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September 14, 2011

Linda A. Allen  
Interim President  
Hawkeye Community College  
P.O. Box 8015  
Waterloo, IA 50704

Dear Interim President Allen:

Enclosed is a copy of Hawkeye Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

A handwritten signature in black ink that reads "Stephen D. Spangehl".

Stephen D. Spangehl, Vice President for Accreditation Relations

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **HAWKEYE COMMUNITY COLLEGE**

**September 13, 2011**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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**Table of Contents**

Executive Summary .....	1
Elements of the Feedback Report .....	4
Strategic and Accreditation Issues .....	6
Using the Feedback Report .....	10
Critical Characteristics Analysis .....	11
Category Feedback .....	13
<i>Helping Students Learn</i> .....	14
<i>Accomplishing Other Distinctive Objectives</i> .....	20
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	24
<i>Valuing People</i> .....	27
<i>Leading and Communicating</i> .....	31
<i>Supporting Institutional Operations</i> .....	35
<i>Measuring Effectiveness</i> .....	38
<i>Planning Continuous Improvement</i> .....	42
<i>Building Collaborative Relationships</i> .....	45

## EXECUTIVE SUMMARY FOR HAWKEYE COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Hawkeye Community College's achievements and to identify challenges yet to be met.

- Hawkeye Community College demonstrates an integrated approach to *Helping Students Learn*. Processes are generally repeatable and regularly evaluated for improvement. Processes and measures support key strategic and operational goals. In the case of CurricUnet, the state Department of Education is replicating HCC's process on a statewide basis. HCC is focused on recognizing areas needing improvement and has shown evidence of addressing areas noted in its last systems portfolio review. The college is encouraged to increase and improve its use of benchmarking and longitudinal analyses.
- Hawkeye Community College demonstrates an active role in regional economic and workforce development. The college also provides evidence of structured alignment with internal and external audiences and improved communications between the college and its community. An opportunity still exists to determine whether or not the methods currently in place enhance the college's service to the community. This opportunity might be addressed through the use of trend data and benchmarking with other organizations. Despite noting community enrichment efforts in the introduction, the processes and results shared by the college in Category Two focus predominantly on resource development (through the foundation) with little additional mention of community enrichment.
- Hawkeye Community College demonstrates an integrated approach to organizational quality improvement in Category Three. The college continues to build upon the strengths identified in its 2007 Systems Portfolio. Results, where documented, are good. The college is encouraged, however, to re-examine what data it collects and the benchmarks established for the results. A broader, more systematic approach may yield greater understanding of student and other stakeholder needs.

- Hawkeye Community College has well defined, routine processes related to recruiting, hiring, compensating, and retaining employees. However, the college appears to be struggling with developing measures that can help it drive and document continuous improvement efforts in this category. This is of particular concern given the changes resulting from turnover in senior leadership and recent economic conditions, and their impact on employees. Clear designs for professional development, performance expectations, and *Valuing People* target-setting could serve to improve the campus climate.
- Hawkeye Community College has implemented processes for setting directions that align with the mission and values of the institution. HCC has clearly defined its strategic planning process and the resulting three-year plan appears to be an integral part of the college's leadership and communication process. However, it is less clear from the evidence provided what processes drive leadership and communication outside of the strategic planning process. However well-crafted the strategic plan, the college has an opportunity to ensure it systematically addresses the multitude of challenges facing the institution on a daily basis, particularly in the difficult economic times described in the *Overview*.

As documented in this and its previous systems portfolio, the college has used its continuous improvement culture to deal with multiple challenges, including leadership transition and an economic downturn in a region that has similar challenges. The college has implemented a comprehensive succession plan process.

While the college has documented some favorable results and processes for leading and communicating, the college has an opportunity to add and/or strengthen these processes in order to better document how leaders at all levels of the organization provide leadership and ongoing communication. Additionally there is an opportunity for the college to further identify and implement quantifiable measures. The identification and utilization of multiple measures could provide a more comprehensive picture of how well leaders are leading and communicating.

- Hawkeye Community College has made improvements in communications, administrative support, and student support processes. Contemporary software and technology systems are utilized to ensure that information is shared throughout the

campus in the safest, most convenient, and secure manner. While HCC demonstrates a number of improvements, it is often unclear what consistent, repeatable processes are employed to prioritize opportunities, select courses of action, and measure results. Development and documentation of systematic ongoing processes will move the college toward achieving its organizational goals.

- Hawkeye Community College has clear processes and tools in place to measure effectiveness. Individual divisions and departments appear to have the freedom to determine their data needs, but it is not clear how these needs fold into larger, college-wide needs and efforts.

The college has collected a wide variety of data and information from both internal and external sources. However, the college has many opportunities to focus on improving and enhancing its processes for selecting, managing, and distributing appropriate data. Like many institutions of higher education, HCC may be data rich and information poor. With so much data from a wide variety of sources, the college might benefit from systemically focusing on needs in order to select and use the most relevant data for the purpose of continuous improvement.

Measurement of system efficacy could serve to further develop and strengthen existing processes. It is also a concern that the college does not report any comparison data, nor any current efforts to develop comparisons. The belief in system efficacy without any supporting evidence or means of comparison will make it very difficult for the college to evaluate its planning processes or make any process improvements for its next 3-year strategic plan.

- The college's strategic plan is an initial step in determining the future needs of students and other stakeholders. The college has recently implemented an externally-guided three year strategic plan through which initiatives and objectives align with both AQIP category requirements and Board policy ends. Departments and divisions have yet to develop three-year plans to align with the institutional plan and doing so may serve to strengthen goal setting and continuous improvement processes. Upon completing department plans that align with and support the strategic plan and after defining measures and targets, the college may improve its capacity to provide quantifiable evidence of comprehensive *Planning for Continuous Improvement*.

Leadership transitions have likely impacted planning processes and results, however Hawkeye Community College appears to be poised to initiate activities, processes, and measures that will assist it in its continuous improvement journey into the future. The college has many opportunities to engage its stakeholders in these processes. The college has also begun building department level and division level three-year action plans to bring the strategic plan to fruition. The college's strategic initiatives appear to provide foundation for advancing the institution.

- Hawkeye Community College appears to have systematic processes for building collaborative relationships, creating relationships with organizations from which it receives students, materials and services, with transfer universities through articulation agreements, and with employers through advisory boards. The college also creates and builds departmental relationships through a formal process and has a committee structure that expands and ensures interdepartmental communication. The college is planning to implement *iStrategies* to further measure and document the building of collaborative relationships. Doing so will make it possible to set additional performance targets and measures in this area. The college might also benefit from systematically focusing on its processes for creating, prioritizing, and building its partnerships so that it can better document and understand how it can continuously improve the ways in which it sustains existing relationships and builds new ones.

Accreditation Issues and Strategic Challenges for Hawkeye Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Hawkeye Community College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are

interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing

ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-

related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Hawkeye Community College has presented evidence that it complies with each of the *Five Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Hawkeye Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Hawkeye Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- HCC has clearly undertaken and completed a number of improvement projects, some quite significant. The pattern that emerges from the Systems Portfolio, however, is a lack of evidence regarding the processes that led the college to identify, prioritize, and implement these changes. The college reports several data-gathering efforts that have either failed, need to be re-evaluated, or still need to be established. In some cases it has asserted its beliefs about a need or condition without providing evidence that supports or validates these beliefs. It is unclear at this point if this omission is the result of incomplete documentation or truly indicates a lack of evidence; this is an issue that the Quality Improvement visit may clarify. Because the proof of a quality-based culture

rests in the institution's results or evidence, the lack of evidence indicates that a culture of quