the fall of 2011, the College conducted a climate survey with the student veterans on campus. When asked if they would use a Military/Veterans Resource Center, 90% of the students who responded to the question affirmed the need for this type of specialized student support. The College made the commitment to open a Veterans Resource Center and located it in the Student Center early 2014. The Veterans Services Coordinator's office was relocated to the Veterans Resource Center (VRC) as well. The VRC includes a kitchenette, television, lounge, computers, and other materials to assist our military and veteran students. Because veterans indicate an interest in sections of courses that would cater to the specific needs of veterans, the College is piloting a section of *College Experience* (SDV-108) in fall 2016 that is reserved for veterans. (3.D.1, 3.D.2)

**FIRST GENERATION COLLEGE STUDENTS:** A federally-funded grant program, TRiO, is yet another service area for students who have been identified as first generation at risk college students. TRiO faculty and staff work with participants to determine academic support needs and refer participants to specific support service areas of the College for assistance. TRiO staff provides advocacy support for a variety of services including referrals to child care providers, transportation alternatives, financial planning, and communication between faculty and students on academic performance requirements. The

program assists 160 students during an academic year with emphasis on persistence, graduation and transfer to four-year colleges or universities. (3.D.1, 3.D.2)

**HIGH SCHOOL COMPLETION AND ELL:** Students may also attend academic preparatory classes to improve English language skills, complete basic education competencies, or to prepare for the testing necessary to earn a high school equivalency diploma at the College's urban location, the Metro Center. Support for these students includes basic services on an as-needed basis. Staff from Academic Counseling, Financial Aid, and Admissions regularly visit to assist students in transitioning to post-secondary education. In July 2015, Metro staff revised the intake process for all new HSE students to include a mandatory orientation session with required components including: Comprehensive Adult Student Assessment System (CASAS) pretesting, workshops on career exploration, goal-setting, brain research and learning strategies, introduction to digital literacy, information on transitioning to college including financial aid, and stress management/test anxiety. Also beginning in 2015, ABE/HSE/ELL instructors were required to align their lesson plans to the state's College and Career Readiness Standards as well as the state's 21<sup>st</sup> Century Employability Skills. HSE and ELL curriculum emphasize participatory learning strategies and contain contextualized lessons on digital literacy, financial literacy, employability skills, and US civics. ABE/HSE/ELL classes are offered in multiple delivery formats: traditional face-to-face, hybrid, and online.

In 2009, the College expanded services by adding a part-time Transition Specialist to assist students with bridging the gap between high school equivalency (HSE) and English Language Learning (ELL) classes and college. In 2014, this position was expanded to full-time. The Transition Specialist helps students with completing career inventories to determine areas of interest, takes students on visits to Main Campus, and connects them to the appropriate college personnel for support services. The Transition Specialist also meets regularly with urban center students who have already transitioned to main campus (i.e. both HSE and ELL grads) to ensure retention and college completion. (3.D.1, 3.D.2)

The College also provides state-of-art learning environments. For example, approximately 290 classrooms are each equipped with common instructional multimedia technology including computer, projector, document camera, DVD/VHS combo or Blu-ray player, and a phone for technical support and emergencies. Selected classrooms are also equipped with additional technology such as interactive whiteboard or *SMART* Symposium for on-screen annotations, video conferencing equipment, wireless screen sharing, or simulation technology. Technical support is coordinated through a central help desk managed by Communication and Information Systems (CIS). Staff in the Brobst Center for Teaching & Learning Services support classroom multimedia, *Canvas* LMS, *Panopto* lecture capture, and other media services. A full-time Instructional Technology Specialist in the Brobst Center coordinates classroom multimedia and faculty support. (3.D.4, 3.D.5)

The College has many laboratories that are well equipped for teaching students. In the liberal arts, a recent addition to the biology lab includes a female Syndaver ® that is used to teach human anatomy and physiology. An instructional equipment levy provides community supported funding along with Perkins federal funding to purchase new equipment for CTE labs so that all equipment is current and the same or similar to what is used in industry. The institution takes great pride in the virtual reality (VR) experiences provided to students. Patient simulators are available for all of the health science programs, driving simulators for truck driving and emergency medical services, heavy equipment for the construction equipment operator program, as well as welding, painting and CNC simulators. (3.D.4, 3.D.5)

The math and science disciplines also have space dedicated as an open lab for students. Faculty and students can meet together or students can work individually on biology, physics, chemistry and math related course assignments. Planning for a Business Student Peer Tutoring Resource Center (BSPTRC) began during the fall semester of 2014. The purpose of the center is to provide students with peer tutoring resources in close proximity to business program classrooms and business department faculty offices. The

BSPTRC officially opened its doors to students at the beginning of the spring 2015 semester and serves students enrolled in both AAS and AA Business programs. (3.C.5, 3.D.4, 3.D.5)

Libraries – The College Library directly supports student learning by providing study space, research tools and assistance, electronic and print materials, streaming video, information literacy sessions and more. The library began checking out Wi-Fi hotspots to students in January 2016 to provide students who don't have access to broadband Internet at home the ability to connect to the Internet while off campus. In January 2016, ten Wi-Fi hotspots became available for short-term (two week) checkout. By early February, library staff reported that students had checked all of the hotspots out, and they have continued to be checked out on a regular basis. There were 87 separate checkouts during the spring 2016 semester, and the hotspots are frequently held on reserve for the next available checkout. (3.D.4, 3.D.5)

The College is very fortunate to have many clinical training sites for students in the health sciences. The sites include hospitals, clinics, long- and short-term care facilities, and medical/dental offices. Contracts are maintained with each facility. When possible, the College works with students to find appropriate sites that reduce travel time and expenses for students. Out-of-state clinical assignments have been arranged on rare occasions. (3.D.4, 3.D.5)

**1R5**

In academic year 2014-2015, 1,731 students were served by 153 sections of developmental education in reading, writing, math, computers, and English as a Second Language. In addition to developmental education courses, the Student Tutoring and Computer (STC) Lab provided workshops in computer skills, study skills, note taking, test taking, time management, text book reading skills, and paper formatting skills. The Developmental Studies Enrollment Report summarizes services to students. (4.C.2, 4.C.4)

	<b>FY 12 (No. of Students)</b>	<b>Percent of total enrollment</b>	<b>FY 13 (No. of Students)</b>	<b>Percent of total enrollment</b>	<b>FY 14 (No. of Students)</b>	<b>Percent of total enrollment</b>	<b>FY 15 No. of Students</b>	<b>Percent of total enrollment</b>
College Total	9,525		9,132		9,144		8,695	
College Success Courses	2,427	25.48%	2,103	23.03%	1,830	20.01%	1,731	20.00%
STC LAB – Computer Lab, workshops, Tutoring, Study Area, online, and Peer Tutoring	4,248	45%	4,071	45%	3,241	35%	3,217	37%

Figure 1y

Another indicator of academic achievement by developmental students is the number of students who graduate from our college each year who took one or more developmental courses. In FY2015, 34.25% of our graduates began with at least one course in the developmental studies department. The figure below summarizes this information and shows the trend over the past four years. (4.C.2, 4.C.4)

School Year	Total Number of Graduates	Number of graduates who took one or more Developmental Courses	Percent of graduates who took one or more developmental courses
<b>2011-2012</b>	1,247	463	<b>37.13%</b>
<b>2012-2013</b>	1,168	466	<b>39.89%</b>
<b>2013-2014</b>	1,267	451	<b>35.60%</b>
<b>2014-2015</b>	<b>1,124</b>	<b>385</b>	<b>34.25%</b>

Figure 1z

Results for student success in our developmental program are shown in the figures below. These figures provide the percentage of students who completed developmental courses and earned grades “A-C” and “Next Level” course performance (“A-C” grades).

<b>STUDENT PERFORMANCE TRACKING - DEVELOPMENTAL EDUCATION</b>									
<b>~ WRITING ~</b>									
<u>FALL</u>				<u>SPRING</u>	<u>NEXT</u>	<u>% NEXT</u>	<u>Next</u>		
<u>TERM</u>	<u>TOTAL</u>	<u>A-C</u>	<u>A-C%</u>	<u>TERM</u>	<u>COURSE</u>	<u>LEVEL</u>	<u>Level</u>	<u>A-C</u>	<u>A-C%</u>
					<u>TOTAL</u>	<u>/FALL</u>			
					<u>HEADCNT</u>	<u>TOTAL</u>			
<i>Chart ENG.1</i>				<i>ENG-061 College Preparatory Writing II</i>					
<i>ENG-060 College Preparatory Writing</i>				<i>COM-730 Communications</i>					
2011/FA	186	102	54.8%	2012/SP	66	35.5%	33	50.0%	
2012/FA	147	57	38.8%	2013/SP	37	25.2%	21	56.8%	
2013/FA	142	66	46.5%	2014/SP	41	28.9%	26	63.4%	
2014/FA	127	62	48.8%	2015/SP	39	30.7%	27	69.2%	
<i>Chart ENG.2</i>				<i>ENG-105 Composition I</i>					
<i>ENG-061 College Preparatory Writing II</i>				<i>COM-781 Written Communication in the Workplace</i>					
2011/FA	247	132	53.4%	2012/SP	90	36.4%	58	64.4%	
2012/FA	254	148	58.3%	2013/SP	102	40.2%	66	64.7%	
2013/FA	183	98	53.6%	2014/SP	62	33.9%	41	66.1%	
2014/FA	195	115	59.0%	2015/SP	73	37.4%	50	68.5%	

Figure 1aa

<b>STUDENT PERFORMANCE TRACKING - DEVELOPMENTAL EDUCATION</b>									
<b>~ MATHEMATICS ~</b>									
<u>FALL</u>				<u>SPRING</u>	<u>NEXT</u>	<u>% NEXT</u>	<u>Next</u>		
<u>TERM</u>	<u>TOTAL</u>	<u>A-C</u>	<u>A-C%</u>	<u>TERM</u>	<u>COURSE</u>	<u>LEVEL</u>	<u>Level</u>	<u>A-C</u>	<u>A-C%</u>
					<u>TOTAL</u>	<u>/FALL</u>			
					<u>HEADCNT</u>	<u>TOTAL</u>			
<i>Chart MAT.1</i>				<i>MAT-052 Pre-Algebra</i>					
<i>MAT-045 Fundamentals of Math</i>				<i>MAT-772 Applied Math</i>					
2011/FA	58	22	37.9%	2012/SP	19	32.8%	10	52.6%	
2012/FA	57	29	50.9%	2013/SP	23	40.4%	19	82.6%	
2013/FA	30	12	40.0%	2014/SP	7	23.3%	3	42.9%	
2014/FA	32	17	53.1%	2015/SP	7	21.9%	5	71.4%	
<i>Chart MAT.2</i>				<i>MAT-063 Elementary Algebra</i>					
<i>MAT-052 Pre-Algebra</i>				<i>MAT-063 Elementary Algebra</i>					
2011/FA	246	127	51.6%	2012/SP	85	34.6%	49	57.6%	
2012/FA	226	127	56.2%	2013/SP	95	42.0%	47	49.5%	
2013/FA	201	93	46.3%	2014/SP	73	36.3%	38	52.1%	
2014/FA	162	84	51.9%	2015/SP	61	37.7%	35	57.4%	
<i>(Arts &amp; Science Track)</i>				<i>MAT-110 Math for Liberal Arts</i>					
<i>Chart MAT.3</i>				<i>MAT-102 Intermediate Algebra</i>					
<i>MAT-063 Elementary Algebra</i>				<i>MAT-156 Statistics</i>					
2011/FA	484	270	55.8%	2012/SP	156	32.2%	93	59.6%	
2012/FA	472	275	58.3%	2013/SP	146	30.9%	95	65.1%	
2013/FA	464	296	63.8%	2014/SP	168	36.2%	114	67.9%	
2014/FA	448	225	50.2%	2015/SP	152	33.9%	91	59.9%	

Figure 1ab



Data, such as that depicted in the following charts, is also used to show students the impact of taking developmental education courses on student performance in college-level work. (4.C.2, 4.C.4)

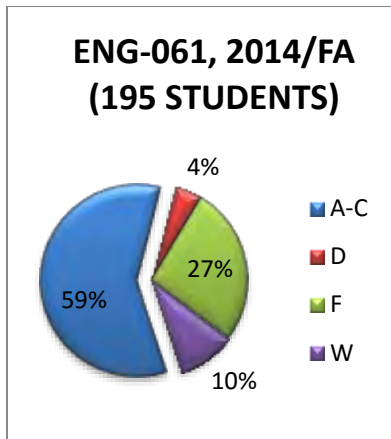


Figure 1ac

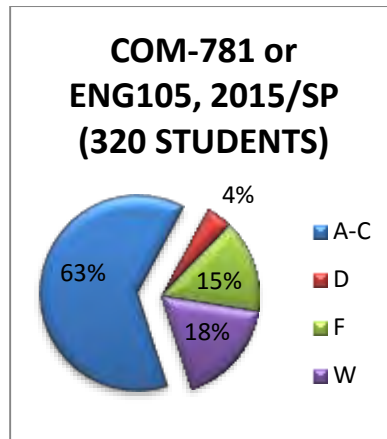


Figure 1ad

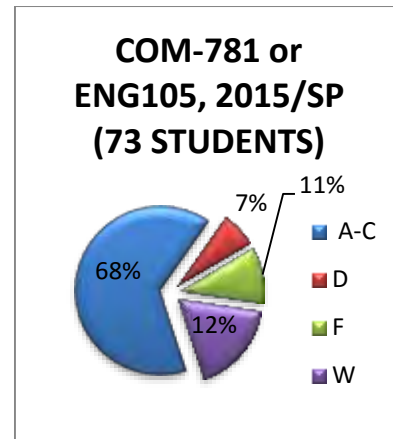


Figure 1ae

Figure 1ac depicts 195 students enrolled in the developmental education course “College Preparatory Writing II” in the fall of 2014. 59% of those students received an A, B, or C letter grade in the course.

Figure 1ad reflects 320 students that completed the developmental education course shown in Figure 1ac and then enrolled into the subsequent entry level college course in the spring of 2015. Of those 320 students, 63% received an A, B, or C letter grade in the course.

Figure 1ae demonstrates how students not needing to take developmental education based on placement scores performed in the same subsequent entry level college course shown in Figure 1ad. This suggests that students who completed the developmental education course performed at the same level as those students who did not need to take developmental education.

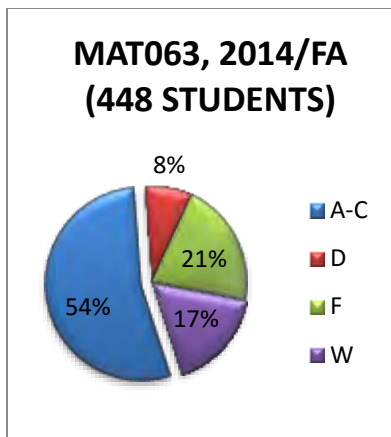


Figure 1af

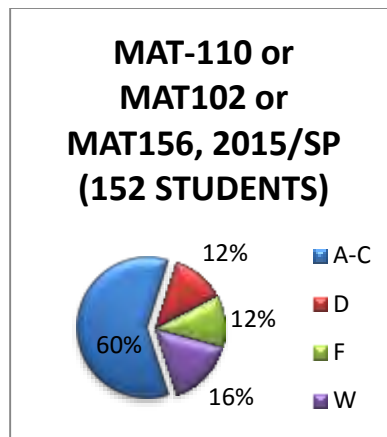


Figure 1ag

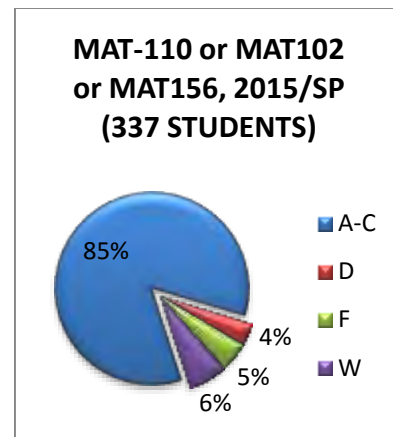


Figure 1ah

Figure 1af depicts 448 students enrolled in the developmental education course “Elementary Algebra” in the fall of 2014. 54% of those students received an A, B, or C letter grade in the course.

Figure 1ag reflects 152 students that completed the developmental education course shown in Figure 1af and then enrolled into the subsequent entry level college course in the spring of 2015. Of those 152 students, 60% received an A, B, or C letter grade in the course and another 12% passed the class for credit.



Figure 1ah demonstrates how students not needing to take developmental education based on placement scores performed in the same subsequent entry level college course shown in Figure 1ag. This suggests that students who completed the developmental education course performed just below the level as those students who did not need to take developmental education.

The table below shows the trends in the number of students enrolled and the number of sections offered to meet the developmental needs of incoming students from 2012-2015. Advisors and faculty reinforce the COMPASS testing recommendations during registration sessions to assist students in setting educational and career goals, selecting programs of study, and in building class schedules. In occupational programs, prerequisites to courses and programs are established by program faculty. A program like nursing has a list of prerequisite courses that must be completed with minimum grade requirements prior to admission into that program. For occupational programs undergoing revision, admission requirements and course prerequisites are reviewed as part of the overall process. Over the past five years, admission requirements for a few occupational programs and course prerequisites have been adjusted to ensure that students are at the needed level of preparedness to be successful in the program. (4.C.2, 4.C.4)

Courses	Number of sections	Number of sections	Number of sections	Number of sections
	2012	2013	2014	2015
ESL (English as a Second Language)	13	8	11	12
Writing (two levels)	49	47	42	41
Reading and Study Skills (three levels)	37	36	30	27
Math (three levels)	80	74	72	70
Science (one level)	5	5	2	0
Computers (one level)	3	4	3	3
Total Section	187	174	160	153
Total Students (unique head count)	1460	1275	1135	1136
<b>Total Seats</b>	<b>2427</b>	<b>2103</b>	<b>1830</b>	<b>1731</b>

Figure 1ai

The exit survey of graduates provides feedback from students about their experience at the College. Specific questions related to resources and their use and ease of location are found in Figure 1aj on the next page.

	Count	Percent
<b>Identify which resources you used while attending Hawkeye Community College: (check all that apply)</b>		
Academic Advising	842	13.41 %
Assessment and Testing	374	5.96 %
Bus Routes	44	0.70 %
Career Services Center	276	4.40 %
Child Care	30	0.48 %
Counseling	97	1.55 %
Dental Clinic	139	2.21 %
Hawkeye RideShare	1	0.02 %
Job Fairs	272	4.33 %
Library	1246	19.85 %
Make-Up Testing	770	12.27 %
Mental Health Services	51	0.81 %
Open Computer Labs	953	15.18 %
Peer Tutoring	185	2.95 %
Professional Tutoring	200	3.19 %
Student Clubs	284	4.52 %
Student Disability Services	48	0.76 %
Student Health Clinic	293	4.67 %
Vocational Rehabilitation	61	0.97 %
Other	111	1.77 %
<b>Total Responses</b>	<b>6277</b>	<b>100.00 %</b>
 <b>The resources I used at Hawkeye Community College helped me to be successful.</b>		
Strongly Agree	870	46.52 %
Agree	885	47.33 %
Disagree	19	1.02 %
Strongly Disagree	2	0.11 %
NA	94	5.03 %
<b>Total Responses</b>	<b>1870</b>	<b>100.00 %</b>
 <b>I was able to easily locate the resources I needed at Hawkeye Community College.</b>		
Strongly Agree	915	48.93 %
Agree	850	45.45 %
Disagree	24	1.28 %
Strongly Disagree	5	0.27 %
NA	76	4.06 %
<b>Total Responses</b>	<b>1870</b>	<b>100.00 %</b>

Figure 1aj

Although the majority of students indicate they were able to easily locate resources they needed at the College, we would like to make sure students access those services early on in their college career. The Student Services Office is exploring ways to use the [MORE questionnaire answers](#) to reach out to incoming students and introduce them to those services during their first semester at the College. (4.C.2, 4.C.4)

**115**

Significant changes accomplished by the College since the 2011 report include:

- The requirement for all liberal arts students to take a one credit hour course that supports college success, *College Experience* (SDV 108).
- Elimination of late class registration and new time restrictions on changing classes after the class start date.
- Pilot of a new contextualized learning program for ABE and ELL students in Computer Numerical Control (CNC) that awards college credit toward the CNC Machining and Tool-Making Technology programs. This work will continue with the addition of Certified Nursing Assistant in the fall of 2016. Another program under consideration for the program is Early Childhood Education.

A change that is expected to have great impact on the College is the re-structuring of the student advising system. By adding more staff that are located throughout the College to interact more closely with students, the College anticipates an increase in student retention, completion and satisfaction. These will be measure through existing processes with the time of implementation noted in the trending data. (4.C.3)

**Subcategory Six: Academic Integrity****1P6**

Academic integrity is addressed in many ways at the College. For the faculty, Academic Standards and Issues Committee is a standing committee that works toward maintaining documentation and processes to ensure high quality instruction. Along with new faculty induction and mentoring, processes that help establish recognized good practices among faculty include: The Quality Faculty Plans that must be developed through working with a dean; and the Faculty Handbook which provides a guide to both full-time and part-time faculty to maintain consistency in expectations for all faculty. The HPEA Master Agreement also sets agreed upon expectations and guidelines that support academic integrity for faculty. Students are guided by the Student Handbook and standards language that is to be included in every syllabus. The content pertaining to academic integrity is also pointed out in MORE and *College Experience* (SDV 108). (2.D, 2.E.1, 2.E.3)

The Faculty Handbook specifically informs faculty about the rights of students based on [Family Educational Rights and Privacy Act \(FERPA\)](#) guidelines, specifically with regard to education records and data. Faculty may seek additional guidance on interpretation of FERPA through the institution's Registrar Office. (2.D.2, 2.E.1, 2.E.2, 2.E.3)

An academic integrity statement was recently updated by the Academic Standards and Issues Committee and is included in both the Faculty and Student handbooks as well as published on the College website. The updated policy states the following:

**Cheating/Plagiarism/Academic Integrity**

The integrity of an academic program and degree rests on the principle that the grades awarded to students must reflect only their own individual efforts and achievement.

Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

**Plagiarism**

Plagiarism includes, but is not limited to:

- Using exact words from a source without appropriate crediting
- Cutting and pasting electronically from any source without appropriate crediting
- Using wording and/or sentence structure too close to the original in paraphrasing
- Using visual images in whole or in part created by someone else
- Buying a paper and presenting any part of it as your own
- Borrowing any part of a paper and presenting it as your own without appropriate crediting
- Falsifying or inventing any information or citation in an academic exercise

**Cheating**

Cheating includes, but is not limited to:

- Obtaining or giving assistance in any academic work such as on quizzes, tests, homework, etc., without instructor's consent
- Taking a test or course or turning in work for someone else
- Allowing someone to take a test or course or turn in work in your name
- Using crib notes or electronic devices to get unauthorized assistance on tests or other in-class work

**Discipline for Violations of Academic Integrity**

Any violations of academic integrity are addressed first by your instructor within the classroom. Your instructor has the discretion to determine the level of severity in setting the appropriate penalty.

- **First Offense:** Your instructor may reduce your grade in the assignment or test. Your instructor has the right to assign you a grade of F in the course as a result of cheating or plagiarism. Your instructor has the discretion to file a report. This will be reported to your Academic Dean and to the Dean of Students office.
- **Second Offense:** Your instructor has the right to assign you a grade of F in the course. This will be reported to your Academic Dean and the Dean of Students. You must meet with the Dean of Students.
- **Third Offense:** The Dean of Students will determine the appropriate penalty. Penalties can include, but is not limited to:
  - a grade of F in the course
  - a recommendation of suspension from the College
  - The penalty of a grade of F takes precedence over a course withdrawal received by the Student Records and Registration office on the same day or later than the incident of academic dishonesty. If you feel the penalty you received is unjust, you may request a review by the Academic Integrity Review Board. The board is composed of:
    - Dean of Students (presiding)
    - at least three faculty representatives selected from the Academic Standards and Issues Committee
    - two Student Senate representatives
    - Director of Student Records and Registration (serving ex officio)
  - The board will meet with you and your instructor to review the case and make recommendations to the Vice President of Academic Affairs who will determine the appropriate penalty.

The Academic Standards Committee regularly reviews all policies related to academic integrity for both students and faculty to ensure ethical practices are relevant and current for all information resources used at the institution. (2.D.2, 2.E.1, 2.E.2, 2.E.3)

An online guide about copyright basics was developed by our Library staff in 2015 for student and faculty. The guide informs and educates users on ethical use and reuse of copyrighted materials. Article

14 of the HPEA Master Agreement also specifically addresses intellectual property. The language in Article 14 clearly states the conditions under which faculty-created materials are considered the intellectual property of the faculty. (2.D.2, 2.E.1, 2.E.2, 2.E.3)

### **1R6**

Handbooks are distributed annually to faculty and to new incoming students so that all have the opportunity to be informed of academic integrity language and processes. Two professional librarians provide an average of 101 information literacy sessions to an average of 1,535 students per academic year. These information sessions teach students information literacy skills which include guidance in the ethical use of information resources. (2.D.2, 2.E.1, 2.E.2, 2.E.3)

### **1I6**

Since 2011, the College has updated the [Faculty Handbook](#) and [Student Handbook](#) to reflect new and more specific language about academic integrity. This language clearly states expectations and possible disciplinary actions. The College purchased the plagiarism tracking service, *Turnitin*, in 2011, but plans to continue to improve processes to track digital information sources using new tools currently under consideration.

## Category Two

### Meeting Student and Other Key Stakeholder Needs

#### Category Introduction

The College is a public educational institution and, as a consequence, serves a public purpose that entails understanding and meeting the needs of current and prospective students and other key stakeholders. Providing high quality educational programming is at the core of this service model, but the institution must also support the non-academic needs of students. In addition, the institution must also understand and address the needs of key stakeholder groups such as alumni, community partners and the employers that hire our students. In each of the five subcategories for Category Two, the College will provide a detailed description of the key processes used to identify key student groups and their educational and non-academic needs, describe our commitment to student completion, explain how key external stakeholder groups are identified and targeted for services or partnerships, detail the methods used to collect, analyze, and respond to complaints from students and key stakeholders, and provide insights into how collaborations and partnerships are selected to further the mission of the College as well as key results for each process to address assurance criteria. And, based on the results provided, describe improvements implemented or planned for the next one to three years.

To provide context for the subcategory responses, it is also important to discuss some of the key process changes that have been implemented since the 2011 Systems Portfolio was submitted as well at the current institutional priorities for improvement that are under consideration as a result of these changes. For example, the *CollegeConnections* outreach program was developed based on the identified needs of graduating high school students. The College surveyed high school seniors attending our partner secondary institutions and discovered that many students lacked basic information about college enrollment requirements, financial aid options and support services available to them at post-secondary institutions. These information deficits were especially obvious for minority and underrepresented student populations. This is a collaborative effort to assist our secondary partners in their efforts to inform high schools students about post-secondary education and training options available after graduation has been a success for the students served and for expanding our collaborative efforts with our secondary partners.

The College Foundation experienced a leadership change in 2013 with the retirement of the long-serving Executive Director. The Foundation had experienced many successful years under her leadership. A new Executive Director was hired in early 2014. Since her arrival a number of key changes have been initiated including the process of building an Alumni Association, revamping the Foundation website and Facebook page with new features that provide Hawkeye alumni the opportunity to share their success stories, and a benchmarking process utilizing established with CASE metric for college fundraising and community college alumni relations. The Foundation will also launch a major gifts campaign in late 2016 to align with the College's key strategic goals for facilities and student financial support.

There are other significant key process updates that will be included in relevant Category Two subcategory narratives, however, the examples above represent both mature processes for serving current and prospective students that are now well-integrated into operations of the College. Measures are used for decision-making and to find efficiencies or drive innovation across multiple units.



**Subcategory One: Current and Prospective Student Needs****2P1**

The College uses the following sources of demographic data to identify key student groups: Iowa Workforce Development, Iowa Department of Education, U.S. Census, College enrollment reports prepared each semester, and annual *Prospective Student Qualification Survey* results.

Admissions and Student Life use U.S. Census data in combination with the College's internal demographic reports to track population trends in our service area. Demographic data for our service area is depicted in Figure 2a.

College Service Area – Population Projections 2010-2040 by Age Segment									
AGE SEGMENT	2010	2015	2020	2025	2030	2035	2040	Change 2015-40	% of 2014 Enrollment
UNDER 5 YEARS	16,310	16,167	15,875	15,835	15,746	15,627	15,596	248	NA
5 to 9 YEARS	15,756	16,948	16,946	16,889	16,784	16,569	16,520	(<1%)	
10 to 14 YEARS	15,864	16,674	18,160	18,433	18,274	18,088	17,921		
15 to 19 YEARS	18,993	18,599	19,539	20,398	20,851	20,784	20,475	3,184	72%*
20 to 24 YEARS	22,394	22,138	21,410	22,137	22,726	23,423	23,446	(8%)	
25 to 29 YEARS	15,749	15,192	14,815	12,525	13,307	14,439	14,718	-2707	21%
30 to 34 YEARS	14,493	16,074	15,974	14,967	12,594	13,352	14,665	(-6%)	
35 to 39 YEARS	13,331	14,436	16,064	16,267	15,166	12,756	13,612		
40 to 44 YEARS	14,563	13,382	14,490	16,382	16,562	15,390	13,037	959	6%
45 to 49 YEARS	16,517	14,305	13,114	14,450	16,288	16,451	15,390	(2%)	
50 to 54 YEARS	18,222	16,306	14,140	13,176	14,478	16,272	16,525		
55 to 59 YEARS	17,446	17,518	15,564	13,759	12,815	14,067	15,914	7,224	<1%
60 to 64 YEARS	14,632	16,791	16,908	15,291	13,507	12,539	13,828	(9%)	
65 to 69 YEARS	10,922	13,227	15,000	15,383	13,903	12,257	11,468		
70 to 74 YEARS	9,147	9,724	11,942	13,816	14,196	12,821	11,439		
75 to 79 YEARS	7,278	7,735	8,255	10,387	12,057	12,425	11,360		
80 to 84 YEARS	6,359	5,786	6,220	6,806	8,635	10,090	10,581		
85+ YEARS	6,851	6,885	6,566	6,645	7,449	9,009	10,300		

Figure 2a

Age segment data have resulted in new Admissions and Student Life initiatives, including career workshops for prospective adult students and community-based activities suited to working adult schedules.

Admissions uses high school enrollment data to identify key student groups. Figure 2b shows 2015-2016 enrollments for each high school in our service area by grade level and by race/ethnicity.

College Service Area Enrollment, 2015-2016											
SCHOOL NAME	Grade 9	Grade 10	Grade 11	Grade 12	School Total	Hispanic Total	Native Amer. Total	Asian Total	Black Total	Pacific Islander Total	White Total
Aplington Parkersburg HS	60	74	69	77	280	1	0	1	1	0	276
Cedar Falls HS	0	357	379	420	1156	37	2	57	52	3	967
Clarksville HS	21	24	19	23	135	1	0	0	0	0	127
Denver Senior HS	55	48	57	59	219	0	0	2	3	0	213
Dike-New Hartford HS	68	60	77	62	267	10	0	3	5	0	248
Dunkerton HS	32	43	33	37	214	2	0	1	0	0	196
East Buchanan HS	37	48	39	42	166	3	0	1	0	0	161
Gladbrook-Reinbeck HS	46	43	38	42	232	4	0	1	0	0	221
Grundy Center HS	52	48	48	53	201	1	0	0	1	1	196
Hudson HS	44	47	38	60	306	6	0	1	1	0	285
Independence HS	121	118	121	107	676	14	0	6	6	0	637
Janesville HS	26	30	21	27	177	2	0	1	1	0	171
Jesup HS	63	53	46	53	215	2	1	0	0	0	209
Nashua-Plainfield HS	46	61	30	47	273	1	1	0	2	0	265
North Tama HS	35	35	37	40	227	3	0	2	1	0	216
Sumner-Fredericksburg HS	77	49	64	61	251	5	0	2	0	0	241
Tripoli Middle/HS	31	39	35	42	247	8	1	1	1	0	233
Union HS	101	95	109	86	391	10	0	1	2	0	371
Wapsie Valley HS	48	49	47	53	279	6	0	1	0	0	267
Waterloo East HS	319	253	232	204	1008	110	2	12	335	8	489
Waterloo Expo	102	113	142	106	483	42	2	2	178	0	230
Waterloo West HS	457	446	401	338	1642	166	6	74	304	24	992
Waverly-Shell Rock HS	174	158	142	158	632	13	1	10	3	1	587
Valley Lutheran School	18	10	14	9	172	8	1	0	10	0	153
Columbus Catholic HS	83	62	58	72	275	26	1	23	7	2	208
Don Bosco HS	25	31	28	37	121	0	0	0	0	0	121
<b>TOTAL</b>	<b>2141</b>	<b>2394</b>	<b>2324</b>	<b>2315</b>	<b>10245</b>	<b>481</b>	<b>18</b>	<b>202</b>	<b>913</b>	<b>39</b>	<b>8280</b>

Source: Iowa Department of Education

Figure 2b

Based on enrollment data, Admissions assigns a representative for underrepresented populations to Waterloo community schools, the district with the greatest minority student enrollment. The representative for underrepresented populations works with the counselors and other key staff at the high school to identify and assist students with the college admissions processes. (3.D.1)

Admissions tracks application rates at service area high schools. Application rates from service area schools indicate the level of college planning among local students. Based on each school's trend, Admissions adapts outreach efforts such as *CollegeConnections* to ensure students from underrepresented and underserved populations have access to higher education options. (3.D.1)

Since 2014, Admissions has conducted an annual telephone survey of high school seniors in Iowa and adjacent states to determine factors in students’ college decision making process. Figure 2c provides a listing of the key factors identified by this survey process for 2014-2016.

Key College Selection Factors	2014	2015	2016
Major: availability	193	103	148
Location	56	93	102
Unknown	150	261	186
Cost	100	154	96
Major: quality	58	93	39
Overall atmosphere	36	55	24
Academic reputation	20	43	21
Other	21	45	19
Size: small	19	49	15
Student/faculty ratio	13	34	13

Figure 2c

Survey results have led to revised content in Admissions communications and *CollegeConnections* services, such as an emphasis on program and financial aid availability. For example, we lead area colleges in participation in *College Application Week*, an outreach initiative to increase application rates among all high school students. (3.D.1, 3.D.2)

Admissions also tracks and analyzes information requests from prospective students. Figure 2d depicts the result for 2015-2016.

Web-Based Inquiries May 2015-May 2016		
HS Grad Year	Inquiries	Percent
Current HS Student	189	18%
1-5 years after HS	279	27%
6-10 years after HS	219	21%
11-15 years after HS	123	12%
16+ years after HS	239	23%
Total	<b>1,049</b>	

Figure 2d

Admissions department’s analysis of inquiries showed nearly half are from younger adults (i.e. 1-10 years after high school) and are likely to be employed. As working adults, this potential student group indicated their ability to come to campus to continue to explore enrolling for classes at the College would be impacted by the Admissions department’s traditional hours of operation. As a result, Admissions expanded evening hours and additional staff to meet this population’s needs. (3.D.1)

Admissions conducts outreach events on and off campus to identify new student groups. Below, in Figure 2e, is a list of community outreach events.

2015-16 Community Outreach		
Group/Event Name	Youth	Adults
Cedar Falls Alternative High School Visit	20	3
Cedar Rapids Metro Fair	5	0
College Prep Day	5	10
Culture Fest	5	1
EMBARC	0	15
ESL Visit Day (Waterloo Community Schools)	26	5
Expo Job Fair	15	0
Expo Presentation Juniors	24	1
Foster Care Open House Meeting	0	12
Healing Family Welcome Back to School Picnic	8	3
Hoover Middle School- Fall & Spring Total	24	2
I'll Make Me A World	4	1
Metro Visit Day	10	2
Multi-cultural Visit Day- Fall 2015	173	13
Queen of Peace	0	2
River Hills Group Visit	4	3
Women In Motion	0	4
YWCA Visit	0	2
YWCA Wize Girls	16	5
<b>TOTAL</b>	<b>339</b>	<b>84</b>

Figure 2e

Admissions reviews these outreach data annually to gauge our impact in the community and to determine how we can increase or better focus our efforts. Direct feedback from outreach activity participants is also considered. (3.D.1)

Admissions uses Iowa Workforce Development (IWD) online data tools to track employment trends. IWD trend data is analyzed and used by Admissions department as well as the Academic Affairs and Business and Community Education divisions to track sector status and the alignment of our credit and non-credit programming to workforce training needs across our service area and the State.

Declining local employment in manufacturing starting in the last quarter of 2014 led Admissions to identify services critical to displaced workers. These services included increased coordination with IWD staff to offer information sources specific to displaced workers' needs including retraining and new career option offered by the College. (3.D.1, 3.D.2)

Admissions and Student Life also tracks participation in English Language Learner (ELL) classes offered at the Metro center. This data is presented in Figure 2f below.

Students Enrolled in English Language Learning Classes						
	2011	2012	2013	2014	2015	2016 YTD
Students	212	209	241	362	445	553

Figure 2f

Based on the increase in ELL enrollment, especially among recent Southeast Asian immigrants and refugees, Admissions and Student Life staff received language and culture training to serve these students' unique needs. (3.D.1, 3.D.2)

The College identifies student needs through the use of internal and external data gathering mechanisms. Surveys are sent through the internal survey tool, *Inquisite*, an online survey software. Student Life also identifies changing needs by comparing our college to other community colleges in the state. For

example, in 2015, in response to a study of peer institutions, our Student Senate updated its mission and operational model to become the Student Leadership Council. Additionally, in response to an interdepartmental committee's feedback, Student Life added the Graduation Fair, a graduating student's one-stop-shop for services related to transitioning from college, a practice with proven results at similar community colleges. (3.D.1, 3.D.2)

Transportation has been identified as significant impediment to student success at our institution. Student Life surveys public transportation users annually. Survey results for 2015 indicate that 62% of our students use city bus service (MET Transit) to get to campus. Figure 2g provides the full survey data.

Annual MET User Survey		
Is the MET Transit your only means of transportation?	Total	Percent
Yes	13	62%
No	8	38%
What is your estimated annual income?	Total	Percent
Below \$11,000	19	73%
\$11,000-\$16,000	3	11%
\$16,000-\$21,000	2	8%
\$21,000-\$26,000	0	0%
Above \$26,000	2	8%

Figure 2g

In response to the survey, Student Life continues to provide the financial support necessary to maintain public transportation options to the main campus. (3.D.1, 3.D.2)

Student Life surveys users of the Student Center facility weekly and compiles these results for review each semester. The results for 2015-2016 are provided in Figure 2h.

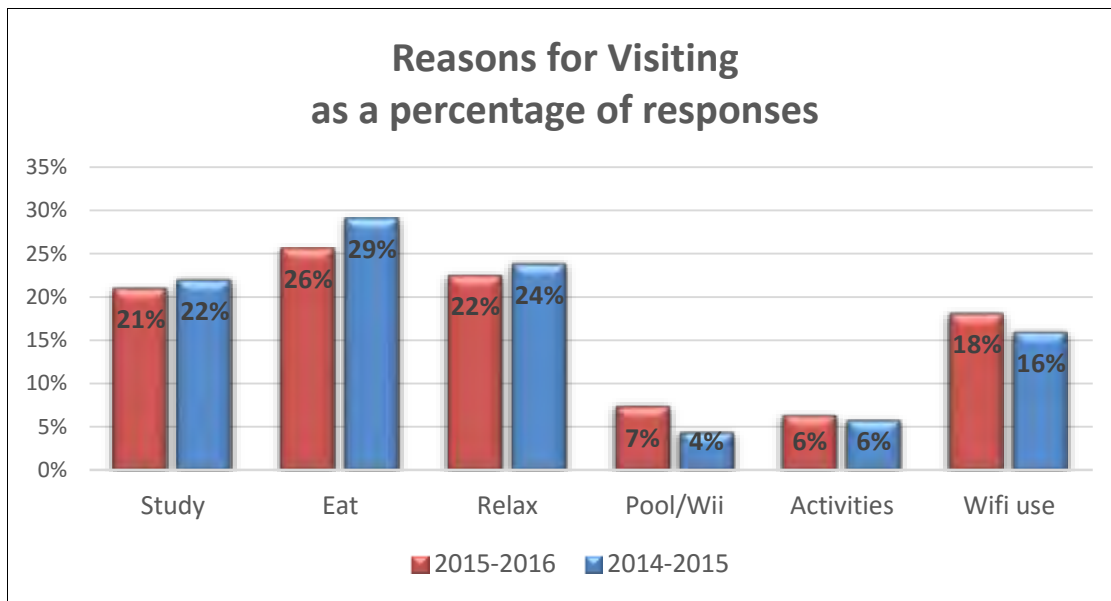


Figure 2h

Based on survey results, Student Life updates facility schedules, resources, and activities. For example, student requests led to the designation of a quiet study area in the Brock Student Center's commons. (3.D.1, 3.D.2)

Student Life conducts multiple surveys throughout the year. Some have been previously described, but the full listing of all survey data currently collected is provided in Figure 2i.

Student Life Survey Schedule		
Method	Frequency	Information Collected
Brock Student Center Visitor Survey	2 times/wk	What patrons use the facility for, cleanliness, and overall operations.
Group Fitness Classroom Evaluations	1 time per semester	Instructor ranking, patrons' feedback of current offering and wants/needs for future programming.
Group Fitness Survey	1 time per semester	Student feedback of current offering and wants/needs for future programming.
HESC Equipment Survey	Yearly	Student usage of current equipment and wants/needs for future equipment.
HESC Visitor Survey	Monthly	What patrons use the facility for, cleanliness, and overall operations.
MET BUS Survey	Yearly	Demographics of MET bus users and suggestions for improvement.
Student Clinic Survey	Yearly	Current student usage, and awareness of location/services offered.
Student Health Clinic Classroom Surveys	1 time a semester	Current student usage, and awareness of location/services offered.
Student Life Survey	Yearly	Student feedback of current events offered and best ways to communicate event offerings.
Wellness Survey	Yearly	Ranking of current wellness offerings and feedback for future programming.

Figure 2i

Student Life uses survey results to update resources, schedules, and policies that help students access co-curricular activities and services. For example, evening group fitness classes have been added in response to survey results from working students. (3.D.2)

College Website Analytics - Non-Academic Services			
Data Category	User Type	Total Page views	Unique Page views
Total Desktop and Mobile	All	1,206,955	922,273
	Returning	801,423	617,749
	New	405,531	304,524
Fitness & Recreation	All	4,761	3,688
	Returning	3,630	2,802
	New	1,131	883
Clubs & Organizations	All	3,262	2,411
	Returning	2,203	1,582
	New	1,058	824
Student Activity Calendar	All	3,029	1,642
	Returning	2,310	1,233
	New	718	409
Student & Mental Health Services	All	2,701	2,284
	Returning	1,405	1,148
	New	1,293	1,134
Military & Veteran Services	All	1,503	1,224
	Returning	843	664
	New	663	557
Food Court	All	1,386	814
	Returning	952	562
	New	434	252
Child Care	All	1,288	1,055
	Returning	866	734
	New	422	321
Student Disability Services	All	899	699
	Returning	509	404
	New	389	294
MET Bus	All	477	385
	Returning	321	262
	New	157	123
Counseling	All	302	239
	Returning	216	168
	New	86	70

Figure 2j

The Marketing Department provides Admissions and Student Life with college website usage data regarding categories of non-academic services accessed most frequently by site users. Figure 2j shows the number of views for each non-academic service by category.



The College analyzes information from a number of internal and external sources including focus groups, surveys, on-going college initiatives, site visits to peer institutions, and interdepartmental discussions. For example, Student Life uses Inquisite to gather information on vital student services such as health and transportation. Recent student surveys include: Student Health Clinic, Wellness/Recreation, Student Life, and Group Fitness. Based on feedback from students, Student Life added the Graduation Fair, a one-stop-shop to deliver services related to transitioning from college, a practice with proven results at similar community colleges. Admissions has also designated staff to handle specific student needs for underserved and underrepresented populations. (3.D.2)

Student Life conducts ongoing surveys to determine Student Health Clinic usage and emerging student needs. Figure 2k shows the results of these surveys for 2015-2106.



Figure 2k

Student Life uses the results of this survey to identify health needs of our students. One area Student Life has expanded to meet student needs is by extending Mental Health Counseling to full-time hours during the fall and spring semesters and offering part-time during the summer semester when there are typically fewer students on campus. (3.D.2)

The College’s web-based information request form allows students to identify their age segment and military/veteran status at the time of inquiry. Admissions refers these students to appropriate staff and services at the time of their inquiry. (3.D.1, 3.D.2)

The Admissions/Student Life team invests in the professional growth of its team through numerous professional development opportunities: on-campus professional development days (two days/year), Cedar Valley Leadership Institute, conferences, and LINC (Leadership in a New Century) and CLIC (Community College Leadership Initiative Consortium) programs through Iowa State University. The College encourages professional development of all staff members above and beyond the standard professional development provided by the institution. Staff members are reimbursed up to a certain amount that can only be used for continuing education opportunities. These opportunities include conferences, certifications, and seminars. Job descriptions are updated according to the emerging needs of the College and community. (3.C.6)

The Admissions and Student Life department communicate the availability of non-academic support services through electronic media (e.g., College website and social media like Facebook and Twitter), print publications and newsletters, outreach events and services, and Constituent Relationship Management (CRM) software. Figure 2l provides a complete listing of the mechanisms used to communicate the availability of non-academic support services offered through Admissions and Student Life.

Communications Media Used by Student Life and Admissions							
Communications Medium	Email	Website	Print	Comlink	Social Media	Audience	Frequency
Student health 101	x	x	x	x	x	students, staff, faculty, parents	monthly
Parent Newsletter	x					parents	monthly
Stall Street		x	x			students, staff, faculty, visitors	bi-monthly
Bathroom calendars			x			students, staff, faculty, visitors	monthly
Bulletin boards			x			students, staff, faculty, visitors	bi-monthly
Social media/Hootsuite		x			x	students, staff, faculty, visitors, community	daily
Table tents			x			students, staff, faculty, visitors	weekly
Welcome packets			x			students	yearly
Brochures			x			students, staff, faculty, visitors	varies
Targeted emails (e.g. CRM)	x	x				students, staff, faculty	varies

Figure 2l

The College uses a variety of tools to gather information on student and stakeholder satisfaction. For example, twice each semester, the President and key administrative staff host a luncheon for three to five student clubs and organizations. During the luncheon, the President provides College updates and asks for feedback on student needs. In addition, on-going surveys are conducted with student groups including the users of the Student Health Clinic, Brock Student Center, and public transportation. Online and phone surveys are also used to gather current and prospective student feedback.

All student events, activities, and processes are evaluated by participants, and the results are analyzed by Admissions and Student Life staff. For example, students and parents complete an evaluation of Admissions visit events, including quality of information covered, program breakouts, and overall satisfaction. Admissions compiles these results semi-annually and shares as appropriate. Following Admissions' yearly counselor event, an electronic survey is sent to participants to gauge their overall satisfaction with the event and encourage suggestions for future programming. Student Life staff benchmarks activities through site visits, conference participation, and phone surveys of peer institutions.

By analyzing contacts with high school students through the *CollegeConnections* outreach program, Admissions assesses whether students' college planning needs are being served. Figure 2m data is used to assess the types of services by *CollegeConnections* frequency of use by high school student during 2015-2016 high school outreach visits.

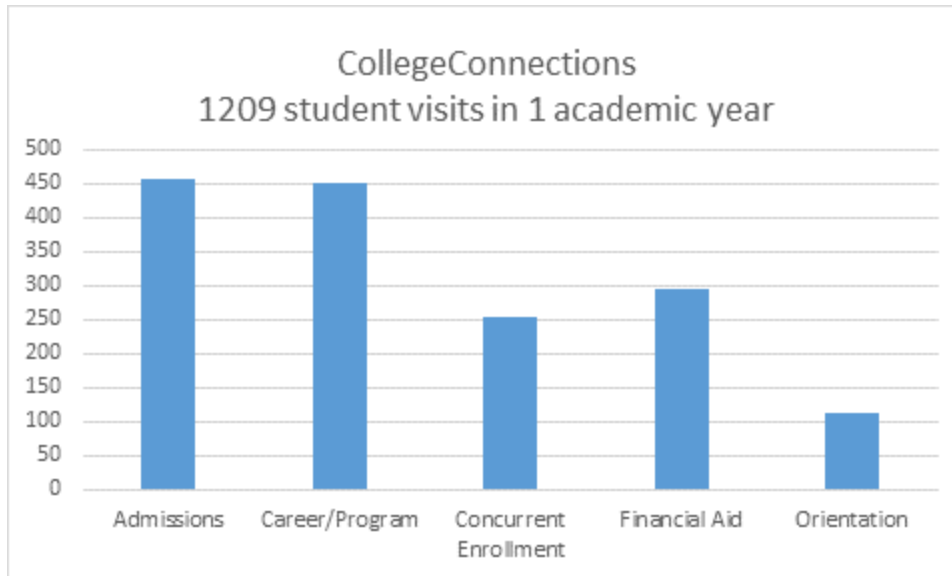


Figure 2m

Another significant non-academic support service to increase student success is emergency financial assistance. Through private gifts and grants, the College Foundation has established student emergency funds to assist students who face financial emergencies that threaten to derail their academic progress and success. This is a common practice among community colleges. The Student Services and Financial Aid offices are involved with the process of identifying eligible students and deploying such funds to help students persist. The Foundation handles distribution of the funds. These funds have significantly increased for 2016-2018 after the Foundation and College secured a \$59,500 Dash Grant from Great Lakes Community Investments to serve Pell eligible students facing financial emergencies. The grant was offered after Great Lakes Community Investments evaluated an increased graduation rate for Pell eligible students in a pilot program at a Wisconsin-based community and technical colleges. Other such outcomes are related to a grant funded by a local Trust organization to provide emergency funds for students facing unexpected transportation or childcare costs. (3.D.1)

The availability of these funds has been communicated to faculty and staff across all division of the institution. Faculty and staff often learn about student emergency funding needs through interactions with students served by their area. Once these situations have been identified, faculty and staff refer these students to the Student Services department for assistance. The Foundation is a frequent partner in finding resources to help to resolve such emergencies that might otherwise derail a student's educational goals. (3.D.1, 3.D.2)

## 2R1

As noted above in 2P1, the College uses a number of tools and processes to identify key student groups, determine and deploy the appropriate non-academic support services, and assess the degree to which student needs are met.

Admissions and Student Life continuously evaluate services, activities, and processes. Data on student health needs are collected on an on-going basis. Since 2011, Student Health Clinic Surveys have been conducted via *Inquisite* and then followed up with in-classroom surveys and focus groups. The Student Health Clinic is an increasingly important non-academic resource for students and tracking student usage and satisfaction is important to ensure we are meeting student needs. The data for 2015-2016 student health needs is graphically depicted in Figure 2n and the decision to expand mental health services was made based on student usage and survey input.

Students and parents also complete an evaluation of Admissions visit events, including quality of information covered, program breakouts, and overall satisfaction. Below is a summary of four years of survey results in Figure 2n.

Student Survey Results					
Category	2011–2012	2012–2013	2013–2014	2014–2015	Fall 2015
Organization	4.83	4.70	4.81	4.75	4.73
Ease of Process	4.84	4.66	4.79	4.76	4.76
Admissions	4.74	4.66	4.71	4.72	4.64
Financial Aid	4.72	4.53	4.55	4.56	4.49
Student Services	4.73	4.61	4.72	4.72	4.66
Housing	4.72	4.55	4.73	4.70	4.62
Student Activities	4.74	4.62	4.72	4.75	4.71
SA - Answering Questions		4.67	4.82	4.79	4.77
SA - Interaction		4.65	4.77	4.76	4.71
SA - Helpfulness		4.71	4.80	4.80	4.77
Info Provided by Reps	4.76	4.81	4.77	4.74	4.60
Campus Appearance	4.84	4.75	4.77	4.75	4.71
Friendliness of Staff	4.90	4.87	4.92	4.93	4.90
Overall Satisfaction	4.85	4.78	4.80	4.79	4.77
Overall Average	4.79	4.68	4.76	4.75	4.70
<b>Breakout Session</b>					
	<b>2011–2012</b>	<b>2012–2013</b>	<b>2013–2014</b>	<b>2014–2015</b>	<b>Fall 2015</b>
Ag and Natural Resources	4.84	4.95	4.92	4.89	4.78
Arts	5	4.86	4.59	4.88	4.79
Business and Info Tech	4.9	4.73	4.69	4.70	4.82
Education		N/A	N/A	4.80	4.85
Health Sciences	4.77	4.74	4.56	4.72	4.68
Industrial & Eng Tech	4.84	4.82	4.31	4.79	4.77
Power Technology	5	4.70	4.76	4.67	4.36
Public Services	5	4.91	4.82	4.73	5.00
Transfer/Liberal Arts	4.75	4.78	4.73	4.65	4.78
Overall Average	4.89	4.81	4.67	4.76	4.76

Figure 2n

Comparison of results with internal targets and external benchmarks is ongoing and integrated into the planning and budgeting cycles for Admissions and Student Life. Visit day survey results are continually analyzed to determine if changes in information, activities, and processes are necessary. These results are also analyzed in comparison to national benchmarks set by Ruffalo-Noel Levitz national surveys.

Results for non-academic student support services offered through the Foundation are available for the local Trust grant covering the past 2 years of distribution. Figure 2o indicates the number of students served and their persistence after the situation remedied through emergency financial assistance.

**Outcomes for the Local Trust Transportation and Childcare Grant 2013-2015**

	# of student Served	% Completing semester of emergency	% Graduating or persisting to next semester
<b>2013-14</b>	69	84%	60%
<b>2014-15</b>	46	78%	65%

Figure 2o

Outcomes of the Dash grant are unavailable at this time because the Foundation and College just started to distribute funds in March of 2016.

**2I1**

The College is currently implementing a CRM software. Admissions was selected as the first department to implement the software because it is the first point of contact for students interested in pursuing a college degree or technical training. Other departments across the institution will also receive training following the Admission implementation. Adding CRM software is a major step that will allow the College to substantially improve and enhance its current and prospective student communications through real-time analytics. The College will also be able to identify and address student needs with targeted, relevant information and services.

The Foundation will continue to partner with the College to offer non-academic support for students specifically to help students complete their programs. The impact of the Dash grant will be evaluated and future fundraising will likely occur to continue to offer this type of program. The Foundation also in the final stages of planning for a major gifts campaign to be launched next year. Securing major gifts to support student scholarships and meet emergency financial need are central to the campaign.

**Subcategory Two: Retention, Persistence, and Completion****2P2**

The College compiles data each semester by cohort program students. These cohorts allow for student persistence and completion tracking ultimately providing institutional-based retention data. A program cohort report exists for all Career and Technical Programs as well as for the Liberal Arts degrees based on the cohort start term. The report starts when programs admit students and tracks those students who persist to enroll the first day of the term and continues to monitor their persistence within the cohort through 150% completion rates. (4.C.2)

The reports assist in establishing internal targets with regard to Term-To-Term Persistence, Year-to-Year Retention, and Graduation. The Strategic Enrollment Planning committee (SEP) developed over the last year, facilitated a study to identify of key initiatives focused on enrollment and retention. One initiative developed as a result of the research is the Exemplar Program Study. The Exemplar Program Study team used the Program Cohort Retention reports to arrive at the internal targets. The Exemplar Program Study team identified 18 programs that demonstrated best practices in at least one of the three targets. (4.C.1)

Another advantage of the Program Cohort Retention report is that it allows the program faculty and staff to analyze student migration from their program to retention within another College program. This “visual” very clearly depicted on the report, contributes to faculty and staff exploring opportunities for the sharing of curriculum, program curriculum modifications, or development for new award initiatives. In addition to internal reports and data, the College also utilizes the Integrated Postsecondary Education Data System (IPEDS) Feedback Report to benchmark against the other 14 Iowa Community Colleges (IPEDS Comparison Group) in the areas of Full-time Retention and Graduation rates. (4.C.4)

In addition to the Cohort Retention Report, the College also utilizes the Mid-Term Early Alert Report. This report compiles data based on feedback from faculty regarding student performance at week six of the fall and spring terms. The report is made available to Career and Technical faculty, academic advisors, deans, Vice President of Academic Affairs, Retention Specialists, and other identified staff. It provides users with very detailed information such as: names of students by program receiving at least one or more Early Alerts, the classes in which they are underperforming along with the name of the instructors, preceding term GPA, previous term academic standing, student email and phone, and a summary count by program of students receiving an Early Alert notification. A demographic summary is

also included so that College staff can analyze any potential patterns and implement strategies for serving identified populations. An example of this report is shown below in Figure 2p. (4.C.2)

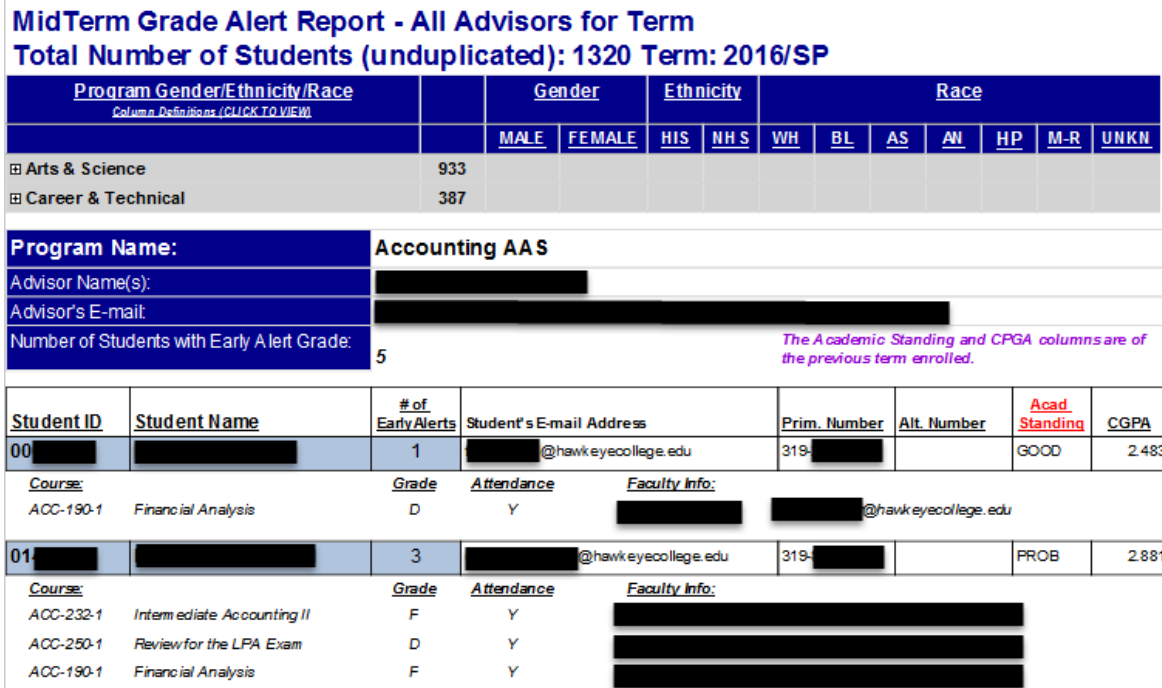


Figure 2p

The faculty and academic advisors utilize this report to schedule meetings with students to review the information. A review of all courses the student is taking along with any outside commitments are just a few items covered as part of these discussions. The overall goal of these discussions is to ascertain an appropriate academic plan of action documented and then signed by the student. Since underperformance can negatively impact both academic success and financial aid, it is imperative that these discussions can occur with all students and with trained academic advisors in addition to program faculty. (4.C.2, 4.C.4)

In addition to the reports utilized by staff to improve persistence and retention, the Retention Committee works to identify unmet needs through subcommittee work. This academic year 2015-2016, one of the subcommittee initiatives was to create an intranet-based resource page for faculty student referrals. This subcommittee consisted of faculty and staff throughout the College and additional input was gathered informally through emails. The committee used the feedback to determine which resources to include and how to best provide the information. Verbal and visual drafts of the site were shared at multiple Retention Committee meetings and at the last meeting held in April 2016, the committee recommended moving the initiative forward for Dean review and approval. This new resource will be helpful to faculty returning in the fall and help to provide a consistency with regard to student referrals so that students can best be served in a timely manner. (4.C.2)

**2R2**

In the most recent 2015 IPEDS Feedback Report, the College ranked at the same rate as the Comparison Group Median at 28% while boasting a significantly higher rate of 74% for Full-time retention compared to the Comparison Group Median rate of 55%. This information helps to position the College for reviewing year-to-year practices among program initiatives and to engage with other program faculty across the State to determine best-practices for program retention and graduation rates. Figure 2q shows the IPEDS comparison with our college. (4.C.4)



### Full-time Retention & Graduation Rates (2011 Cohort)

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

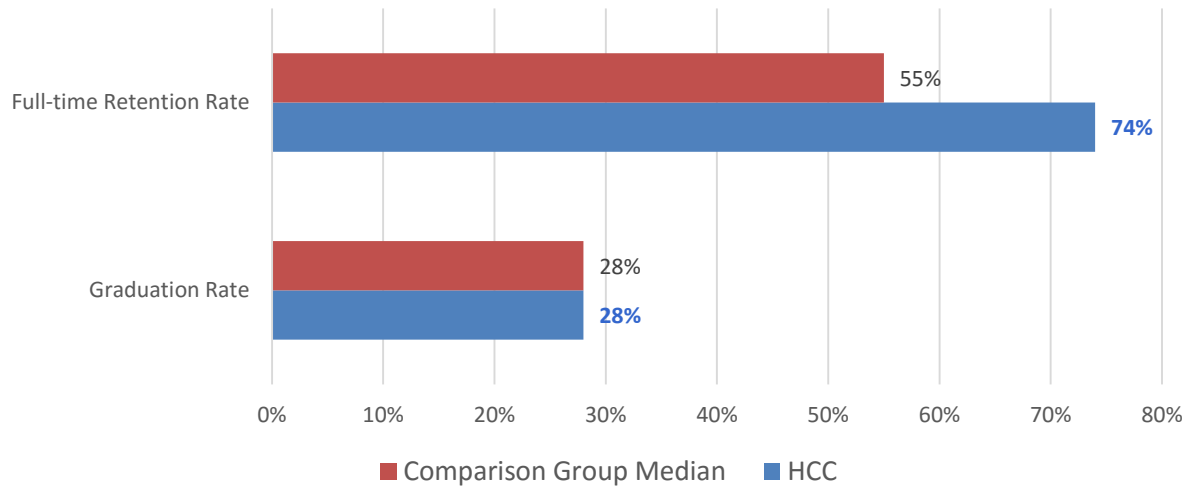


Figure 2q

Internally, faculty and staff continue to monitor the Program Cohort Retention reports which provide a quick overview of persistence, retention, and graduation for comparison of these outcomes against implemented initiatives. The reports are published once the 150% completion term has been completed. An example of the results that faculty can view from the Cohort Retention Report is shown below in Figure 2r for the fall 2012 Ag Business Management program. (4.C.1)

**RETENTION REPORT and GRADUATION for Agricultural Business Management AAS**

COHORT TERM: Fall 2012                      39 Applications Accepted

3 (7.7%) accepted applicants were not enrolled IN THIS PROGRAM on Census Day.

RETENTION INFORMATION:		Completed Terms: 2012/FA 2013/SP 2013/SU 2013/FA 2014/SP 2014/SU 2014/FA 2015/SP							
1st Day	Student Count	37	32	10	29	25	4	1	0
	% retained*	100.0%	86.5%	27.0%	78.4%	67.6%	10.8%	2.7%	0.0%
Census	Student Count	36	32	9	29	25	3	1	0
Day	% retained*	100.0%	88.9%	25.0%	80.6%	69.4%	8.3%	2.8%	0.0%
*percentage retained from applicants includes same term graduates									
GRADUATION INFORMATION:		←---100%---				←---150%---			
Graduation Term:		2012/FA	2013/SP	2013/SU	2013/FA	2014/SP	2014/SU	2014/FA	2015/SP
Agricultural Business Mgmt AAS				1	2	17	2	1	
Graduation Rates:									
Degree earned within 100% of expected time:		20	54.1%						
Degree earned within 150% of expected time:		3	8.1%						
Degree earned over 150% of expected time:		0	0.0%						
<b>Total Degree's earned within this program:</b>		23	62.2%						
<b>Completers</b> of the program earned these additional degrees:					<b>Leavers</b> of the program earned these additional degrees:				
Unique Student Headcount:		21		Unique Program Associated Student Headcount:		2			
Degree (duplicate) Headcount:		22		Unique Student Headcount of Non-Program Award:		1			
Ag Business Mgmt Diploma		21		Industrial Automation Technology AAS		1			
Animal Science AAS		1		Industrial Automation Technology Diploma		1			
				Industrial Automation Technology Certificate		1			
				Ag Business Mgmt Diploma		2			
				<b>Dropped Out of the college:</b>		Unique Count: 10			

Figure 2r

Understanding our students’ needs and engaging with them is a key factor in improving College rates of persistence, retention, and completion. The College has been closely monitoring the results of both the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) since fall 2012 and spring 2013 respectively. The initial and most recent survey results indicate a need for the College to improve academic advising and career counseling. Hawkeye Community College falls short in comparison to the 2014 SENSE Cohort and 2015 CCSSE Cohort in both of these areas. These are two areas identified as “aspects of lowest student engagement” in the Key Findings reports for the College. The findings are shown in the charts below for Figure 2s and 2t. (4.C.1)

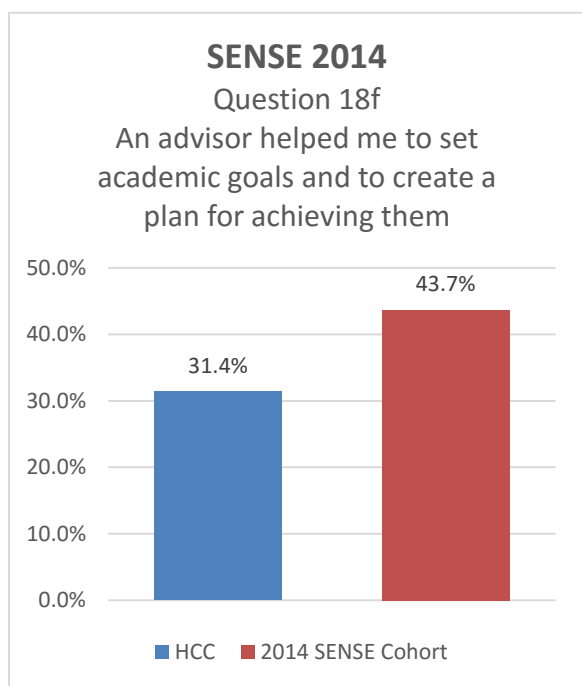


Figure 2s

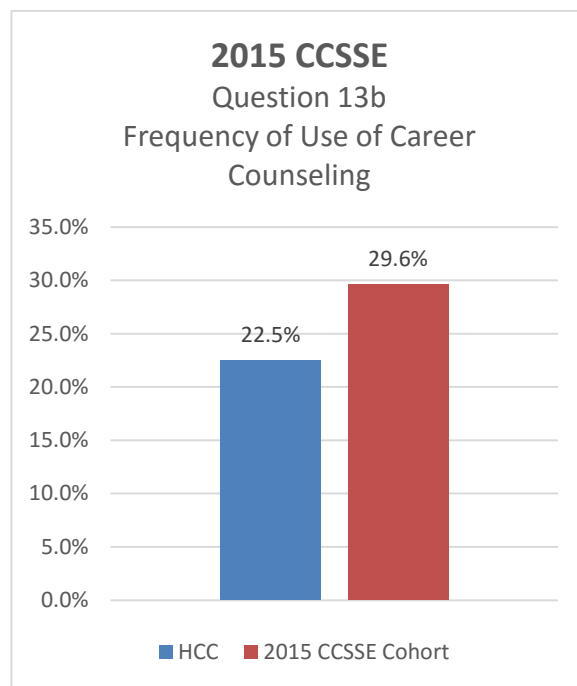


Figure 2t

Discussion around these key findings were shared through emails from the Vice President of Academic Affairs, at President Council meetings, during College Employee Development Days, and reviewed by the Retention Committee. Strong support for the need to increase student access to advisors was a resounding request by all groups receiving this information. The College has had on-going plans for increasing human resources in the area of advising and having the feedback directly from students via the SENSE and CCSSE reports has played a vital role in developing improvement plans to address this essential requirement to support students. In late spring 2016, the President and Cabinet approved the Student Services request for nine new positions. Seven retention specialists and two liberal arts advisors were a direct request based on the findings of AQIP Project “Advising Self-Study” as well as the findings from SENSE and CCSSE surveys. The College has made a significant financial commitment in approving these new nine positions and is anticipating increased persistence, retention and completion rates. Comparison rate increases may not be apparent for a couple of years, but the College is confident that having these new retention specialists and advisors will allow students to witness the commitment the College is making to contribute to their overall success at the College. (4.C.2, 4.C.3)

**2I2**

Through AQIP project, “Academic Program Exemplar Study”, further analysis is occurring to interview and survey the 18 program faculty to identify best practices occurring within the programs to help them achieve these target levels (Term-to-Term Retention 70%, Year-to-Year Retention 50%, and Graduation

40%) and allow for mentoring to other program faculty. Preliminary face-to-face meetings occurred in the spring of 2016. Feedback and data has been gathered and compiled. In fall 2016, the College is implementing program dashboards utilizing *iDashboards* software and utilizing program data. The Institutional Research office is collaborating with the Academic Program Exemplar Study Co-Chairs, Academic Deans, Program Faculty, and Vice President of Academic Affairs to design the program dashboards. These dashboards are projected to be deployed late summer and sharing of the newly developed dashboards will be covered during the President’s Welcome Back address the week before fall classes being. These dashboards will allow all college faculty and staff to stay apprised of key performance indicators and promote proactive planning versus reactive planning. (4.C.3)

The staff of the Business and Community Education and Academic Affairs Divisions have collaborated to develop and implement a policy and standards for Non-Credit to Credit Articulation to further enhance opportunities to students and strengthen overall College retention of its students. This initiative is also another of the College’s SEP plans. This initial phase of the plan is already underway and the next phase is working to review college records to identify students who exited the College without a degree. The College is optimistic that some students will plan to continue their education by returning to complete a credit award, or by receiving additional credentials through the BCE division and the flexible scheduling it can provide. The College can then continue to work closely with these students to see if they would qualify for the course-to-course articulation that could assist in meeting additional credit program requirements. (4.C.3)

**Subcategory Three: Key Stakeholder Needs**

**2P3**

As the College reported in the 2011 Systems Portfolio, we serve a number of key stakeholder groups in addition to students. In Figure 2u below are the primary stakeholder groups served by the College.

Student and Key Stakeholder Categories, Requirements and Expectations		
Prospective students	New Students	Returning Students
<ul style="list-style-type: none"> <li>• Accurate information provided by knowledgeable staff</li> <li>• Ease of application</li> <li>• Access to skills assessment</li> <li>• Effective orientation and advising</li> </ul>	<ul style="list-style-type: none"> <li>• Ease of registration</li> <li>• Quality advising and career counseling</li> <li>• Class availability</li> <li>• Financial aid availability</li> <li>• Assistance with the use of technology</li> <li>• Recreational activities</li> <li>• Excellent instruction</li> <li>• Safe and secure campus</li> </ul>	<ul style="list-style-type: none"> <li>• Class availability</li> <li>• Learning support services</li> <li>• Quality technology resources</li> <li>• Assistance with job placement</li> <li>• Variety of modes of course instruction delivery and scheduling options</li> <li>• Recreational activities</li> <li>• Faculty and staff assistance</li> <li>• Financial aid availability</li> <li>• Excellent instruction</li> <li>• Safe and secure campus</li> </ul>
High Schools	Transfer Colleges	Parents
<ul style="list-style-type: none"> <li>• Accurate and timely information</li> <li>• Dual enrollment courses</li> <li>• Partnership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Program collaboration and articulations</li> <li>• Access to prospective students</li> </ul>	<ul style="list-style-type: none"> <li>• Career planning resources</li> <li>• Affordable education</li> <li>• Availability of financial aid</li> <li>• Safe and secure environment</li> <li>• Student success support services</li> <li>• Excellent instruction</li> </ul>
Employers	Business and Industry	Community
<ul style="list-style-type: none"> <li>• Availability of training and re-training opportunities</li> <li>• Skilled occupational graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Positive institutional image</li> <li>• On-going communications from college</li> <li>• Opportunities to provide input on industry trends</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural arts opportunities</li> <li>• Other enrichment opportunities</li> <li>• Positive institutional image</li> </ul>

Figure 2u

And, as noted in Subcategory 2P1, determining prospective student stakeholders, their educational and service needs, and satisfaction with the services provided is predominantly the work of Admission, often with the assistance of our secondary school partners. Once prospective students enroll, identifying their educational, financial, and related support service needs are the purview of a number of departments and divisions of the College.

However, determining the key external stakeholder groups is aligned with the specific functional areas of the College. For decades, the College has served a leadership role for economic development throughout our ten county service area. The President, Cabinet and members of President's Council also hold [key leadership positions](#) on local, regional and State workforce and economic development boards.

Nevertheless, identifying and understanding the need of the employers located throughout our service area often starts with employers who serve as advisory board members for our credit career and technical programs. As practitioners and business leaders, program advisory board members assist the program faculty, deans and Vice-president of Academic Affairs with understanding the current technical, economic and social context their industry as well as future trends that may impact their employment and training needs. This information is critical to the College in the development of training options and programming formats necessary to meet employer needs now and in the future because, with over 50 career and technical advisory boards, it is essential that this information is included in the facilities planning and budgeting processes for the institution. This process was described in more detail above in Category One.

The College also uses the input from our Sector Boards. These boards are made up of leaders from key business/industry sectors in our service area (e.g., manufacturing, healthcare, transportation, and information technology) who meet quarterly to discuss workforce and training needs for their business and the sector as a whole. Oversight of the sector board process is through the Business and Community Education division of the College with guidance from the College President. In FY2014, BCE developed an Advanced Manufacturing Sector Board with broad representation from mid-sized and large area manufacturers. In the past year, a Healthcare Sector Board was also formed to develop a strategic plan to deal with the workforce shortages impacting healthcare providers. In FY2016, we will be forming new sector boards in the areas of transportation and logistics, customer service, and information technology.

Working with our key employers through program advisory and sector boards has expanded and enhanced the College's ability to determine, understand, and meet their changing workforce and incumbent worker training needs. Over the past two year, we have derived a number of benefits from the information shared and the relationships developed through the Sector Board process, especially in the identification of new stakeholders to target for services or partnerships. The sector relationship has also provided benefits for the sector board employers as well through the State funding incentives offered by the State of Iowa through community colleges formally referred to as the Iowa New Jobs Training Program (260E), the Accelerated Career Education Program (260G), and the Workforce Training and Economic Development Program.

Determining, understanding, and meeting the needs of our alumni is also important because over 95% of our graduates remain in our service area to live and work. Until 2011, the College saw little value in trying to communicate with our graduates. However, as noted in the 2011 Systems Portfolio, the Foundation initiated the process of building an Alumni Association. The goal was to recognize the achievements of our alumni and continue "friend raising" for the College. This process was a key initiative in the Foundation's 2011-2014 Strategic Plan. To facilitate this process, the Foundation website has been revamped with new features that provide Hawkeye alumni the opportunity to share their success stories, learn about student scholarship opportunities, and donor stories. Since that time, the then Executive Director of the Foundation retired and a new leader has joined the College in 2013. The new Foundation Executive quickly set to work expanding the Alumni website, enhancing the Alumni

Facebook page, and she was instrumental in enrolling the College in the Council for Advancement and Support of Education in 2014. The College has begun to evaluate alumni and foundation activity by utilizing benchmarks established with CASE’s white papers on community college fundraising and community college alumni relations.

**Benchmarking Alumni Relations in Community Colleges: Findings from a 2012 CASE Survey**  
[AR\\_Benchmarking\\_in\\_Community\\_Colleges.pdf](#)

**Results from the 2014 CASE Survey of Community College Foundations**  
[CCF\\_Survey2014.pdf](#)

The Foundation Executive Director has also revitalized and expanded the Foundation Board’s membership to include business and community leaders, College faculty, and alumni from across our service region. In addition, she has initiated a multi-million dollar major gifts campaign to increase scholarships for students, develop a Global Agriculture Learning Center in partnership Agriculture program faculty, and expand resources to better serve students at our Metro Center. Taken individually, each of these steps would make a significant difference in how our Foundation expands services and partnership, but collectively these efforts will provide opportunities the needs current and future alumni and our communities.

**2R3**

As discussed in Subcategory 2P3, the BCE division oversees the State of Iowa funding programs to spur economic development and to our service area business partners with their workforce training and retraining needs. BCE maintains an extensive database to track funding awarded to business partners as well as the types of training offered through this division. This information is reported to the State through an electronic reporting process. Below in Figures 2v, 2w, and 2x is a brief overview of the impact of these programs for our business partners.

**Iowa New Jobs Training Program – 260E**

Since 2011, the College’s Board of Trustees have approved 32 new Iowa New Jobs Training Agreements (260E) for area companies who committed to hiring 2,000 new employees. These new job commitments resulted in bond sales totaling over \$10 million to be used for company training of approximately 1,500 new employees over the past five years.

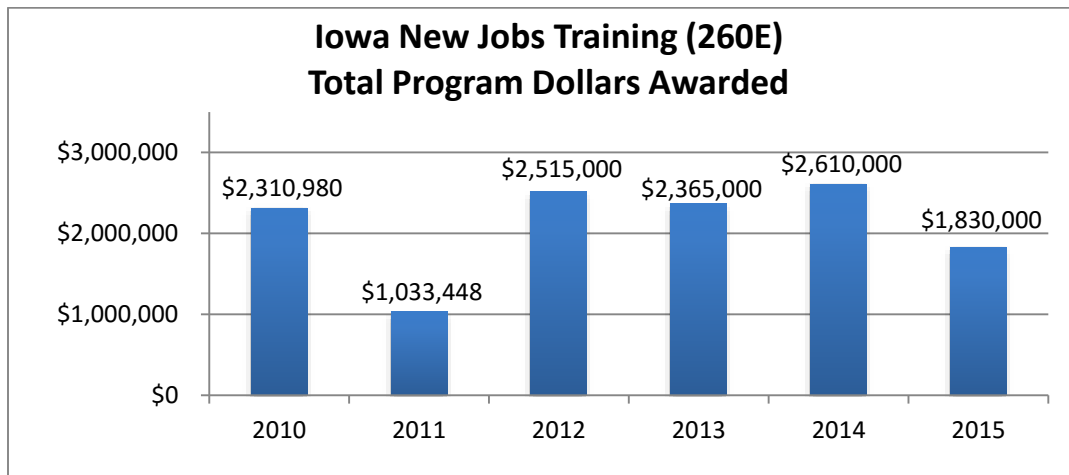


Figure 2v

Iowa Jobs Training Programs – 260F & General Retraining

260F and General Retraining grant funds were designed to assist existing companies with customized training needs for their current workforce. Members of our Business Education (Contract Training) team work with existing companies to prepare an application and develop a training plan for the use of these funds that can be used over a two-year timeframe. Our partnering businesses are utilizing the grant funds for many different training. Since 2011, over \$2.4 million has been provided to the College to provide training for over 200 partnering companies. The Business Education unit of BCE provided approximately 1,000 contracted training classes and has trained 10,312 existing employees utilizing 260F and general retraining funds since 2011.

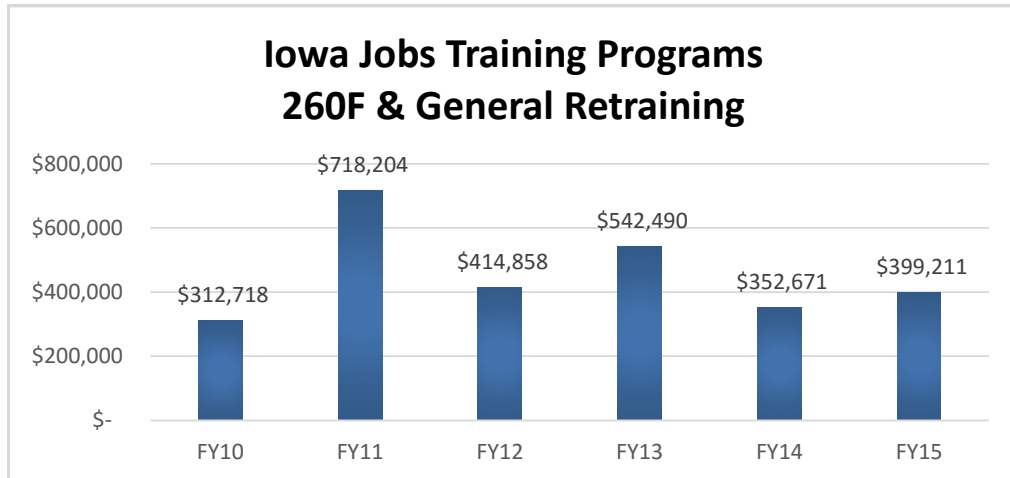


Figure 2w

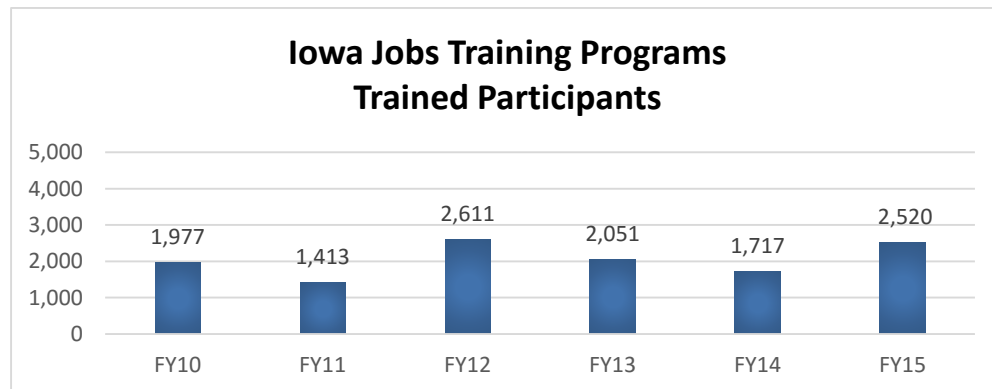


Figure 2x

The BCE Division also provides needed education for businesses and individuals in the community in the form of short-term, non-credit training. In total, BCE served approximately 18,000 residents within the region in 2015. Whether it was one the various short-term non-credit training opportunities or the wide range of services offered at Cedar Valley Iowa Works IWD partnership facility, BCE served nearly 9% of the citizens in our service area in some form an increase of over 33% from 2012. The BCE Division has experienced tremendous growth over the past three years. Since 2012, BCE’s contact hours have increased by 64% to 407,533 and duplicated enrollment has increased by 37% since 2013. Metrics for the last four years of short-term, non-credit training are listed in Figure 2y.



	<b>FY2015</b>	<b>FY2014</b>	<b>FY2013</b>	<b>FY2012</b>
Contact Hours	407,533	405,153	314,047	248,964
BCE Enrollment (duplicated)	13,714	13,708	9,987	NA
BCE Enrollment (unique)	9,063	9,632	8,573	9,750
Workforce Development Members (unique)	9,099	6,245	6,161	3,567
<b>Total Served (unique)</b>	<b>18,162</b>	<b>15,877</b>	<b>14,734</b>	<b>13,317</b>

Figure 2y

In support of building a more active and engaged alumni base, the College Foundation established the College's first comprehensive alumni database in 2015. The College has not conducted a comprehensive alumni survey, therefore the College is relying on comparisons with other community college programs to evaluate national trends in needs and success. The current alumni relations program at the College can be categorized as "developing." And, by comparison to the [2013 CASE White paper on benchmarking Alumni Relations at Community Colleges](#), it has a less formal alumni program than other colleges that have dedicated personnel and budget lines to support specific alumni outreach. At this time, alumni relations is addressed through the Foundation and is directly aligned with engagement and future fundraising for the College.

Alumni records from 1966-1984 were converted from microfiche in 2015 and all electronic records of students completing a certificate, diploma or degree were uploaded into the Foundation's database. A third party information update was used to append addresses, emails, telephone numbers and name changes. The Foundation is continuing the lengthy process of testing the data for accuracy.

A number of academic programs have started using this comprehensive data to communicate with alumni and engage alumni in the life of the College. The foundation is working with deans to inform faculty that this information is available for alumni surveys conducted during academic program reviews.

The agriculture and natural resources programs have hosted two alumni reunions (2013 and 2015), photography alumni participated in an exhibit and reception event at a local museum, and the Network Administration Engineering and Information Systems Management hosted alumni gatherings annually with their students.

All alumni have been invited to participate in a local museum exhibit on the 50<sup>th</sup> anniversary of the College through email and through local media.

Foundation fundraising efforts have largely been focused on scholarship and special project fundraising as well as campus engagement in fundraising. One recent example is the funding acquired for the relocation and renovation of the College's daycare center to the main campus. Grants and private gifts provided approximately 80% of the total project cost.

Scholarships for the 2015-2016 totaled \$355,259.41 through 416 scholarship awards. That is an average scholarship of \$853.99. The Foundation's total amount awarded and number of scholarships awarded is in line with the average of all foundations participating in the [2014 CASE Survey of Community College Foundations](#) (see table A-67). Average award falls right in the middle of schools responding with 49% reporting average awards greater than \$1000 ([2014 CASE Survey of Community College Foundations](#), see table A-71). The internal target goal is to be at \$1000 average award and increase the number of scholarship awards available annually.

Seventy-eight percent of full-time faculty and staff participated in the 2015-16 faculty/staff annual campaign contributing more than \$80,000 for the year. This ranks in the top one-third of responding foundation in the [2014 CASE Survey of Community College Foundations](#) (see table A-48). The target goal is to reach 80% participation.

The Foundation has 4,192 donor records and of those 806 have given within the last three years (19.22%). This percentage ranks in the bottom half of colleges as 52% of responding foundations reported higher than 20% of donors have been active within the last three years. See table A-50 on in the [2014 CASE Survey of Community College Foundations](#).

The internal target is to increase the number donors who have given within the last three years to 22% (approximately 100 donors).

### **2I3**

The BCE division plans to expand the number of sector boards to additional workforce sectors identified by the Iowa Workforce Development database and the needs of our service area. The expansion of the sector boards will also increase our identification of new stakeholders to target for services and partnerships.

The College Foundation will implement a comprehensive alumni communication plan by the end of 2016 as well as launch new fundraising initiatives to grow private support for student scholarships and college projects and programs.

The College and foundation are working closely to plan fundraising efforts that align with the bond projects slated to begin in 2016. These fundraising efforts will begin in 2016.

Through planned fundraising and alumni communication, the Foundation will gain new donors and additional funding for college priorities.

## **Subcategory Four: Complaint Processes**

### **2P4**

The College completely revised and updated the student complaint process under the direction of the Dean of Student Services in 2011. The specific steps associated with the complaint process are delineated in the Student Handbook. A copy of the Student Handbook is given to all incoming students and is available on the College website. The student complaint process has formal written policy as well as due process steps. Following due process guidelines, a committee of relevant College staff is assembled to review a student's complaint if a satisfactory resolution has not been achieved at an earlier step in the process. The committee reviews the student's concern, listens any additional information the student wants to share with the committee, and then offers a final ruling. All complaints and related outcomes are kept on file in the Dean of Students' office.

Community complaints, written or verbal, are handled by the appropriate supervisor for the area impacted. The College does not track these kinds of complaints because they are typically unique events and handled expeditiously by the area supervisor.

Like many colleges and universities across the nation, the College has been engaged reviewing the specific guidelines and requirements associated with the changes to the Title IX, Clery Act, and the Violence Against Women Act (VAWA) over the past two years. We have taken a proactive approach by hiring legal counsel with specific expertise to each Act's set of requirements, by hiring a campus security and safety firm to review all college practices related to each federal mandate, and securing an electronic training program for all staff. In addition, we have developed an electronic tracking process for Clery Act, Title IX and VAWA reporting monitored by the Director of Public Safety, the Executive Director of Human Resources, and the Dean of Students. Staff have been provided training on Title IX and Sexual

Misconduct through *SafeColleges*. The College has updated its [Sexual Misconduct Policy](#) for students. The College has two Title IX Coordinators: the Executive Director of Human Resource Services and the Dean of Students. They, along with three other employees, received training for civil rights investigations. Three more employees are scheduled to receive civil rights investigation training this June. These individuals along with three additional employees have been added to the Association of Title IX Administrators (ATIXA) listserv in order to stay current on the latest developments regarding Title IX issues. Last year the College joined ATIXA. The College also produced a [Title IX brochure](#) for distribution to students and staff. The MORE booklet has been updated with this information and is addressed during the MORE presentation. During the current academic year, five cases have been investigated; three have been resolved as of this writing with the other two in progress, but nearing conclusion.

The College also added a link on our website to offer students and other stakeholders an anonymous location to [submit a concern](#). The site is monitored by the Executive Director of Human Resources and the College President. Either of these individuals may respond to the emailed concern, but the Internet Protocol (IP) information of the individual submitting the concern is blocked to the College to maintain her/his anonymity. To date, only one concern has been submitted and it was not related to the College. It was a complaint related to another education institution and did not require a response from the College. There is also a public “President’s Email” link on the website to facilitate direct email communication with the president. This email account is monitored by the College President.

**2R4**

A total of seven student complaints have been received in the past five years.

Year	Number of Complaints
2011	2
2012	2
2013	1
2014	1
2015	2

Figure 2z

**2I4**

The College will continue expand Title IX and Sexual Misconduct training through *SafeColleges* for all faculty, staff and students as per federal requirements.

The College will continue to monitor the website link for actionable concerns.

**2P5**

The College has a number of processes for seeking partners for collaboration. All of the College’s required collaborations and partnerships are outlined in the Iowa Code, Chapter [260C](#) . Further direction is provided by the Board of Trustees’ Ends Policies that outline results that are to be achieved by the College. Our collaborative relationships are created to meet the evolving needs of students and stakeholders such as the relationship between the College and district high schools that prepare students for post-secondary education. Others are developed to serve the needs of our graduates who seek additional educational opportunities at the baccalaureate degree level and beyond. Still others emerge as a result of an identified community need or to satisfy the requirements of governing bodies. In all cases, these collaborative relationships are high priority relationships and are essential to fulfilling our mission.

The College creates, prioritizes, and builds key collaborative relationships through the development of strategic partnerships with educational organizations, from which it receives students, and other education-related organizations. Figure 2aa lists categories and collaborative relationship:

Entity	Nature of the Relationship
Public and Private K-12 Schools	<ul style="list-style-type: none"> <li>• <i>CollegeConnections</i>/Career advising and placement</li> <li>• <i>CollegeNow!</i>/Concurrent enrollment</li> </ul>
Two and four Year Colleges and Universities	<ul style="list-style-type: none"> <li>• Articulations</li> <li>• 1 + 3 and 2 + 2 Programs</li> <li>• Courses and programs offered on campus</li> </ul>
Area Education Agency	<ul style="list-style-type: none"> <li>• Iowa Code, 260C mandated sharing arrangement</li> </ul>

Figure 2aa

As noted in Subcategory One, 2P1, we have a high school outreach program, *CollegeConnections* that serves all 26 high schools in our service area. *CollegeConnections* provides information and services related to enrollment at a post-secondary institution. This is a collaborative effort to assist our secondary partners in their efforts to inform high schools students about post-secondary education and training options available after graduation. *CollegeConnections* staff have regularly scheduled visit days on each of the 26 partner school campuses to work with high school counselors and students to make sure that graduating seniors have the appropriate preparation for college and information about applying for college admission, college costs, financial aid and the FAFSA, and scholarship opportunities at our college. General information about the educational programming and enrollment requirements for other higher education options across Iowa is also shared during visit sessions with seniors.

Our second collaboration outreach program is *CollegeNow!* As described in Category One, Subcategory Three, *CollegeNow!* staff oversee enrollments for our NACEP-accredited concurrent enrollment program that serves all 26 high school partner institutions in the College’s service area. *CollegeNow!* staff work with the Dean of Transitional Programs to build concurrent enrollment options to meet the needs of each high school, develop a scheduling format to fit the high school’s needs, and work with high school counselors and parents to complete enrollment requirements for each students. Unlike *Advanced Placement (AP)* and *Post-Secondary Enrollment Options (PSEO)*, opportunities available to high school students to earn college credit, college courses offered through Iowa’s community college concurrent enrollment programs are funded using targeted State monies allocated to high schools to offer additional educational opportunities beyond those typically offered to high school students. Collaboration to ensure the college courses offered through our *CollegeNow!* program meet high school student needs and funding guidelines for secondary schools is critical to student success. College faculty liaisons also work closely with high school faculty to ensure the college curriculum is offered in the same format and uses the same learning outcomes and metrics to determine student achievement.

As noted above, the College has articulation agreements with Iowa’s three universities as well as nearby colleges including: Wartburg College; Kaplan University; Upper Iowa University; Mount Mercy University. We also have key relationships and articulations with other two and four year colleges throughout the state and located in states that border Iowa.

The College is the largest feeder school to the University of Northern Iowa, located approximately ten miles from our Main Campus, and UNI staff members attend our *Experience Hawkeye* visit day events to provide information to potential transfer students. Most recently, the College partnered with UNI to develop a 3-D Design Lab at their downtown advanced manufacturing *Engineering Technology* training program and 3-D manufacturing facility. This facility houses the largest 3-D printer in the nation and our students are offered internships to work with UNI faculty on projects using this unique printer as well as other specialized 3-D printers. This partnership was jointly funded by our college, UNI and the Iowa Economic Development Authority (IEDA) to provide educational opportunities to community college and

transfer students, build workforce capacity in multiple areas of advanced manufacturing technology, and community outreach through the development of a “maker space” to encourage public and business involvement in innovation.

In addition, the College hosts a transfer fair once each year that is attended by all three state universities and approximately 20 private four year colleges. Hawkeye’s TRIO program has developed relationships with four-year college TRIO programs throughout Iowa to ensure the successful transfer of TRIO students to baccalaureate degree programs.

The institution collaborates and builds partnerships with civic organizations across our service region through college staff service on the boards of these organizations or through hosting events to showcase their civic efforts. For example, every year the College hosts the signature annual event for the following organizations: American Cancer Society (*Relay for Life*); Muscular Dystrophy Association (*MDA Walk to Save Lives*); and the Alzheimer’s Association (*Memory Walk*). The campus is also hosts the monthly meetings of a number of service organizations such as Rotary, Lions, Kiwanis, and the Exchange Club. Building and maintaining partnerships with civic and community organizations is based on the changing needs of our students and the communities we serve. As a community college, our mission is to serve the communities in our service area and we do so based upon budgeted and in-kind resources available for this goal. Each year, the President and Cabinet review the budget allocation for civic organization collaborations and set the coming year’s allocation.

As a technical college for most of our existence, we developed strong ties to the northeast Iowa business and industry network. The same is true today. We have longstanding training agreements with the major employers in our region such as John Deere, Viking Pump, and Target Corporation, as well as smaller local businesses like Geater Manufacturing or Schumacher Elevator. These relationships are essential to the success of our students and the communities we serve.

Finally, the College is a member of the number of economic development organizations such as the Greater Cedar Valley Alliance, Waverly Roundtable, and the Cedar Valley Coalition. Collaborations provided through membership in these groups give the College access and voice for issues related to economic development, higher education, city and county government, and public and private utilities.

## 2R5

*CollegeNow!* tracks a number of measures to determine the value of our secondary partnerships to assist high school students with meeting their educational needs. High school counselors, faculty and administrators are [surveyed annually](#) for both satisfaction with our partnership as well as the educational of our offerings to high school students. Student success data is tracked for each *CollegeNow!* participant and these students are surveyed about the educational value of their concurrent enrollment experience at the end of the term as well as at one year and four years out of high school intervals.

After each civic event hosted on our campus, a college team meets with the leadership of each organization to determine satisfaction, areas for improvement and planning for the following year’s activities and site location needs. This information is documented and archived for later evaluation by the President and Cabinet during budget discussions for the coming year’s expenses.

## 2I5

Based on the [Initiative Two](#) of the [2015-18 Strategic Plan](#), the College plans to expand and enhance collaborations and partnerships to serve underrepresented and minority populations. The College is currently a member of the community economic development group, the Greater Cedar Valley Alliance

and Chambers' (GCVAC) Diversity and Inclusion Committee as well as number of other local groups dedicated to serving the needs of the underserved. Our goal is to evaluate the degree to which these collaborations and partnerships are effective with the assistance from our new Director of Diversity and Inclusion. Based upon our assessment, the College will set new targets and metrics for measuring our success on this very important strategic goal.

## Category Three

### Valuing Employees

#### Category Introduction

For the 2011 Systems Portfolio, the College partnered with another mid-size, Midwest community college to use a common tool and compare results. This process provided some useful feedback to develop improvements, but we realized that after a few cycles of benchmarking against a peer institution the process was not adequate to move the college forward to a fully integrated system of processes and results. In 2014, the College initiated a review of national benchmarking surveys and determined that the National Initiative for Leadership and Institutional Effectiveness (NILIE) offered a survey process to meet our needs. We contracted with NILIE in 2015 to administer the Personal Assessment of the College Environment (PACE) survey fall 2015. PACE survey results have provided a number of new opportunities in key areas as well as confirmation that many of our processes and revised procedures to improve key goals have been successful. Where appropriate, PACE survey results will be used throughout this and other Categories responses for our 2016 Systems Portfolio report.

The College has also significantly improved its professional development options and support processes based on a number of cycles of survey data collected and analyzed since the 2011 Systems Portfolio was submitted. Multiple opportunities for faculty professional development are offered each day for the entire “Welcome Back” week in August. A second full day of professional development opportunities are also offered in March for all employees.

The Wellness Committee, formed in late 2011, has led efforts to improve the health and well-being of all college employees over the past five years. And, based survey data collected and analyzed after each wellness event or educational opportunity, college employees believe the college focus on wellness is a welcome addition to other benefits offered to staff. The efforts of the Wellness Committee to improve the health and well-being are also paying off in reduced medical claims (stable insurance rates for our employee groups) for the past three years.

All College faculty are encouraged to stay current in their field or to seek opportunities for additional education and training. As one of only two teaching and learning centers offered on a college or university campus in Iowa, the [Brobst Center for Teaching and Learning](#) is a “one-stop-shop” for faculty interested acquiring additional skills as classroom teachers. For example, faculty can choose from a variety of professional development options including: instructional strategies, assessment design, professional learning communities, teaching portfolio development, faculty induction and mentor, and teaching-for-learning best practices.

There are other significant key process updates that will be included in relevant Category Three subcategory narratives, however, the examples above represent both mature processes for valuing employees that are now well-integrated into operations of the College. Measures are used for decision-making and to find efficiencies or drive innovation across multiple units.



**Subcategory One: Hiring****3P1**

The [Human Resource Services](#) department oversees the process of identifying the qualifications required for all positions at the College. Working with the persons most closely associated with each position, Human Resources staff develops a set of minimal qualifications regarding education, experience, certifications, skills, and, if appropriate, physical requirements. When necessary relevant employment/position databases are consulted to verify the currency of the criteria developed through this process. These minimal qualification criteria are coupled with a job description. Job descriptions are reviewed routinely prior to employee performance reviews or when a new position is approved for hire. It is important to note that credentialing standards and qualifications for faculty and administrators teaching and/or supervising academic processes and services are based on the specific credentialing standards listed in the Iowa Statutory Code and/or Higher Learning Commission Criteria for Accreditation, Assumed Practices B.2 for faculty qualifications. The Iowa Statutory Code lists separate, specific qualifications for faculty teaching career and technical programming. The credentialing criteria apply for all full-time, adjunct, and dual credit faculty teaching transfer and/or career and technical courses for the College. The dean of each [School](#) at the College is required to complete a verification form for each faculty hired to ensure appropriate credentials are held. (3.C.1, 3.C.2, 3.C.6)

Recruitment for a position begins with a formal documentation process that is facilitated by Human Resources staff to guarantee the uniformity and reliability of recruiting and hiring practices across the College. The documents are available under the Human Resources tab on College's internal web-based portal, [myHawkeye](#). Once the documentation is completed by the responsible supervisor, the forms are sent to appropriate Division Vice President/Executive Director for review and initial resource alignment. If the request is accepted by the Division leader, the next step in the approval process is to bring the employment request to the weekly meeting of the President's Cabinet for a wider resource allocation discussion. If approved by the President's Cabinet, the documentation is forwarded to Human Resources Department for completion and the Division leader is notified once all documentation has been filed. The Division leader informs the responsible supervisor that the employment request has been approved and given permission to contact Human Resources to select the appropriate recruitment methods for the search process. Recruiting using local or state newspapers, trade publications, job search databases, and/or websites are most the most frequently used methods. However, due to its mostly rural location, the College is often challenged to find qualified candidates from diverse and underrepresented populations for faculty and administration staff positions. As a consequence, the College's Equity Committee also reviews and modifies a list for external job vacancy postings to assist with recruiting from diverse and underrepresented populations. Executive level positions are usually recruited nationally using an executive search service. Staff and faculty are also encouraged to actively recruit qualified candidates.

The hiring process is also facilitated by Human Resources and a highly structured process is used for the selection of full-time and some part-time positions to promote objectivity and match credentials with job specification criteria. Each open position is posted internally for two weeks to provide interested internal candidates an opportunity to apply for the position. After the internal posting period closes, the position is then publically advertised. This public advertising period varies, but the job listing is generally advertised for one to four weeks. Once posted, the supervisor for the advertised position selects a team of interviewers that includes a Human Resources staff member. The team leader assembles a list of formal interview questions and, with the guidance of Human Resources, develops a screening tool that is drawn from the position criteria and the job description. After the public listing period closes, the Human Resources Executive Director reviews all applications received to ensure that the applicants have met the minimum criteria for the position. If an applicant has met the minimum requirements, their application materials are placed on file for individual members of the interview team to review using the position-

specific screening tool. Once all applications have been reviewed, the entire interview team meets with a member of Human Resources to determine the candidates for interview. Scheduled interviews adhere strictly to predetermined questions and a predetermined scoring mechanism for the selected questions. The formal interview process ensures that interviewees have an equal opportunity for a successful interview experience.

All new full-time employees begin their orientation to the College with an individualized orientation provided by Human Resources Services. The Human Resources orientation focuses on explaining the employee's benefits package, the affirmative action plan, and relevant state and federal guidelines. Human Resources staff also provide information regarding the College's mission, values and business practices. New employees are also encouraged to ask questions or request specific details on issues related to their position or benefits package during the orientation.

Shortly after hired, all new employees receive a login password to the College's email system. The initial logon screen is locked until the new employee reviews the Personnel Handbook in its entirety via an online link to the document. Once the employee has completed a full review of the document, a link is provided that sends an electronic confirmation of completion that also unlocks the new employee's screen.

Supervisors receive an orientation checklist for all full-time non-bargaining and United Electrical Workers (UE) organized employees with instructions for pre-employment, first day, first two weeks, and first two months' orientation activities. Individual departments also orient new employees to job responsibilities and specific procedural requirements. Orientation varies by department and is not formally documented at the College level.

In addition to the orientation provided to all new full-time employees, the [Brobst Center for Teaching and Learning Services](#), located on the Main Campus, provides a comprehensive orientation to the College process for all full-time faculty. Adjunct/part-time faculty are also included in the orientation processes. During orientation, the community college mission and history is discussed. Faculty are also trained in the use of instructional technology and provided the latest research on teaching pedagogy. Information on the fulfillment of the state-mandated [Quality Faculty Plan](#) is provided. New full-time faculty are assigned a faculty mentor and work with their mentor during the two-year mentoring and induction process.

During the orientation process, the College President officially welcomes all new employees during a one-on-one visit. Following this visit, a brief biography and picture of the new employee is included in the College's weekly newsletter, [Hawkeye Happenings](#), to make sure employees across the organization, retirees, and the Board of Trustees aware that we have added a new member to the Hawkeye team.

The process of ensuring that the institution has sufficient faculty and support services staff in critical to maintaining the quality of our programming and student support services. Each week the Vice President of Academic Affairs meets with the Academic Deans and the Dean of Student Services to discuss a number of topics related to the requirements needed to support teaching and learning at the College, but student enrollment and the staffing requirements to support learning are at the top of the list. The Deans are charged with hiring adequate numbers of faculty to meet classroom and non-classroom needs for their departments and the Dean of Students is required to have sufficient numbers of staff to provide sufficient student support services. With near level student enrollment and fewer faculty retirements than in previous years, the need to hire more faculty has shifted to the development of new programming or the expansion of dual enrollment options for high school partner institutions. One example, is the hiring of an evening and accelerated programs coordinator to assist students and faculty was in response to enrollment growth in these program options, especially among working adult students. (1.C.2, 3.C.1, 3.C.2)

For Student Services department, the situation is much different. Based on a Noel-Levitz assessment of the Student Services structure conducted in 2013, it was determined that the department needed reorganization to better serve student needs in the areas of career and academic advising as well as general support for students during their first year of college. By fall 2015, data for the overall ratio of academic advisors (4) to full-time, degree-seeking student (2,021) revealed that there were simply too few academic advisors in Student Services to adequately serve the advising need of students ( $2021/4 = 505.25$ ). Even considering the fact that faculty advisors (64) for technical program students assumed some of the advising duties for students entering their programs, many more new students began their search for a career pathway with the career testing and advising services offered through Student Services. As a consequence, a new Student Services model was developed by the Dean of Students and approved by the President's Cabinet with resources allocated to ensure implementation fall 2016. The new model provides a staffing structure to ensure additional student support guidance at three levels.

The new Student Services student support plan is also included in the College's 2015-2018 Strategic Plan as a three-year plan with specific metrics to measure that will be shared and analyzed to track progress on key strategic goals for serving students.

The College believes investing in this new Student Services support model will ensure that students will get the kind and level of support that they need to achieve success. Moreover, the College recognizes the key role the Student Services staff play in student success and will know that this investment is recognition of the value they provide to students and other key stakeholders. (3.C.1, 3.C.6)

### **3R1**

As noted above, the College's Equity Committee participates in recruiting processes to fill key faculty and staff positions. In preparation for its annual review of the College's [Affirmative Action](#) Plan, the Equity Committee reviews data on all applications received, interviews conducted, and hires for diversity and underrepresented populations from the previous year. The [data reviewed](#) shows the number of completed applications received during 2015 for key employee group categories at the College as well as minority/gender status (if identified), interview status, and hire status for each employee category opening listed.

In addition to analyzing the data gathered from [completed applications](#), Human Resource Services staff and the Equity Committee monitor data from our largest service area county (Black Hawk), the State of Iowa, and U.S. Department of Education Statistics on utilization/underutilization and availability of minority and underrepresented populations. These data points are summarized in Figure 3a.

Availability Analysis/Utilization Analysis						
Job Group	Total	F	BLK or AA	AI or AN	ASN, NH or OPI	HIS/LAT
Executive/Administrative**	34	23	3			1
Utilization %		67.6	8.8			2.9
National Availability %		54.8	10.6	1	2.6	5.5
Underutilization		No	No	No	No	No
Faculty**	118	54	3	1	1	
Utilization %		45.8	2.5	0.8	0.8	
National Availability %		43.9	5.5	0.5	8.8	4.1
Underutilization		No	Yes	No	Yes	Yes
Professional/Non-Faculty*	150	107	7		4	3
Utilization %		71.3	4.7		2.7	2.0
Iowa Availability %		57	1.5	0.1	2.2	1.1
Underutilization		No	No	No	No	No
Administrative Support/Clerical*	45	44	2			
Utilization %		97.8	4.4			
Black Hawk Co. Availability %		63	5.3		0.7	0.9
Underutilization		No	No	No	No	No

M = Male, F = Female, NM = Non-Minority, BLK = Black or AA = African American, ASN = Asian, NH = Native Hawaiian or OPI = Other Pacific Islanders, AI = American Indian (Native American) or AN = Alaskan Native, HIS/LAT = Hispanic or Latino

\*Compared to 2000 Census Population Census Bureau (Census 2000 Special EEO File) and Labor Market Information Bureau, Iowa Workforce Development.

\*\*US Department of Education, National Center for Education Statistics, Digest of Education Statistics 2011.

Figure 3a

Through the analysis and integration of multiple data sources, the Equity Committee determines benchmarking goals and sets recruitment targets for the coming year. These metrics are also key measures for the 2015-2018 Strategic Plan, Initiative Two: Inclusion and Diversity. Figure 3b below lists the quantitative goals for 2016.

**Quantitative Goals**  
January 1, 2016 to December 31, 2016

Job Category	Under-Representation	Goals
Faculty	Under-representation of minorities	Actively recruit/interview minorities For positions which become vacant. Hire at least three minorities.

Figure 3b

It is important to note that in building the College’s new three-year strategic plan, it was a college-wide decision to carry over the work on inclusion and diversity from the 2011-14 Strategic plan. In 2013 the College was awarded the Iowa Association of Community College Trustees Diversity and Inclusion Award and in 2015 we received the Greater Cedar Valley Alliance and Chamber’s Diversity and Inclusion Award. The College was honored to have been recognized for of our accomplishments, but the results depicted in Figures 3a and 3b suggest we have more work to do to meet our goals for this area.

**311**

As noted in the Category One introductory comments, the core of the mission of the College is teaching and the focus is on assurance of a quality learning experience. Recruiting, hiring and orienting the right number of highly qualified faculty and staff are critical steps in achieving our mission. To continue to improve and expand the integration of our hiring and related processes, in 2012 the College converted to

an online employment application process that includes the ability to track and report applicant information used to measure strategic and operational goals such as those described for Equity Committee planning.

In 2014, Human Resources developed a new workflow for recruitment and the candidate selection process for supervisors to align with the online employment process. And, to ensure the consistency among supervisors, an orientation checklist for full-time non-bargaining and UE employees.

In May 2016, the College hired a Director of Diversity and Inclusion to oversee all efforts to assist faculty, staff and students with understanding the responsibilities of living in the 21<sup>st</sup> century. Under the guidance of our new Director, the College will work with Human Resources and the Equity Committee to build and implement a comprehensive, multi-year Action Plan to increase the number of underrepresented population candidates hired for faculty, staff, and administration openings.

Finally, the College will fully implement the Student Services student support plan by fall 2016 to improve service to students using the three levels of success support described above. The implementation of this improvement model is also included in the College's 2015-2018 Strategic Plan as a three-year plan with specific metrics to measure, analyze, and track progress on key strategic goals for serving students.

### **Subcategory Two: Evaluation and Recognition**

#### **3P2**

In previous Systems Appraisals, our performance evaluation systems for all employees were recognized as robust and well-designed. However, since our 2011 Systems Appraisal Report the College has made a number of improvements based on a review of "best practice" models, changing performance expectations, and input from employee groups. It is also important to note the employee classifications and contractual agreements with organized employee groups included in the evaluation process. College "Categories of Employment" are as follows:

- Executive: Refers to the President and Vice Presidents
- Faculty: Employees providing credit course instruction to students
- Salaried Professional/Administrative: An employee who is exempt under the Fair Labor Standards Act (FLSA)
- Hourly Professional/Administrative: An employee who is not exempt under the Fair Labor Standards Act (FLSA)
- Classified (Non-Bargaining): An employee who is paid on an hourly basis and is not part of a collective bargaining unit
- Classified (Bargaining): An employee who is paid on an hourly basis and is part of a collective bargaining unit

All employee groups contribute to the success of the College. Providing well-designed, timely feedback on performance is an important mechanism to recognize employee contributions and to increase engagement with the work of the College. Our key goals for all performance evaluation processes are to foster the continuous improvement of employee skills, increase employee satisfaction with the workplace, and the enhance communication flow between supervisors and their employees.

In keeping with these goals, the College began an extensive search in January 2014 to find a new model for administrative and non-bargaining employees. The impetus for changing the evaluation process was

for two-fold. First, supervisors were frustrated by the limited options the [evaluation form](#) provided. After over 15 years of continuous use, most supervisors felt that the opportunity to provide meaningful, actionable feedback was limited. The second reason for changing how non-bargaining employees were evaluated came directly from employees through the College's Employee Development Day Committee (EDDC). Like their supervisors, non-bargaining employees told EDDC membership that they found the form's ranking system limiting. Moreover, they found both the form and the evaluation process counterproductive to engaging in meaningful dialogue regarding an individual employee's goals and aspirations. Simply put, as an institution focused on providing learning opportunities for all learners, our non-bargaining employees felt there was no opportunity in the evaluation process to provide input about *their* learning goals.

By October 2104, the research and review of evaluation models, including online evaluation products, ended with the Human Resources Services Staff developing a proposal for consideration by the President and Cabinet. As described in the proposal, the new system of evaluation moved beyond the typical performance review format to a coaching model predicated on supervisors coaching employees to improve areas of performance strength. The new model required non-bargaining employees to develop specific plans for the improvement or acquisition of new skills and to discuss their plans during coaching sessions held quarterly with their supervisors. Additionally, the key characteristics of the new model were focusing on the future and allowing employees to lead through a collaborative process. All supervisors would lead the change by attending multi-day coaching training sessions and peer-to-peer practices in preparation for real coaching sessions with their employees. The College leadership team was supportive and elected to lead the process for their respective divisions. The new process called, [Catalytic Coaching](#), was initiated with a coaches training week in late fall 2014. The full implementation began in January 2015 and was kicked off by the College President holding coaching sessions with members of her Cabinet to model the process for other supervisors and their non-bargaining employees. The initial pilot went smoothly, however; [Catalytic Coaching](#) training will be "rebooted" in July of 2016 to provide a Coach's refresher seminar in preparation for a second round of coaching for improvement. (3.C.3)

The performance evaluation system for faculty is structured within the bargaining process. During each year's bargaining session, the faculty and the administration's bargaining teams use a specific process called Interest-based Bargaining. This approach to negotiations is based on four principles that support the idea of searching for solutions that meet the needs of the parties involved in the process. The four principles ask that the negotiating parties adhere to the following rules:

- Separate your emotional responses to the person from your ability to address the problem;
- Focus your energy on understanding the interests of each party before you begin looking for solutions;
- Work towards agreement on criteria for measuring solutions before identifying alternatives; and
- Apply all of this information towards inventing solutions, which provides mutual gain by meeting critical interests.

Through the Interest-based Bargaining process with faculty, the evaluation article (Article 3) of the [Hawkeye Professional Educators' Association Master Agreement](#) has been amended as a result of language negotiations for the last two years. An example from the HPEA Master Agreement is the following:

"At least one faculty evaluation within each evaluation cycle will include but not be limited to a) instructional observation, b) the compilation of student perception surveys collected throughout the evaluation cycle, c) evidence of professional obligation achievement per Article 16, and d) Quality Faculty Plan progress." (3.C.3)



The performance evaluation process for UE employees is also structured by the [United Electrical Workers Master Agreement](#) document. This document dictates that the evaluation process for bargaining employees use a traditional performance evaluation form. As a consequence, supervisors are required to use an evaluation document that provides limited value to both supervisors and employees as noted above in reference to the College’s decision to adopt the new coaching model of evaluation. (3.C.3)

Nevertheless, the College has a number of procedures to solicit input from and communicate expectations to faculty, staff, and administration regarding expectations. For example, the [Hawkeye Professional Educators’ Association Master Agreement](#) lists clear communication guidelines for the expectations and timelines for faculty evaluation. The specific requirements listed in Article 3, Evaluation are excerpted below:

“Within four (4) weeks of the beginning of employment or within four (4) weeks of the beginning of each fall semester, all faculty members scheduled to be evaluated 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 thirty (30) calendar days of the conference the employee shall have the right to file her/his written response to the evaluation and have it placed in her/his personnel file.” (3.C.3)

The [United Electrical Workers Master Agreement](#) also lists clear guidelines for communication of expectations with this group of employees. (3.C.3)

The [Personnel Handbook](#) details communication expectations for all employees of the College. The [Catalytic Coaching](#) online directory for supervisors and non-bargaining employees offers detailed instructions for coaching and mentoring communication. (3.C.3)

Aligning the evaluations processes that make up the College evaluation system is essential to ensure institutional objectives are met for both instructional and non-instructional services. The College Board of Trustees operates under the Carver Policy Governance® Model and, as such, has adopted specific policies that direct the alignment of evaluation with the instructional and non-instructional programs and services offered by the College. The College President is the only employee of the Board and is required to submit monthly reports on compliance with the specific, relevant [Executive Limitations](#) requirement listed below in Figure 3c.

<b>Policy Name: Treatment of Employees</b>		<b>Number:</b>	<b>EL-2</b>
		<b>Date Adopted:</b>	September 22, 2015
<b>Policy Type:</b>	Executive Limitations	<b>Date Last Reviewed:</b>	
The President shall not cause or allow employee working conditions that are unfair, disrespectful, unsafe, disorganized, or unclear.			
Further, without limiting the scope of the above statement, the President shall not:			
1. Allow employees to be without written policies that: (1) clarify expectations and working conditions; (2) provide for effective handling of grievances; and (3) protect against wrongful conditions.			
2. Allow employees to be unprepared to deal with emergency situations.			
3. Permit discrimination on the basis of sex, race, age, color, creed, national origin, religion, disability, sexual orientation, gender identity, or genetic information.			

Figure 3c

The College utilizes established institutional policies and procedures to regularly evaluate faculty, staff and administrators. These institutional policies and procedure adhere to all requirements established in Iowa Statutory Code, state and federal employee employment regulations, and [Board of Trustees governance policies](#).



The [Hawkeye Professional Educators' Association Master Agreement](#) lists the institutional policy based on Iowa Statutory Code for evaluating and maintaining highly qualified faculty. The specific institutional policies and related procedures are excerpted below:

“Certification/Recertification is one component of the five (5) year evaluation process. Faculty will maintain recertification through the portfolio process as described in the [Hawkeye Quality Faculty Plan](#). The dean and faculty member will meet annually to review progress toward portfolio goals.” (3.C.3)

“The faculty evaluation process will commence with the date of employment. Non-probationary faculty shall be evaluated at least once every five (5) years. Probationary faculty (those within the probationary period of the first three (3) years of employment) shall be evaluated at least twice during each of the three (3) years (minimum of 6 evaluations).” (3.C.3)

The College also utilizes established institutional policies and procedures to regulate the evaluation of staff and administrators. For UE employees, the evaluation guidelines are listed in the [United Electrical Workers Master Agreement](#) and requires the use of the standard evaluation form. (3.C.3)

For non-bargaining and administrative staff, evaluation is structure by an annual cycle (July 1 through June 30) and includes quarterly meetings between supervisor and employee. (3.C.3)

The College President’s annual evaluation is set by the Board of Trustees policy for June and is based on achievement of the [Board's Ends Policies](#) and non-violation of its [Executive Limitations Policies](#). (3.C.3)

In addition to established institutional policies and procedures to evaluate all employee groups, the College also has established employee recognition, compensation, and benefit systems to promote retention and high performance. For example, the College has a number of standing committees (e.g., Employee Development Committee, Faculty In-service Committee, and the Faculty Interest-based Bargaining Subcommittee) representing various employee groups that use a variety of formal and informal survey measures to gain input related to the recognition of employee contributions. Celebration of employee contributions to the success of our students and the College takes many forms. One such special appreciation event is focused on recognizing administrative professionals with a luncheon and program of their own design. The largest recognition event, however, is the Annual Employee Development Day and President’s Recognition Awards Ceremony. Faculty and staff have the opportunity to anonymously nominate a colleague to receive an award for a special contribution or accomplishment. At this annual event, the College also recognizes employees for years of service with a college lapel pin and a gift.

The College also makes an extra effort to recognize the professional growth of full-time, part-time, adjunct employees for their attainment of professional degrees, certifications, awards, scholarly publications, professional presentations and exhibit, including academic or non-academic electronic or web-based works. This information is included President’s Recognition Award Ceremony program.

A special program and reception is held for retirees later in the spring as well. The College President also recognizes employee efforts to support students in an extraordinary way through the *Every Student Matters* segment in the College’s newsletter, *Hawkeye Happenings*. After the segment is published, the President sends the employee a card and special gift pen as a “thank you” for helping a student succeed.

The College uses an integrated approach to determining employee benefit and compensation. This process is market-driven and Human Resources Services uses local, regional, and national data to establish a compensation range for each position classification. Compensation, insurance, and leave benefits are reviewed and negotiated annually in the bargaining process with faculty and UE. The College-wide Insurance Committee (faculty, UE, and non-bargaining representation) is guided by the College’s

insurance consultant and Human Resource Services to annually review insurance benefits and make recommendations for changes. Benefit-eligible employees are able to select health insurance from five different plans that are offered and they receive a single employee benefit stipend to offset the costs associated with some low or no-deductible plans. This stipend is also helpful for employees with families since family plans are typically higher in cost.

In addition, the College invests with employees in retirement programs and provides additional retirement program options that employees can fund. The College arranges quarterly for a retirement/investment expert to be available on campus for one-on-one consultations with employees.

Employees also receive generous leave benefits and the specific allocations per employee group are listed below in Figure 3d.

Employee Leave Benefits			
Leave Type	Faculty	Staff	Professional Staff
Vacation	0	*10-20	20*
Sick leave/year	10-15 days	**10-15 days	**10-15 days
Critical illness family	5 days	5 days	5 days
Family Care	5 days	0 days	0 days
Personal Leave	4 days	3 days	4 days
Bereavement	5 days	5 days	5 days
Paid Holiday	0	***17 days	***17 days

\*Incremental by years of service, capping at 20 days per year; 1 additional day at 20, 25, 30, and 35 years of service;

\*\*Incremental by years of service, capping at 20 days per year; \*\*\*Includes 5 days the College is closed in December-January  
Figure 3d

It is also important to show our employees that we value them and their contributions to the College through promoting employee satisfaction and engagement. This is accomplished through a number of processes that are monitored and track to ensure that we are meeting key operational goals. [Initiative Three](#) of the [2015-2018 Strategic Plan](#) was developed based on faculty and staff feedback regarding the need to provide new opportunities for engagement with innovative technologies currently used on campus or planned for implementation in the near future.

As an institution of higher learning, it is incumbent on the College to make sure faculty and staff are engaged in the learning process and encouraged to seek additional educational opportunities. To support our employees, the College offers a generous educational reimbursement. All full-time and regular part-time faculty and full-time and reduced full-time staff also have access to tuition reimbursement for credit and non-credit coursework. Non-spouse dependents of College employees who take our credit courses are also eligible for tuition reimbursement. Details of the application for reimbursement process and the specific reimbursement allocations are provided in the [Personnel Handbook](#) and the required pre-qualification forms are available from Human Resource Services. In Fiscal Year 2015-2016, 39 employees utilized the tuition reimbursement program for credit and non-credit professional development.

A College-wide Wellness Committee, with representatives from bargaining and non-bargaining groups, is responsible for surveying employees regarding their wellness needs and interests and, based on this information, providing the appropriate information and activities. For example, The Wellness Committee has provided health screenings and assessments, regular wellness activities, health fairs, periodic wellness education information in the College newsletter, and annually encouraged employees to participate in the Live Healthy Iowa initiative. The Wellness Committee is also responsible for promoting and improving healthy cafeteria and vending machine options. Based on the following survey results of employees, the Committee has promoted the highest ranking activities listed in Figure 3e:

Wellness Activities Survey		
Wellness Activities	Responses	Percent
Fitness Classes	106	10.86
Weight loss programs	86	8.81
Nutrition information	85	8.71
Work life balance	73	7.48
Stress management	73	7.48
Walking club	71	7.27
Cooking	67	6.86
Ergonomic assessments/information	65	6.66
Stretch breaks	62	6.35
Health Coaching	53	5.43
Wellness newsletter	52	5.33
Wellness education sessions	50	5.12
Mediation	40	4.10
Running program	37	3.79
Intramural sports	25	2.56
<b>Smoking cessation</b>	9	0.92

Figure 3e

The Wellness Committee tracks the number of participants for all wellness activities offered and interest in these options has increased with the addition of some new activities. Figure 3f below lists the number of participants from 2012 to 2015.

Wellness Activity Attendance	
Calendar Year	Number of Participants
2012	280
2013	145
2014	109
2015	229

Figure 3f

Finally, the College believes the safety and security of our workplace environment is an essential part of employee satisfaction, especially given the frequency of acts of violence that have occurred on college campuses in recent years. As a consequence, in 2014 the College moved from a Public Safety Manager and contracted security staff to hire a full-time Director of Public Safety to lead all safety efforts and supervise the Public Safety Manager and security staff. The [Public Safety Department](#) is charged with maintaining a safe environment on Main Campus as well as at our eight off-campus learning locations. Public Safety personnel monitor the Main Campus facilities on a 24-hour basis and all College off-campus locations during hours of operation. The Director of Public Safety is also charged with overseeing the execution of the College’s Emergency and Crisis Plan as well as with leading the plan’s annual updating process to ensure the currency of all processes and procedures. In addition, the College has added a number of security measures including a computer-based alert system, ALERTUS, to broadcast emergency information via telephone and computer devices, electronic door locks monitored to secure all or parts of the Main Campus in the event of an armed intruder situation, door sleeve and safety latch mechanisms for doors not monitored by electronic door locks, safety response training for all faculty and staff, new wayfinding and directional signage for all College locations, and online safety training programs.

The College realizes that it is impossible to totally secure a public college campus, but we have made a number of improvements in our efforts to mitigate risk for our students, faculty and staff.

**3R2**

PACE 2015 survey results have provided a number of new opportunities in key areas as well as confirmation that many of our processes and revised procedures have been successful. The PACE 2015

results for *Supervisory Relationships--Communications* listed in PACE Table 3, Supervisory Relationships Frequency Distribution, Items 12 and 13 show that the College performs as well or better when compared with NILIE Normbase, regional and 2-year Medium segments.

Supervisor-to-employee communication is critical to the evaluation process and it is important to know that our staff indicated that they are either “satisfied” or “very satisfied” with the communication of both positive and unacceptable work expectations.

Similarly, the College’s PACE 2015 results for *Supervisory Relationships—Professional Development and Training* listed in [PACE Table 3, Items 12 and 46](#) are comparable or exceed satisfaction levels for the NILIE Normbase and 2-year Medium segments.

We requested a custom survey question for the PACE 2015 cycle specifically focusing on our employees’ perception of the College’s efforts to provide an environment conducive to their health and well-being. [PACE Custom Item, Table 1, Item 4](#) provides results that of the 312 employees responding to this question, 235 were either “satisfied” or “very satisfied” with our efforts to improve their health and well-being.

Finally, we also requested a custom 2015 PACE survey question to determine if the changes made to improve safety at the College improved employee satisfaction. The results listed in [PACE Custom Item, Table 1, Item 3](#) indicates our employees are satisfied with our commitment to safety.

The College has aligned its evaluation procedures to improve the process for all employees. The same is true for procedures used to monitor compensation and benefit systems for our employee groups. Both evaluation and compensation/benefit metrics are used in decision-making and determining resource allocations for all units each year.

The College has also aligned measures used to determine employee satisfaction and engagement. Employee satisfaction and engagement metrics are used in decision-making and determining resource allocations for all units each year.

### 3I2

The College has determined that the PACE Survey has provided a number of key areas for improvement that align with our [2015-2018 Strategic Plan](#). Over the next one to three years, we will develop and implement plans to improve key areas that will improve the engagement and satisfaction of our employees, especially those that align with 2015-2018 Strategic Initiative Three, Innovation and Technology.

## **Subcategory Three: Development**

### 3P3

As an institution of higher learning, it is incumbent on the College to make sure faculty and staff are engaged in the learning process and encouraged to seek additional educational opportunities. It is also important to note that all instructional departments have professional leave and training budgets for faculty to participate in webinars and attend workshops and conferences. The deans of each School meet annually with the Vice President of Academic Affairs to discuss budget needs and set allocations to ensure adequate funding is available to meet faculty professional development needs. This same process is used when the Dean of Students meets with the Academic Division head to discuss training budgets for student support services such as tutoring, advising, and developmental studies. Departments considered

non-instructional (e.g., financial aid or co-curricular activities like sports and student clubs and organizations) follow a similar process to identify and set budget targets for their staff to participate in webinars, special training session, and attend workshops and conferences. (3.C.4, 5.A.4)

To assist our employees, there are a variety of on-campus events where faculty and staff have the chance to learn more about a particular topic, acquire a new skill, or explore an area of interest. For example, each year the College sets aside a day to host an all-staff Employee Development Day in March. (3.C.4, 5.A.4)

In August of each year, employee development opportunities are held as part of the “Welcome Back” to campus festivities. All faculty and staff are encouraged to seek professional growth through attending workshops and presentations on a variety of topics. Listed below in Figure 3g is a summary of development/training sessions offered to all employees from 2012-2015. (3.C.4, 5.A.4)

Employee Development/Training Sessions for Employee Development Day and Welcome Back Week		
Year	Spring	Fall
2012	<ul style="list-style-type: none"> <li>• <b>Go Green with Hawkeye Community College</b> – Lindsey Nissen and Dan Gillen</li> <li>• <b>Grants: From Start to Finish</b> – Amanda Graeber</li> <li>• <b>From Global to Iowa: Making Diversity Count</b> – Quentin Hart</li> <li>• <b>Improving Your Health</b> – Katie Elliot and KayMarie Wenzel</li> <li>• <b>CAR (Course Amnesty Review)</b> – Jamie Bute</li> <li>• <b>Virtual Learning in Health Sciences: Educating through Simulation</b> – Tracy Elliott</li> <li>• <b>A New Look at Dental Simulators</b> – Sarah Turner</li> <li>• <b>Conversation with the Cabinet</b> – President’s Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stress...Hard at Work! A Guide to Stress Management</b> – Sheri Purdy</li> <li>• <b>Understanding EQ</b> – Dr. Celina Peerman</li> <li>• <b>Dealing with ISMS</b> – Quentin Hart</li> <li>• <b>Patient Protection and Affordable Care Act and How our Current Health Insurance will be impacted</b> – John Monaghan</li> <li>• <b>EXCEL Session</b> – Alex Goerd</li> <li>• <b>Start-up Tips</b> – DJ Corson</li> <li>• <b>Technology Orientation</b> – Sarah Uhlenhopp</li> <li>• <b>Effective Communication Under Pressure</b> – Dr. Celina Peerman</li> <li>• <b>Come and See the RTTC</b> – Martin Kroenecke</li> <li>• <b>Suicide Awareness and Prevention</b> – Adarienne Burrow</li> <li>• <b>Outlook Timesaving Tips</b> – Alex Goerd</li> <li>• <b>Basic Life Support (CRR) for Healthcare Providers Recertification</b> – Alma Huck</li> <li>• <b>Exercise at your Desk</b> – Melissa Summers</li> </ul>
2013	<ul style="list-style-type: none"> <li>• <b>Puttin’ On The Ritz: Becoming a Pillar of Service Excellence at Hawkeye</b> – Dr. Bill Withers</li> <li>• <b>Coping with the Cost of Living in Iowa</b> – Mike Owen and Heather Gibney</li> <li>• <b>Hawkeye Community College – ADA Accessibility Audit Review &amp; Greening the Campus Updates</b> – Lindsey Nissen</li> <li>• <b>Grant Funding: Every Dollar Matters</b> – Carly Voltz and Serenity Wehrenberg</li> <li>• <b>Using Cultural Proficiency to Integrate Latino Students at Hawkeye Community College: Data, Observations, and Suggestions</b> – Lisa Muñoz</li> <li>• <b>Student Behavior – How to Respond</b> – Carol Hedberg, Nermin Ferkic, and Nancy Henderson</li> <li>• <b>Fun at the HESC</b> - Staff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prevention and Awareness of Student Suicide</b> – Adarienne Burrow and Katie Elliott</li> <li>• <b>Global Awareness/Citizenship</b> – Dr. Jane Bradley</li> <li>• <b>Mobbing: Emotional Abuse in the American Workplace</b> – Gail Pursell Elliott</li> <li>• <b>The Basics of Word 2013</b> – Beth Sindt</li> <li>• <b>A.L.I.C.E. (Alert, lockdown, inform, counter, escape) Training</b> – Patrick Fisher and Jane Wagner</li> <li>• <b>Issues Facing Veterans in Postsecondary Education and Recommendations for Best Practices</b> – Michael J. Hall</li> <li>• <b>Global Awareness</b> – Dr. Cynthia Bottrell and Quentin Hart</li> <li>• <b>Resources for Supporting our Student Veterans and Their Families</b> – Robin Knight</li> <li>• <b>Student Success – How Can I Help?</b> – Carol Luvert and Tom Mueller</li> <li>• <b>Admissions Question and Answer</b> – Holly Grimm-See</li> <li>• <b>Faculty Advising</b> – Dr. Jane Bradley</li> </ul>

Employee Development/Training Sessions for Employee Development Day and Welcome Back Week		
Year	Spring	Fall
2014	Employee bus tours and presentations at outlying centers – Western Outreach, Independence, Regional Transportation Training Center, Farm Lab, Martin Luther King, Jr., Cedar Falls, Metro, Iowa Works	<ul style="list-style-type: none"> <li>• Innovation Council Fall Showcase Scavenger Hunt</li> <li>• Brand Identify Analysis and Hawkeye Logo – Pam Cox and Mary Pat Moore</li> <li>• ANGEL Essentials Training – Sarah Boldt</li> <li>• Panopto - Getting Started Training – Joshua Mitchell</li> <li>• CPR AED Recertification – Alma Huck</li> <li>• A.L.I.C.E. Training – Patrick Fisher and Jane Wagner</li> <li>• Dropbox – Kim Van Deest</li> <li>• Dealing with Difficult Conversations – Quentin Hart</li> <li>• Evernote – Kim Van Deest</li> <li>• Heartsaver CPR/AED/Heartsaver Adult CPR – Alma Huck</li> <li>• Employee Assistance Program – Fran Gorde</li> </ul>
2015	The Generational Imperative – Understanding Generational Differences in the Workplace, Marketplace, and Living room – Chuck Underwood	<ul style="list-style-type: none"> <li>• CANVAS Basic Orientation – Sarah Boldt</li> <li>• A.L.I.C.E. Training – Patrick Fisher and Jane Wagner</li> <li>• Overview of Insurance – John Monaghan and Janine Knapp</li> <li>• Google Docs – Joshua Mitchell</li> <li>• Instructional Technology – Joshua Mitchel</li> <li>• Employee Assistant Program – Tom Farley and Janine Knapp</li> <li>• Start-up Tips – Robin Galloway</li> <li>• Building Monitors In-service – John Beckman</li> <li>• Fire Extinguisher Training – Johnathan Cockrell</li> </ul>

Figure 3g

The College provides additional professional development opportunities annually for faculty on Faculty In-service days in August and January. The Faculty Development Committee solicits input from faculty, dean, and the Vice President of Academic Affairs to develop a theme for each day, the keynote speaker and specific breakout sessions relevant to faculty interests. (3.C.4)

All College faculty are encouraged to stay current in their field or to seek opportunities for additional education and training. As one of only two teaching and learning centers offered on a college or university campus in Iowa, the [Brobst Center for Teaching and Learning](#) is a “one-stop-shop” for faculty interested acquiring additional skills as classroom teachers. For example, faculty can choose from a variety of professional development options including: instructional strategies, assessment design, professional learning communities, teaching portfolio development, faculty induction and mentor, and teaching-for-learning best practices. (3.C.4)

As noted in Subcategory 3P2, the College offers a generous educational reimbursement. All full-time and regular part-time faculty and full-time and reduced full-time staff also have access to tuition reimbursement for credit and non-credit coursework. Details of the application for reimbursement process and the specific reimbursement allocations are provided in the [Personnel Handbook](#) and the required pre-qualification forms are available from Human Resource Services. (3.C.4)

To encourage faculty and staff to explore innovative or unique opportunities for professional growth beyond those offered on campus or through the tuition reimbursement process, the College President established a dedicated Faculty fund in 2012. Faculty have accessed the President’s fund through the College Foundation to support learning opportunities as diverse as a study of innovative agricultural practices in Denmark and a three-week residency at the Institute of Swahili Research in Tanzania to translate a Swahili book of poetry describing the impact of Acquired Immune Deficiency Syndrome (A.I.D.S.) on the communities of Tanzania. (3.C.4)

Faculty are also encouraged to pursue achieving a promotion in rank and title during their tenure at the College. Several factors are considered for a promotion in rank including: teaching experience,



institutional service, academic achievement, professional growth and development, support for the educational philosophy of the college, and length of institutional service. Upon request, the Academic Affairs Department supplies [Faculty Ranks and Titles](#) information to interested faculty. The appropriate School dean works with the faculty candidate to develop the appropriate application for submission to the Vice President of Academic Affairs. Once the review is completed in consultation with the dean, the final decision on a candidate’s promotion in rank request is made and communicated to the faculty candidate and the dean by the Vice President of Academic Affairs. (3.C.4)

All employee professional development activities are aligned with the College’s Mission, Vision, Values and Pledge. The professional development of all employees are also aligned with the College’s 2015-2018 Strategic Plan and with [Board of Trustees governance policies](#) for [Planning: Executive Limitations](#), EL-4:

- 8. Permit planning that endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve ends in future years.

**3R3**

Following each of our Employee Development Days and Faculty In-service Days, faculty and staff receive an email invitation to complete a satisfaction survey using *Inquisite*, as survey tool adopted by the in 2009. Results from our most recent survey of the March 2016 Employee Development Day indicate satisfaction with the professional development opportunities offered to meet the needs of all staff. In Figure 3h, 3i, and 3j below are sample survey results for each type of event.

Employee Development Day Evaluation (2011 – 2016)				
<i>Keynote Presentations</i>				
Year	Keynote	Favorable	Unfavorable	Undecided/ Did not attend this session
2011	“Changing Education Through Virtual Reality Educational Pathfinder (VREP)”, East Marshall School District	77.89% (74)	6.32% (6)	15.79% (15)
2012	“Exploring the Future of Hawkeye Community College”, Dr. James L. Morrison	29.20% (33)	40.71% (46)	30.09% (34)
2013	“Student Success: What Matters Most”, Dr. Kay McClenney	94.20% (130)	0.72% (1)	5.07% (7)
2013 (Welcome Back Week)	“In Search of Civility: Confronting Incivility on the College Campus”, Dr. Kent Weeks	9.38% (6)	64.06% (41)	26.56% (17)
2014	“The Pursuit of Excellence”, Mr. Steve Siemans	92.24% (107)	3.45% (4)	4.31% (5)
2015	“The Generational Imperative”, Chuck Underwood	89.61% (138)	2.60% (4)	7.79% (12)
2016	“Why Urgent? Why Us? Why Now?”, Dr. Lynn Priddy	56.00% (70)	28.80% (36)	15.20% (19)

Figure 3h



Employee Development Day Evaluation (2011 – 2016) <i>Employee Recognition and Awards</i>			
Year	Favorable	Unfavorable	Undecided/ Did not attend this session
2011	96.81% (91)	0.00% (0)	3.19% (3)
2012	81.42% (92)	3.54% (4)	15.04% (17)
2013	93.28% (125)	2.24% (3)	4.48% (6)
2014	92.37% (109)	0.85% (1)	6.78% (8)
2015	84.52% (131)	4.52% (7)	10.97% (17)
2016	87.80% (108)	4.07% (5)	8.13% (10)

Figure 3i

Employee Development Day Evaluation (2011 – 2016) & Welcome Back Week Evaluation <i>Overall Assessment of Employee Development Day/Welcome Back Week</i>			
Year	Favorable	Unfavorable	Undecided/Did not attend this session
2011	83.87% (78)	5.38% (5)	10.75% (10)
2012	54.55% (60)	21.82% (24)	23.64% (26)
2013	88.64% (117)	1.52% (2)	9.85% (13)
2013 (Welcome Back Week)	59.74% (46)	12.99% (10)	27.27% (21)
2014	95.58% (108)	2.65% (3)	1.77% (2)
2014 (Welcome Back Week)	81.93% (68)	2.41% (2)	15.66% (13)
2015	92.95% (145)	3.21% (5)	3.85% (6)
2015 (Welcome Back Week)	84.62% (55)	4.62% (3)	10.77% (7)
2016	85.83% (103)	12.50% (15)	1.67% (2)

Figure 3j

The Employee Development and Faculty In-Service Committees hold debriefing sessions after each event and review data results and written comments from satisfaction surveys to assist with planning for next year’s activities. The surveys have proved to be valuable tools for not just analyzing the data results, but are also important data sources to track the overall types of professional opportunities provided to faculty and staff as well as the associated costs for planning each year’s budget allocations.

Human Resource Services also uses SQL reporting and management tools to track faculty educational degrees and professional certifications to assist faculty, staff and administrators with identifying opportunities that will assist individual departments and the College, as a whole, with planning for the continuous professional development improvement of all employees.

### 3I3

As a result of tracking measures for multiple professional development cycles, the College has identified the need to develop education and training tracks specific to technology training opportunities, especially virtual and productivity software that can be used by a variety of work areas across the organization. This need was also identified during employee evaluations and again during planning forums with faculty and staff held by the President at the conclusion of the 2011-2014 Strategic plan cycle. Over summer 2016 a survey tool will be launched during Faculty Welcome Back week. The survey results will then be used to establish a slate of technical training opportunities to address identified needs at fall Faculty In-service and for the March 2017 Employee Development Day. The same metrics used to track professional development will be deployed again to assess and analyze the value of the new technology training model for alignment with future cycles of education and training for all employees of the College.

The College also plans to launch a “one stop shop” professional development site on the college’s intranet that will include professional development activities/opportunities offered by the CIS and BCE divisions/departments of the College as well as by external vendors. The goal is to continue to expand options to meet the needs of our various employee groups and to increase the ease of acquiring skills and knowledge in their specific or desired areas of expertise.

**Category Four**  
**Planning and Leading**

**Category Introduction**

The College is governed by a nine-member board of trustees, who are elected to four-year terms by voters in the district in which they reside. Under Iowa Statutory Code, 260.C, the decision-making responsibilities are clearly defined for community college trustee boards. Chief among these codified legal and fiduciary responsibilities, is the board requirement to develop and oversee of the mission, vision, institutional goals of the institution they are elected to serve.

The College’s first Board of Trustees received permission from the Iowa Legislature to officially launch the College in 1966. The original mission, vision and values crafted by the founding board have been modified by subsequent boards to ensure alignment with the changing educational, training, and service needs of our students and communities. In November 2001, the College adopted its current mission following a retreat where employees, Trustees, and members of the public crafted an outcomes-focused mission statement. Lacking verbs, the mission statement is the result of the Board of Trustees decision to formally adopt the Carver Policy Governance® Model in 2002. The Policy Governance model is centered on the achievement of *outcomes*. In 2003, the Board of Trustees developed [Ends Policies](#) that delineated specific outcomes aligned with the mission, vision, institutional goals, and pledge adopted in 2002 listed below.

Mission
<i>The mission of Hawkeye Community College is a globally informed community of successful lifelong learners</i>

Vision
Hawkeye Community College will be recognized for educational excellence, exceptional student services, and responsiveness to diverse communities

Institutional Goals
To effectively demonstrate our mission, we are committed to provide: <ul style="list-style-type: none"> <li>• Educational opportunities that are student-centered, comprehensive, and responsive to the individual and society</li> <li>• Leadership activities that support a dynamic framework for students, faculty, staff and the community to reach their potential</li> <li>• Quality services to each qualified individual</li> <li>• Access sensitivity to diversity, support for equal opportunities for all qualified individuals</li> <li>• Cooperative community relationships which foster human, social, cultural, economic and civic development</li> </ul>

Our Pledge
As a college we will provide focus, meaning, and the skills necessary for qualified individuals to live competently in their communities

With the adoption of the Carver Policy Governance® Model, the Trustees established presidential limitations and Board Ends Policies that require monitoring reports which are reviewed and discussed during monthly meetings. Under Board Policy Governance, the Board of Trustees has empowered the President, and subsequently her subordinates, to make all decisions affecting the achievement of the College mission, vision and Board Ends.

**Subcategory One: Mission and Vision****4P1**

Through the development of [Ends Policies](#), the Board of Trustees set the long range, strategic vision as well as the goals (i.e. Ends statements) stating the specific outcomes necessary to achieve the College's mission and vision. To make sure that Board's Ends Policies remain relevant and aligned with the needs of the students and communities served by the College, each year the Board of Trustees leads *strategic visioning* sessions with a number of constituent groups throughout the service area of the College. For the 2016 cycle of strategic visioning, Board members met with a number of community services groups (e.g., Rotary, Kiwanis, and Lions Club groups). In 2017, the Board plans to meet with members of the College's various advisory groups (e.g., career and technical program advisory boards, the liberal arts program advisory board, BCE sector advisory boards, and the Regional Workforce Investment Board). The Board's 2018 strategic visioning sessions will focus on gaining input from small business owners from across our ten county service area. Over this three-year cycle, the Board of Trustees gathers input from identified external constituencies and communities of interest and will respond to needs as its mission and capacity allow. (1.A.1, 1.D.2, 1.D.3)

As noted in the Introduction for Subcategory One above, under Board Policy Governance, the Board of Trustees has empowered the President, and subsequently her subordinates, to make all decisions affecting the achievement of the College mission and Board Ends. The President's Cabinet, comprised of three vice presidents and three executive directors, meets weekly to review key data reports and share updates from their respective divisions. At the heart of the work of Cabinet is the responsibility to ensure alignment of decisions and actions with Board Policy, mission and goals, legal requirements and core values. Cabinet meetings are also focused on reviewing the work of each division and its alignment with that month's Ends Policy Monitoring Report. Each Monitoring Report addresses key outcomes identified for that month's Ends Policy and requires one or more divisions of the College to develop a report based on data and information that explains how the Board's outcomes have been met, alignment of the information to strategic and/or operational goals, and a response that reflects the division's commitment to the mission and vision. Each Cabinet member also meets with their leadership team to communicate key information after each executive session and to discuss their role in developing that month's monitoring information. The Board's Monitoring Report requirements follow an annual schedule format, so not all divisions will be involved in the development of a report each month with the exception of each month's College Budget Status Report submitted by the Administration and Finance division. (1.A.1, 1.D.2, 1.D.3)

The College ensures that its academic programs, student support services, and enrollment profile are consistent with the mission through the oversight and reporting processes required by internal groups and external organizations. For example, the internal committees such as Academic Standards, Assessment, Curriculum, Online Standards and Retention are charged with ensuring that all academic programming and related support services (e.g., advising, testing, career exploration, tutoring and academic support) offered at the College is consistent with our mission. Program advisory boards for all career and technical and the liberal arts program also provide oversight of academic programming and the alignment of support services. The institution also provides reports and data to meet state and federal requirements such as those required for the Iowa Management Information System (MIS) and the National Center for Education Statistics (NCES) data system to ensure that our programs and services are consistent with our enrollment profile. Our Financial Aid department is also required to submit annual reports to verify our enrollment profile meets federal financial aid guidelines. In addition, the Iowa Department of Education (IDOE) reviews each career and technical program every five years to ensure the academic programming and support services meet DOE guidelines. If, at any time, a request is submitted by the College to add or delete program contact hours or to substantially revise the curriculum of a program, the DOE will begin an immediate review of the program in response to the request. (1.A.2)

All College mission documents are current and explain the institution's emphasis on instruction, public service, economic development, and cultural purpose. These documents clearly identify the nature, scope, and intended constituents served by our programs and services. The College's mission, vision, institutional goals are publically communicated through a variety of electronic media (e.g., [Hawkeye's website](#) and the Hawkeye Channel on cable TV) and key print media (e.g., [Student Handbook](#), [Personnel Handbook](#), [College Catalog](#), [Career Focus](#) magazine, etc.). Documentation explaining the College mission, vision, institutional goals are also included with grant applications, contractual agreements, proposals, and with other communications when appropriate. (1.B.1, 1.B.2, 1.B.3)

The Vice President of Administration and Finance develops an annual budget for the College focused on allocating resources to both advance the institution's mission and vision while upholding the institution's values. In preparation for the development of the new College budget each year, all members of the President's Cabinet seek input from all departments and units of their division in preparation for a consultation with the Vice President of Administration and Finance. During this consultation, current and future budget needs are discussed for each division and allocations are set. Approval of division allocations by the President is required before the budget is presented to the Board of Trustees for final approval. The [College's budget](#) must be submitted to the Iowa State Board of Education and State Auditor's Office by March each year. (1.D.1, 1A.3)

#### 4R1

After 25 years of use, the College decided it was time to evaluate the currency of our brand. In 2013, the College commissioned a [brand study](#) with a company that specializes in higher education branding and they confirmed our concerns that our brand was in need of updating. Understanding how key stakeholder perceive the college is important in positioning the College for the future. Hawkeye is well known for its quality education, personal atmosphere, and employable graduates, but not for its programs. As a consequence, a thorough brand identification process was launched. The branding company conducted community focus groups and surveys throughout our service area during 2014 and the Director of Marketing led a committee made up of faculty and staff charged with conducting internal focus groups to develop ideas on a new college logo and brand. The final brand concept and logo were vetted by the entire college faculty and staff via an *Inquisite* survey in late 2014. The brand concept selected was *Connect* and the logo moved from the stylized hawk to a more contemporary block "H" that can be used for print and electronic media marketing.

The College also sought faculty and staff input on how well our actions were aligned with the mission through PACE Survey process late fall 2015. The survey results in [Table 1, Institutional Structure, Item 1](#) indicated that 75% of respondents were satisfied or very satisfied with how the actions of the institution reflected the mission. Our score on this item was four points higher than the NILIE Normbase.

The Board of Trustees *strategic visioning* sessions with a number of community services groups (e.g., Rotary, Kiwanis, and Lions Club groups) for the 2016 cycle are still in process. Survey data gathered to date indicate that the public the College is fulfilling the mission, vision and commitment to its values. This data will be available for the AQIP Comprehensive Site Visit scheduled for November 2016.

#### 4I1

Over the next three years, the Board of Trustees will complete their *strategic visioning* survey cycle and the data will be analyzed to determine how well the Boards' Ends Policies align to achieve the mission and vision of the College. Based on the Board's analysis, improvements to the Ends outcomes may be needed to better serve our communities.

The College is currently analyzing key areas for improvement based on the PACE Survey results. This is the first environmental scan using PACE and the College has been pleased with the process because the results have provided actionable areas for improvement and targets for benchmarking our performance on PACE survey criteria.

### **Subcategory Two: Strategic Planning**

#### **4P2**

Our Board of Trustees is not engaged in the strategic planning process because under the Policy Governance® model Trustees focus their work on providing oversight of this process through the Board's annual review of Ends Policies. Under Iowa Code, Chapter 260.C; however, the Board of Trustees is required to review and approve the strategic plan. The President provided a summary report for the 2011-2014 Strategic Plan in fall 2014 detailing the status of over [60 three-year plans](#) created across all departments and divisions of the College. The summary included an overview of the number of successfully completed project, their impact on the institution, the need to continue work of some plans to build upon success, and lessons learned for plans that did not meet the goals/metrics anticipated. (5.C.3)

As noted in the 2011 Systems Portfolio, the college replaced the AQIP Standing Committee with an Innovation Council (IC) to move the college from a "strategic planning for accreditation compliance" mindset to a "continuous improvement for innovation" perspective. The change was a success and the IC met in fall 2014 to initiate the next cycle of strategic planning. The IC members suggested that the diversity initiative be carried forward to the next strategic planning cycle and that the Ruffalo-Noel Levitz strategic enrollment plan project be moved forward as a strategic initiative as well. The President presented the IC recommendations for consideration at a series of 90 minute open forums held in late fall 2014. The forums were open to all faculty, staff and students. At each forum, the President presented the Innovation Council's recommendations for input and ideas were also gathered from attendees for the development of additional strategic plan initiatives. The forum attendees were supportive of the recommendations and offered a number of ideas that, once analyzed, produced overwhelming support for the development of a strategic initiative focused on technology. The President also presented the slate of proposed strategic initiatives at her monthly luncheon with student clubs and the Student Leadership Council. The students were also supportive of the proposed initiatives. Following the vetting process, the strategic planning committee was formed and charged with developing the initiative statement and the goals. Their efforts produced [2015-2018 Strategic Plan](#) that is aligned the operations of the organization, Board Ends policies and the mission, vision and values of the college (5.C.2, 5.C.4, 5.C.5)

The President presented the 2015-2018 Strategic Plan to the Board of Trustees in early 2015 and they unanimously approved the plan. Our *Firestarter* facilitation team was called to action to work with departments and divisions to develop three-year plans that would align with one of the strategic initiatives. Since one of the initiatives (Initiative One) was already in planning through the Ruffalo-Noel Levitz led planning process, the participants finalizing the eleven strategic enrollment projects making up the Strategic Enrollment Plan would be allowed to use align their work with Initiative One. Initiative Two and Three would be open to all departments and division for the development of three-year plans. The IC was updated on the plan development cycle, given confirmation that they would each be assigned three or four three-year planning projects and use the same tracking system for reporting progress, and that they would continue to work with their assigned Cabinet "Champion" to identify innovative ways to help the strategic initiative projects achieve success. (5.B.3, 5, C,1, 5.C.4, 5.C.5)

**4R2**

For the 2011-2014 strategic plan cycle the College developed an online tracking system to monitor progress and goal completion that was available to IC members, Cabinet Champions, all plan participants and their supervisors. The [tracking system](#) is being used for the 2015-2018 strategic plan cycle as well and is managed by the President's assistant. The Innovation Council members meet monthly with their assigned project teams and their Cabinet Champion. The full Innovation Council meets quarterly with the President to provide status updates on the innovations under their charge.

Two examples of successful projects stemming from the 2011-2014 strategic plan include:

The Center for Learning and Academic Success (CLAS) created an open academic lab for mastery learning. By implementing the Preparatory Academic Lab (PAL) for individualized student learning and assistance, students can work toward master using online tutoring modules that allow them to practice basic skills that match developmental education curriculum. Once these modules have been completed, students who previously needed higher competencies can re-test in COMPASS and TEAS. Future plans include the implementation of the PAL lab at the Metro Center and other outreach centers.

The Student Records and Registration area purchased and implemented a document imaging database, which allows student records to be stored and accessed electronically. This enhances accuracy of file storage and retrieval and ensures better privacy. Current documents are being scanned as they are received, and historical files are being scanned and stored as time allows. Staff from several other areas of the College have also been trained in the use of this software.

**4I2**

Over the next three years, all plans developed as part of the Strategic Enrollment Plan will be implemented as either enrollment initiatives aligned with the College's 2015-2016 Strategic Plan or as AQIP Action projects. Results will be tracked depending their alignment to the College's tracking process for strategic projects or AQIP reporting requirement. In either case, the results of the measures developed for each plan will be interpreted. All other three-year plans aligned with Strategic Initiatives Two and Three will be tracked through the College's tracking system and results analyzed once completed in 2018.

**Subcategory Three: Leadership****4P3**

As noted earlier, under Board Policy Governance, the Board of Trustees has empowered the President to make all decisions affecting the achievement of the College mission, Board Ends, and the day-to-day management duties entailed in running a mid-size community college. The faculty exercise oversight of all academic matters through the Academic Affairs standing committee structure including; Curriculum Committee; Assessment Committee; Academic Standards and Issues; Retention Committee; and the Faculty Development Committee. (2.C.4, 5.B.3)

The Board's [Governance Process Policies](#) clearly direct and regulate board member behavior to preserve its independence from undue influence on the part of donors, elected officials, ownership interests and other external parties. The Board's Governance Policies also require that the board speak with one voice when communicating decisions and this communication to the Board chair. Beyond this communication responsibility, the Board chair has no additional authority and cannot make unilateral decisions for the Board or the College. (2.C.3, 5.B.1, 5.B.2)



The President's Cabinet, comprised of the vice presidents and executive directors, meets weekly to review key data reports and share updates from their respective divisions. At the heart of the work of Cabinet is the responsibility to ensure alignment of decisions and actions with Board Policy, mission and goals, legal requirements and core values. Cabinet members reach decisions by consensus and these decisions are formally reported to all employees in the "Cabinet Notes" section of the College's weekly electronic newsletter, [Hawkeye Happenings](#). Each Cabinet member also meets with their leadership team to communicate key information after each executive session. The President's Council is also an advisory group that is made up of all college administrators and managers from all college sites. The Council meets quarterly and considers a broad list of current issues. Decisions are also determined by group consensus and communicated through meeting minutes posted in the weekly e-newsletter as well.

In addition to the faculty-led committees listed above, the College has several cross-functional committees that are endowed with decision-making authority as described in their operational by-laws. These cross-functional committees collaborate across all units to ensure that the highest academic standards are maintained. Decisions are communicated through minutes and through other institutional means. The Student Leadership Council is also involved in setting academic policy and standards. (5.B.3)

The Board of Trustees provide effective leadership to all institutional stakeholders through the use of Ends Policies and Executive Limitations. Each month the board receives one or more Monitoring Reports that are developed by college leadership to provide conclusive evidence that Ends outcomes have been met satisfactorily. The annual cycle of Executive Limitations also provides effective leadership to all institutional stakeholders by ensuring that the President's work reflects the Board priorities to preserve and enhance the institution. Through the process of conducting strategic visioning sessions with groups across the college's service area provides an additional opportunity for the interests of external constituencies to be heard and their input recognized during decision-making deliberations. (2.C.1, 2.C.2)

#### 4R3

The most important results for ensuring the long-term effective leadership of the institution are through the governing board's [Ends Policies](#) and [Executive Limitations](#). Through monthly Monitoring Reports, the board is able to track outcomes data used to respond to Ends requirements, specifically in the areas of monitoring monthly the [financial condition](#) of the institution, comparing targets and benchmarks for key performance indicators used to track student persistence and graduation ([Ends 1](#)), and the performance of workforce and economic development initiatives ([Ends 3](#)).

#### 4I3

Over the next three years, the Board of Trustees will finalize its first multi-year strategic visioning process. Based upon the data gathered each constituent group session, the board will review and make improvements to policy goals to more closely align with community needs and the mission of the College.

### **Subcategory Four: Integrity**

#### 4P4

Developing and communicating legal and ethical standards and ensuring that these standards are met begins with our Board of Trustees Governance Policies. [Board Members' Code of Conduct Policy](#), which directs and regulates board members' behavior to preserve independence from undue influence; ensures that board member have the guidance to maintain the highest ethical standards; and to uphold their fiduciary responsibilities. The college attorney provides training on legal, ethical and fiduciary

responsibilities to each new board member and as a refresher for longtime members of the board. Our board members are elected or re-elected to office every four years, so this training is provided according to the election cycle or more often if a legal or ethical information is needed to assist board members in fulfilling their duties. The College Foundation Board also has guidelines to ensure that board members meet their legal and ethical responsibilities. (2.A)

In addition to policies ensure the legal and ethical responsibilities of all trustees, the Board's policies contain specific constraints to define the legal and ethical behavior of the President, specifically directing ethical behavior and practices in the treatment of all College employees and in the oversight of the college finances. (2.A)

Integrity is also a value demonstrated by leadership at all levels of the organization. Communication of our leadership's commitment to integrity in the execution of our professional responsibilities is visible in the consistent deployment of personnel policies, application of admissions criteria, affirmative action policies, and the work of the Equity Committee. (2A)

The College operates under the Statutory Code of Iowa and the Administrative Rules of the Iowa Department of Education. It also follows all rules, guidelines, and regulations of state and federal agencies. All staff and faculty observe the professional codes of ethics for their profession. (2A)

All new full-time employees begin their orientation to the College with an individualized orientation provided by Human Resources Services that focuses on providing employee benefit information and emphasizes our mission, values, and ethical standards for the workplace. The College ensures the integrity of our practices by apprising employees of their ethical responsibilities for their specific work areas and requiring all employees to acknowledge in writing or through electronic signature the legal and ethical responsibilities associated with using our data systems and equipment. Our Personnel Handbook also includes these policies and all employees are required to review the handbook annually and submit electronic confirmation of this review. (2.A)

As a publically-funded institution, all aspects of our operations are required by Iowa Statutory Code to be open and transparent to the public. Open Meetings and public information laws guide our work as well. All Board documents are made public (i.e. meeting notices for monthly and special meeting and supporting documents) and copies are sent to the media prior to each meeting. Copies of all documents used at each public meeting are also sent to the HPEA faculty leader and UE leadership. A printed copy is also available for public use during board meetings. (2.B)

All information regarding College [programs](#), [requirements](#), [faculty and staff](#), [cost to students](#), [control](#), and [program, state, and regional accreditation relationships](#) is posted for public view on our [college website](#). (2.B)

#### **4R4**

The Board of Trustees monitors their own legal and ethical behavior at each monthly meeting with an agenda item requesting board members publically acknowledge any [conflict of interest](#) they may have with a specific agenda item. During the annual reporting cycle for Board's Ends Policies, the President submits a Monitoring Report that provides evidence that the college is in compliance with all policy requirements for [ethical behavior and practices in the treatment of all College employees](#). The President also submits an annual response to the Board's [Executive Limitations for financial responsibility](#) as well as a monthly financial report and interpretation.

The College monitors and tracks specific written or electronic signature requirements for the legal and ethical responsibilities listed in the Personnel Handbook and associated with using our data systems and

equipment. These monitoring processes are managed by Human Resources Services or the departments requiring documentation of compliance with specific legal and ethical policies.

Starting with the PACE 2015 survey cycle, the College initiated a benchmarking process to monitor [open and ethical communication at the institution](#). The College has tracked aspects of ethical behavior in past environmental surveys, but direct input regarding the ethical nature of our communications was not available. We believe communication is an essential part of ensuring legal and ethical standards are met. Moreover, based on the NILIE Normbase benchmark comparison for our score on Survey Item 16, we have room for improvement.

#### **4I4**

By the end of 2016, the College will have implemented an online training program designed focused on educating our employees about ethics in the workplace. The online ethics training system will offer key content and require all employees of the college to achieve a passing score on an online test at the completion of the training.

The College will also conduct another PACE survey cycle within the next three years to monitor our progress on improving open and ethical communication.

## Category Five

### Knowledge Management and Resource Stewardship

#### Category Introduction

As a publically funded institution, the College has an obligation to maintain the public's trust through careful management of the resources entrusted to meet the educational needs of our students and serve our communities. Resource stewardship requires careful mid- and long-range planning to ensure that the institution has the fiscal, physical, and technological infrastructures necessary to maintain current educational programs and operations as well as for the continuity of operations into the future.

Knowledge management is essential to resource stewardship through sound planning. In each of the three subcategories for Category Five, the College will provide a detailed description of the key processes used to select and share data to support effective decision-making at all levels of the organization, set mission-driven goals and allocate resources to achieve these goals, and ensure operational effectiveness now and into the future. Key results for each process are provided to address assurance criteria. And, based on the results provided, describe improvements implemented or planned for the next one to three years.

To provide context for the subcategory responses, it is also important to discuss some of the key process changes that have been implemented since the 2011 Systems Portfolio was submitted as well at the current institutional priorities for improvement that are under consideration as a result of these changes. For example, the College upgraded its technology infrastructure to make better use of enterprise resource planning software for data collection and information dissemination to all departments. In addition, a specialized software product was installed to assist our non-credit and business and industry training division to collect and manage data relevant to that part of our mission. Information from these two resources are continuously updated and monitored to allow each department to analyze trends, manage resources and determine future steps to accomplish our College's mission.

Another key change was the development of an Intranet portal for data sharing, reporting, and as repository. This data and information "commons" has facilitated information sharing, resource management, and operational oversight in ways not possible in 2011. Our technology department, institutional research unit and standing committees work collectively to manage resources and find improvements. Moreover, college units, departments, and divisions have moved well beyond silos to setting common goals that align with the institutional mission, resources, opportunities, and emerging needs.

The college has also added a number of processes for ensuring the timeliness, accuracy, reliability, and security of our institution's knowledge management systems and related processes. The technology and institutional research departments work closely to ensure that data is processed and distributed in a timely manner to users who have been authorized to receive access to this information based on their educational/organizational need for such data. All data queried from the enterprise reporting system is provided in a real-time data format unless otherwise specified by user need.

There are other significant key process updates that will be included in relevant Category Five subcategory narratives, however, the examples above represent both mature processes for knowledge management and resource stewardship that are now well-integrated into operations of the College.

**Subcategory One: Knowledge Management****5P1**

The College uses a number of processes in the selection, organization, analysis, and sharing of data and performance information to support planning, process improvement, and decision-making. Knowledge management is organized by three primary categories: technology, facilities, and finances. Data and information from each of these three categories is shared with units and departments to facilitate planning and management focused on creating or maintaining an exceptional environment for learning.

For example, the College makes use of Ellucian *Colleague* Enterprise Resource Planning (ERP) software throughout the organization for data collection and information dissemination to all departments. In addition, Lumens software is used by our non-credit and business and industry training division to collect and manage data relevant to that part of our mission. Information from these two resources are continuously updated and monitored to allow each department to analyze trends and determine future steps to accomplish our College's mission. Both Ellucian *Colleague* and Lumens provide many standard reports for information dissemination which is also supported by our office of Institutional Research which provides customized information throughout the organization.

In addition to the above mentioned ERP and Lumens software, the College also uses specific systems to continually monitor and analyze data for decision making such as Meraki dashboards and analytics for IT network resource usage, Solarwinds monitoring for server issues and capacity planning, and Helpdesk system for tracking IT work tickets and watch for trends that indicate problem/improvement areas.

Data from each of these [monitoring systems](#) is reviewed by area supervisors, shared with other units and departments through face-to-face meetings, or made available through the College's internal Internet portal, *MyHawkeye*. At the unit and department level, this information is used to support planning, determine areas for process improvements, and for decision making. The information is also reviewed and used by division leaders for Cabinet-level discussions regarding resource allocations for their units and the college as a whole.

In the area of Facilities Planning, the college uses tools and process for analyses and decision making such as *My Portfolio* software to track work orders and anticipate problems through re-occurring facility issues. This system also allows us to input all preventative maintenance work orders needed to be completed on campus to ensure we are tracking all aspects of maintenance of our facilities. We have also created *Project Tracker*, which is available online for faculty to add infrastructure requests needed for their departments. These requests then get filtered through Cabinet members and the Facilities Department to determine which projects take precedent. Monthly safety inspections are completed and documented through an Excel spreadsheet. Any safety issues that don't pass inspection are then input as a work order to be resolved by the facilities department. Fire system compliance worksheet is maintained so that all fire systems are listed to ensure we are up to date on bi-annual and annual inspections. Building maintenance and utility costs are tracked through building cost codes to allow us to review the data and have a knowledge of what each building is costing Hawkeye Community College to operate which allows us to better budget for operational expenses and plan for zoning of classes for efficient energy usage. We partner with the College's architect to continually monitor and update an ongoing facility plan to review and analyze best decisions for improvement. Hawkeye continually updates utility mapping to ensure the information is current so we can understand the complete infrastructure of Hawkeye Community College if a problem occurs. All evacuation maps are updated with safety devices, door controls, and cameras to create a quick access to information in the case of an emergency.

The College uses a number of cross-functional committees and teams who assist with determining data, information, and performance results that units and departments need to plan and manage effectively. For

example, two committees, the Service Enhancement Team (SET) and the *Colleague* Users Group (CUG), are charged with ensuring that the *Colleague* Student Information Systems (SIS) data reports are aligned with the planning and management needs of units and departments. The SIS system produces standard data reports commonly used by a number of departments, but is also capable of producing customized reports through the SQL Reporting Server. The SQL Reporting Server allows users to request and gain access to specific reports required by the departments that are not readily available through the standard *Colleague* reporting system. Units and departments can also request reports available through *iDashboards* by contacting the IR department.

The Master Facilities Team is made up of staff and faculty from all sites and departments. This committee review data regarding all college facilities to make decisions on improvements in the placement of wayfinding signage, cost savings, maintenance repairs, and remodeling requests. Over the past five years, the College has worked with a number of public and private service providers to conduct several audits (e.g., energy usage, safety, environmental, disability access, and cyber security) of our campus to help us plan accordingly and ensure we are improving the accessibility and usage of our facilities. The data produced by these audits was analyzed by the Master Facilities Team and a number of the improvements were made to our facilities as a result. The Master Facilities Team meets weekly and frequently asks for feedback through surveys to determine where additional improvements are needed and satisfaction with progress on existing requests for improvements.

As noted above, the College has a number of processes in place to make data, information, and performance results readily and reliably available to the units and departments that depend on this information for operational effectiveness, planning, and improvements. As previously discussed, the *Colleague* SIS system offers over 700 customized reports that relate to all units and departments custom reports can be generated upon request based on user-driven data points. Institutional Research also provides a number of data reports (example: [enrollment report](#)) that can be used widely via the *MyHawkeye* Intranet portal. *My Portfolio* creates many different reports to show the types of work orders being submitted, which buildings are creating the most requests, and how quickly work orders are completed. Faculty and staff requests to use college vans for travel are also available through *My Portfolio*. Usage data is tracked and sent to all Deans to assist them with determining travel costs to improve operational effectiveness.

The college also has a number of processes for ensuring the timeliness, accuracy, reliability, and security of our institution's knowledge management systems and related processes. The CIS and IR departments work closely to ensure that data is processed and distributed in a timely manner and to users who have been authorized to receive access to this information based on their educational/organizational need for such data. Use of Microsoft's *Active Directory* provides granular control of access through verification of the user's authorization. All data queried from the *Colleague* enterprise reporting system is provided in a real-time data format unless otherwise specified by user need. Similarly, budget reports available through *MyHawkeye*, *Colleague*, and *MyHawkeye* SQL reports are all real-time formats as well.

## 5R1

The results for determining how data, information, and performance results are used for decision-making processes at all levels and in all parts of the institution are listed below with specific examples related to the areas of technology, facilities, and finances.

Hawkeye uses the *Colleague* SIS System, SQL Reporting Server and *iDashboards* for monitoring results in technology. Analyzing this data over time led to the decision to migrate from the archaic Unidata system in 2013 to the SQL Reporting Server system to provide more robust reporting capabilities to all levels and in all parts of the institution. For example, the number of technology assistance requests have decreased due to better and more accurate tracking of data access and IT access concerns (see Figure 5a



below). As a result of analyzing data from the tools mentioned above, the College embarked on an aggressive effort to upgrade its network and wireless infrastructure as well as increasing the use of *Colleague* software modules for this critical service area.

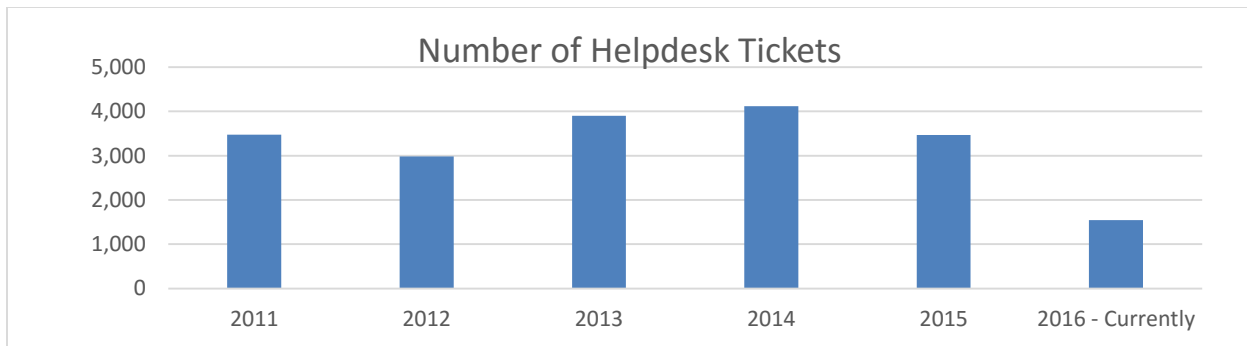


Figure 5a

In facilities, the *My Portfolio* work ticket system, *Lenel* Door Access System, *Metasys* building management system, and *Project Tracker* on the College homepage has allowed us to anticipate trends for utilities usage and develop better facilities scheduling to reduce energy usage for non-peak utilization times. See figure 5b below for five years of electrical usage data.

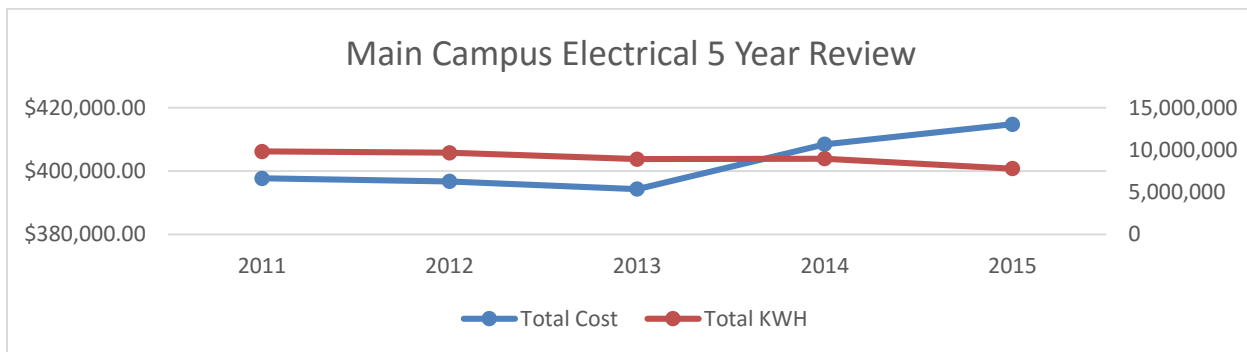


Figure 5b

In the area of Finance, Hawkeye has received an “unqualified audit report” each year since the 2011 Systems Portfolio and has maintained a fund balance exceeding the Boards stated goal for fund balance requirement. Hawkeye has maintained a fund balance in its General Operating Fund near the top of the other Iowa Community Colleges with regard to percentage of balance compared to annual operating expenses. This has been accomplished while maintaining a tuition and mandatory fee rate in the lower third in terms of cost for Iowa community colleges.

Our efforts to be good stewards of College resources was also confirmed by an upgrade in our Moody’s bond rating since the last Systems Portfolio from AA2 to a AA1 rating.

## 511

The college has made a number of significant improvements in the areas of technology, facilities and financial processes since 2011. Below are some of most important improvements that have been made to enhance the learning environment or will be implemented over the next one to three years.

- Increased the bandwidth of the internet service to keep up with the going needs of internet connected devices and classes.
- Converted to a SSD Storage area network for file and data storage for increased reliability and speed.



- Implemented a higher computer hardware minimum on student computers to enhance the classroom experience.
- Changed exterior locks on main campus to new keying system and made all exterior doors card access to create a better security barrier.
- New door software was installed around campus to track door usage, improve security, and a plan for lockdown situations has been implemented on all doors able.
- Plan to Implement Ellucian Colleague Finance “Projects Accounting” to enhance ability to track costs on a more granular level for greater accountability and planning, especially in the areas of Business and Industry Training and Adult and Continuing Education

### **Subcategory Two: Resource Management**

#### **5P2**

The management of the institutions resources is the responsibility of all employees and at all levels of the organization. The Board of Trustees receive the President’s monthly Monitoring Report on the financial status of the college that shows budgeted categories compared with current date expenditures. This report verifies that the necessary resources are available to support all educational programs and operations. (5.A.1).

In preparation for developing the financial monitoring report each month, the President and Cabinet discuss the budget during each week’s regularly scheduled meeting to ensure that resources are aligned and prioritized to meet organizational goals. Prior to each weekly meeting, Cabinet division leaders meet with their unit and department teams to discuss and verify assigned resources are adequate to achieve educational purposes and related division goals. Unit and department teams use the data reporting tools discussed in Subcategory One, 5P1, to prepare for their division’s budget review. If resources allocations are insufficient to accomplish key goals, the division leader will bring this request to Cabinet for the consideration of the full leadership team. For example, flat enrollment prompted the Admission department to request funds to secure the services of a firm to help formulate an enrollment and retention plan involving all divisions of the college. Cabinet approved the funding and some of the initiatives launched as a result of the plan enrollment appear to have stabilized, but supporting data has not been finalized. In addition, Cabinet held a special planning session December 2015 consider enrollment trends, budget reductions to non-personnel expenditures, and tuition increases to ensure adequate resources were maintained to fund ongoing expenses. The College has a reserve fund balance in excess of what is mandated by Iowa Statutory Code and the Board of Trustees reserve funds requirements, but the management team is dedicated to resource stewardship to ensure our mission to service of our students and communities is fulfilled. (5.A.2, 5.A.3)

In addition to maintaining the fiscal resources to support operations, college departments and units are also monitors resources to support their specific operational goals. For instance, IT continually monitors and assesses infrastructure needs and plans for computer upgrades and replacement to ensure students are using the most relevant technology in their academic environment.

Facilities planning is also critical to keep our infrastructure sound and to protect the public’s investment in the college. To secure additional resources to update and maintain some of our ageing building, the College sought public voter support for the renewal of our 20.25 cents Physical Plan Levy in 2013. This levy will provide \$18 million over a ten-year period that is restricted to the maintenance and upkeep of the institution’s buildings and grounds. We maintain an ongoing database in connection with our recently updated Master Facility Plan to continually update and prioritize facility projects based on third party assessments. We use our planning processes to determine what our priorities are. By doing this we can

anticipate costs ahead of time and track them through our building allocation process. We also continually update our facility plan and prioritize resources to ensure a safe and secure environment while seeking energy efficiencies for positive budget impact. Another goal realized is the reduced impact on the environment of our operations which has been achieved by implementing a recycling program that has reversed some of the cost of waste management by allowing us to sell recycled paper and cardboard products instead of paying for waste disposal. This money is used for student scholarships through our Foundation. (5.A.2, 5.A.3)

**5R2**

The tools used for knowledge management discussed in 5R1 above with regard to technology, facilities and finance are the same tools used to make decisions on resource allocation. Using the various databases, reporting tools, and benchmarks, we are able to continually monitor and plan for threats and opportunities for our enterprise in these areas. Maintaining the campus infrastructure is a capital-intensive process that requires constant monitoring to meet repair and maintenance costs as well as find efficiencies. Below is a visual representation of data used to monitor building costs and budget allocations for the 2016 fiscal year budget. See Figure 5c.

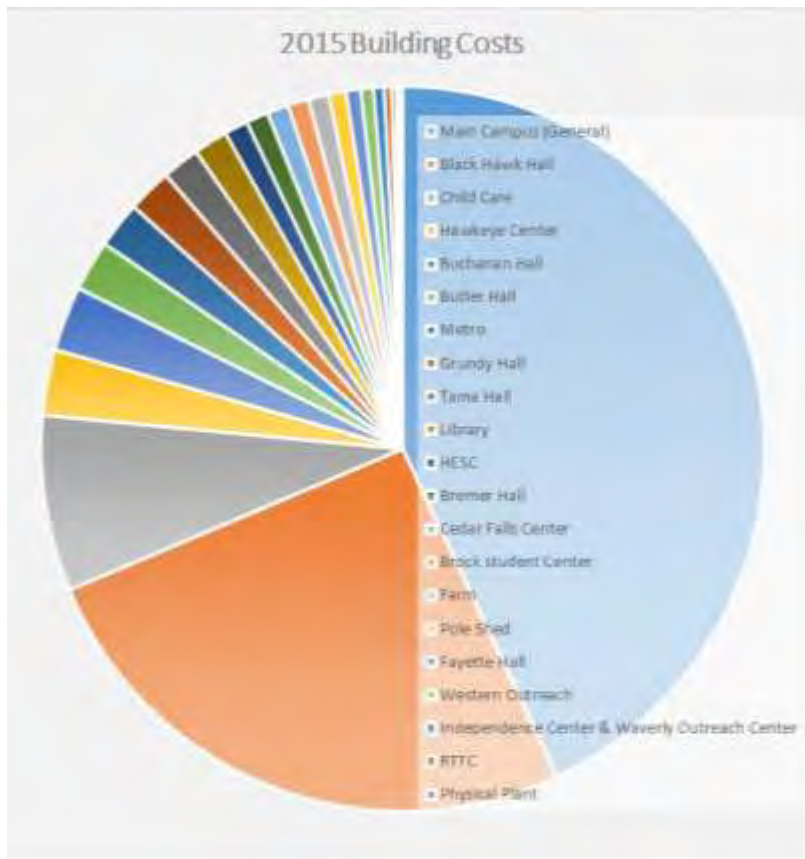


Figure 5c

**5I2**

The college plans to implement improvements to existing facilities using Plant Levy resources over the next one to three years. In addition, the finance department will introduce improvements to make the use of Colleague for monitoring and financial decision-making easier and with direct-to-user reporting.

**Subcategory Three: Operational Effectiveness****5P3**

The institution follows a formal “certified” budget process adhering to Iowa Statutory Code, Section 260C, Iowa Department of Education requirements, and Iowa Department of Management guidelines. This process is designed to allow public input and requires Board approval to set each year’s property tax levied rate and maximum spending authority for the college. At the due date of the certified budget, many unknowns exist which causes the process to have limited value other than setting the property tax rate.

As more pertinent budget-related information is received or developed (e.g., State General Aid funding allocations are set, tuition and fees amounts are approved by the Board, and up to date enrollment projections are finalized) a “working budget” is developed with input from all units, departments and divisions of the college. This working budget is then continually updated and monitored and is the main tool for assessing resource allocation for the many needs of the College. (5.A.5)

As noted in 5P2 above, The Board of Trustees receives a monthly Monitoring Report on the financial status of the college that shows budgeted categories compared with current date expenditures. This report verifies that the necessary resources are available to support all educational programs and operations. (5.A.1, 5.A.5)

Hawkeye continually monitors network usage using tools described in 5P1 to anticipate problems before they occur. As a result of this process, two years ago we embarked on an aggressive upgrade to our IT infrastructure and plan to increase network bandwidth summer 2016. And, as mentioned previously, we will continue with a structured technology upgrade plan to ensure students and staff have access to relevant equipment and software. Our data center is secured 24/7 with limited access by non-CIS personnel. All data closets are secured 24/7 with access granted to only IT staff, maintenance, and public safety. The data center is monitored 24/7 by security cameras, and all data is backed up according to industry standards.

In section 5P2 we noted the college conducted a number of safety, security and accessibility audits to be used as guidance for improving our campus facilities. As result of these assessment, the college has implemented a number of changes to improve the safety, security and accessibility of the physical infrastructure including wayfinding signage, increase outdoor lighting, and security systems upgrades. In addition, facilities are now monitored 24/7 by security cameras in key locations. The college hired a full-time director for public safety and a public safety manager who supervises contract safety personnel hired who are on campus 24/7 to assist with security. We also installed a new emergency alert system that integrates with all desktop computers on campus. It also integrates with all telephone speakers on campus and sends automatic notices received from NOAA.

To ensure operational stability, including emergency preparedness, the College maintains an Emergency Response Guide that is updated annually or as need if new emergency procedures are warranted. The Public Safety Director oversees emergency preparedness procedures and planning. Since the 2011 Systems Portfolio, we have created a Liability Committee to help in determining best practices for mitigating risk. The Liability Committee membership includes representation from across the college as well as an attorney and insurance agent.

**5R3**

The tools used for measuring the effective management of operations are the same as those mentioned in 5R1. The results of which are a more robust network infrastructure, updated technology and soon, increased band-width for IT operations.

With regard to our facilities, we have made many improvements since the 2011 Systems Portfolio including enhancements related to code compliance for ADA, OSHA and EPA regulations. We have also enhanced our emergency preparedness, our ability for immediate lockdown in emergency situations, our ability to monitor access to building and classroom through the use of electronic door access software, and strategically placed video surveillance cameras. We have also increased and improved lighting on campus to provide a more safe and welcoming environment. Outdoor seating has been added and the campus has been “spruced up” to create a more welcoming environment for our students and employees.

More importantly, all of the above have been accomplished while maintaining our internal financial goals, improving our standing with Moody’s Bond Rating Service, remaining very competitive with other community colleges in terms of the cost of attendance, and keeping a property tax levy rate that is supported by our local stakeholders.

**5I3**

Over the next one to three years, the college plans to implement the following improvements:

- Continue upgrades to technology infrastructure, security, and usage as part of our three-year Strategic Plan.
- Design and construct two new educational buildings to enable us to further our educational mission.
- Continue improvements made to our existing facility infrastructure including restroom remodels in two of our buildings to provide ADA accessibility.
- Continued upgrades to door locking systems for increased security.
- Launch a revised budgeting process to further involve decision makers in the development budget models that ensure alignment with institutional goals. This will be accomplished using SQL reporting services to make the access and interpretation of historical and current budget data easier than it has been possible in the past.

## Category Six

### Quality Overview

#### **Category Introduction**

The College started its quality journey in 2003 when the Higher Learning Commission (HLC) approved our application to move from a traditional 10-year accreditation model (now referred to as the *Standard Pathway*) to the Academic Quality Improvement Program (AQIP). Initially, the college focused its efforts on continuous improvement to meet accreditation standards. However, since 2011 the institution has experienced a shift in focus that now view continuous quality improvement as how we fulfill our mission, vision and values.

In 2011, the college shifted from a five-year strategic planning model to a three-year format to allow the institution to be more agile in an uncertain economic environment. The plan was also the starting point for the implementation of a new process to develop and enhance quality improvement across all division and all levels of the organization. The model focused on innovation to drive improvements that would put the college in a better position to adjust to changes to state funding, uncertain enrollments, and the overall economic climate of our service area. The plan was a success and, as a result, the college has implemented a number of improvements that have literally changed the organization. The most significant change was the movement from continuous improvement to meet accreditation requirements to a culture of quality focused on continuous improvement to expand and revitalize the institution.

The College has developed and launched its second three-year plan. The 2015-2018 Strategic Plan will continue a focus on developing and expanding our quality culture through three initiative designed to address enrollment management and budgeting, expand and promote diversity and inclusiveness opportunities for employees and the communities we serve, and implement additional innovative technologies to meet the needs of students and staff while positioning the college to remain competitive in an ever advancing technological environment. As with the 2011-2014 Strategic Plan, the focus will be on innovation to drive improvements across the organization and to continue to advance and support a culture of quality. Resources have been allocated to support each of the three strategic initiative over the next three years as well as to encourage innovation and the pursuit of evidence-based quality improvements.

Over the next one to three years the college will implement the quality initiatives listed for all six Categories above. Taken individually, each quality initiative will bring new or expanded capacity to the work of the college and assist in bringing more opportunities to fulfill our mission and Board Ends requirements. Taken as a whole, these planned quality initiatives will position the college to fulfill our teaching mission with the assurance that our students will receive a quality learning experience.

#### **Subcategory One: Quality Improvement Initiatives**

##### **6P1**

The processes used to select, deploy, and evaluate our quality improvement initiatives are explicit, repeatable, and regularly evaluated to optimize effectiveness. Our process measures and metrics track progress on key strategic and operational goals, and results are used in decision-making and for resource allocations. For example, unlike the first three years (2003-2006) of the college's implementation of AQIP, our current process for the selection of CQI initiatives is predicated on the initiative's ability to innovate for improvement and lead to the development of "best practices" levels of institutional

performance. The deployment of CQI initiatives typically involves the collaboration across and among departments to ensure communication and coordination among key stakeholders is achieved. Evaluation of quality initiatives using relevant metrics and results are distributed to all responsible departments to support effective decision-making, planning and continued collaboration on improvement.

With each Systems Portfolio (2006 and 2011), Quality Check-Up visit, and Strategy Forum, the college has benefitted from the opportunity to reflect on our quality journey and address areas for improvement based on Quality Check-Up findings and participation in each Strategy Forum. One example from our 2012 Strategy Forum continues to impact and improve the work of our college today. As the 2012 Strategy Forum came to a close, our team considered our outcomes or Forum “takeaways.” As usual, we focused on the next round of Action Project planning and the focus of these projects—student retention. After much discussion, we came to the realization that all of our efforts to meet student educational needs and provide non-academic support services should really be focused on one simple goal—making sure that every student mattered to us. If we dedicated our efforts to the specific and, sometimes unique, needs of current and prospective students, we could improve retention, especially for our most academically or financially challenged students. This simple statement, *Every Student Matters*, became the mantra to guide our work and remind us that every student comes to us with dreams and aspirational goals. It is our responsibility to help them in whatever way we are able to achieve their goals. Our mantra still guides and aligns the Action Projects we develop and our CQI initiatives. For instance, the Preparatory Academic Lab (PAL) Action Project was developed to assist students with preparing for the college placement exam if they previously tested at a skill level in Reading, Writing or Math that indicated developmental education in one or more subject areas was needed. Prior to the PAL Action Project, students had one option and that was to spend time and resources taking one or more developmental education courses to improve their skills. With PAL students were offered free, web based learning modules that they could complete at their own pace before retaking the college exam. Assessment of the PAL Action Project indicated that the program was a success. The college allocated resources to scale up the project and PAL is now fully implement. PAL also offered at multiple college locations to help students achieve their goal to enter college and our goal to make sure that the goals of *every student matter*.

## 6R1

A number of CQI initiatives were discussed in previous categories of this Systems Portfolio, but two particular initiatives have met our goals for the selection of CQI initiatives to result in an innovative improvement and the development of a “best practice” levels of institutional performance. The *CurricUNET* curriculum management system was develop by the college to track curriculum development and changes for all higher education and institutions in Iowa was adopted and implemented in all 15 Iowa community colleges as model of curriculum management for higher education. The second improvement also uses online data management system, *Proview*, but the focus is on the annual review of programs review and alignment with AQIP, Strategic Planning Initiatives, or Institutional Outcomes for student learning. Each was discussed in detail in Category One and, specifically Subcategories 1P2 and 1P4. Key metrics and results were also included for each initiative.

## 6I1

Over the next one to three years, the college has initiated “Academic Program Exemplars Study” to serve as its next Action Project. This study is focused on reviewing our top-performing (exemplar) programs in recruitment, retention, and completion to identify best practices that can be applied to other college programs to improve outcomes in these three areas.

Based on the 2015-2018 Strategic Plan (Initiative Two), the college plans to expand and enhance collaborations and partnerships to serve underrepresented and minority populations. The college is currently a member of the community economic development group, the Greater Cedar Valley Alliance

and Chambers' (GCVAC) Diversity and Inclusion Committee as well as number of other local groups dedicated to serving the needs of the underserved. Our goal is to evaluate the degree to which these collaborations and partnerships are effective with the assistance from our new Director of Diversity and Inclusion. Based upon our assessment, the College will set new targets and metrics for measuring our success on this very important strategic goal.

### **Subcategory Two: Culture of Quality**

#### **6P2**

The College has a well-developed culture of quality that is aligned with our mission and the Board's Ends Policies that are future-focused, visionary goals that seek continuous improvement to meet the changing needs of our students and the communities we serve.

From 2003 to 2011, fostering the college's culture of quality was the purview of the AQIP Standing Committee. The administration allocated resources to assist the AQIP Committee in achieving quality goals and supporting Action Projects that were selected to fulfill accreditation standards. Continuous quality improvement was less about quality and more about HLC compliance. From 2003 to 2011, twenty-nine AQIP Action Projects were completed and many resulted in lasting improvements to a number of departments across the institution. However, continuous quality improvement was far from fully adopted as a part of the college culture.

In 2011, College leadership made a conscious decision to move away from continuous improvement as an accreditation requirement to a focus on quality improvement to drive innovation across the institution and at all levels. The AQIP Steering Committee assisted in the development of the 2011-2014 Strategic Plan and was then disbanded in favor of a new group, the Innovation Council, charged with monitoring the unit and department three-year plans and driving innovation with each plan's team. The Innovation Council's name was purposely selected to convey the message that innovation is a key part of improvement and essential to the future of the college in a rapidly changing higher education environment. The Innovation Council was given access to resources to assist in fostering innovation for the three-year plans under their charge and the latitude to advocate for additional kinds of support when needed. At the conclusion of the 2011-2014 Strategic Plan cycle, forty-seven plans had been successfully completed resulting in a number of innovative new practices such as Mandatory Orientation and Registration, the addition of document imaging across multiple departments, and online videos developed by faculty to promote healthcare program options to prospective students. Within three years, the college culture shifted from improvement as a compliance process to focus on quality improvement to drive innovation. (5.D.1)

In 2016, CQI is embedded in our culture. Continuous quality improvement is what we do and how we fulfill our mission, vision, and values. Conversations are focused on improvement across all divisions and at all levels of the organization. And, as was discussed in Category Five, the institution learns from its operational experiences and applies that learning to improve institutional effectiveness, capabilities, and sustainability, overall and in its component parts. (5.D.2)

#### **6R2**

As noted in the Introduction to Category Five, the College upgraded its technology infrastructure to make better use of enterprise resource planning software for data collection and information dissemination to all departments. In addition, a specialized software product was installed to assist our non-credit and business and industry training division to collect and manage data relevant to that part of our mission. Information



from these two resources are continuously updated and monitored to allow each department to analyze trends, manage resources and determine future steps to accomplish our College's mission.

In addition, the development of an Intranet portal for data sharing, reporting, and as repository has created a data and information "commons" that has facilitated information sharing, resource management, and operational oversight in ways not possible in 2011. Our technology department, institutional research unit and standing committees work collectively to manage resources and find improvements. Moreover, college units, departments, and divisions have moved well beyond silos to setting common goals that align with the institutional mission, resources, opportunities, and emerging needs.

The college has also added a number of processes for ensuring the timeliness, accuracy, reliability, and security of our institution's knowledge management systems and related processes. The technology and institutional research departments work closely to ensure that data is processed and distributed in a timely manner to users who have been authorized to receive access to this information based on their educational/organizational need for such data. All data queried from the enterprise reporting system is provided in a real-time data format unless otherwise specified by user need.

Combined, these examples of how the college works systematically to improve its performance are also evidence of a culture of quality.

## **6I2**

Over the next three years, the college will implement a strategic enrollment plan that was built by 65 faculty and staff from across the institution. The plan's focus is on expanding our quality culture to all aspects of enrollment management.

Over the next three years, the college will continue to expand professional development opportunities for all faculty and staff to include online options and in-house job shadowing. Our quality culture is predicated on hiring and retaining a quality staff.

Finally, the Innovation Council will continue to build upon their success as advocated for innovation and a culture of quality across all areas of the institution.

**Glossary of Abbreviations**

AAC&U—American Association of Colleges and Universities

ABE—Adult Basic Education

AP—Advanced Placement

APPQMR—Applying the Quality Matters Framework

APR—Academic Program Review

ASC—Academic Support Center

BCE—Business and Community Education

BCTL—Brobst Center for Teaching and Learning

BSPTRC—Business Student Peer Tutoring Resource Center

CASAS—Comprehensive Adult Student Assessment System

CCSSE—Community College Survey of Student Engagement

CIS—Communication and Information Systems

CLEP—College Level Examination Program

CNC—Computer Numerical Control

CRLA—College Reading & Learning Association

CRM—Customer Relationship Management

CUG—*Colleague* Users Group

EBS—Education Broadcast Service

ELL—English Language Learners

EMSI—Economic Modeling Specialists International

ERP—Enterprise Resource Planning

FERPA—Family Educational Rights and Privacy Act

GCVAC—Greater Cedar Valley Alliance and Chambers

GED—General Education Diploma

HESC—Health Education and Services Center

HSE—High School Equivalency

IC—Innovation Council

IDED—Iowa Department of Economic Development

IDOE—Iowa Department of Education

IEDA—Iowa Economic Development Authority

ILOs—Institution Level Outcomes

IPEDS—Integrated Postsecondary Education Data System

ISU—Iowa State University

IWD--Iowa Workforce Development  
LACTS—Liaison Advisory Committee on Transfer Students  
LERN—Learning Resource Network  
LMI – Labor Market Information  
LMS—Learning Management System  
MIS—Management Information System  
MLK—Martin Luther King Center  
MORE—Mandatory Orientation and Registration Experience  
NACEP—National Alliance of Concurrent Enrollment Programs  
NCCBP—National Community College Benchmark Project  
NCES—National Center for Education Statistics  
NOI – Notice of Intent  
OLC—Online Learning Consortium  
PAL—Preparatory Academic Lab  
PLTW—Project Lead the Way  
PSEO—Post-Secondary Enrollment Options  
QFP—Quality Faculty Plans  
QM—Quality Matters  
RTTC—Regional Transportation and Training Center  
SET—Service Enhancement Team  
SIS—Student Information Systems  
TEAS—Test of Essential Academic Skills  
UI—University of Iowa  
UNI—University of Northern Iowa  
VRC—Veterans Resource Center  
VR—Virtual Reality  
WCS—Waterloo Community Schools  
WCTA—Waterloo Center for the Arts  
WIA—Workforce Investment Act

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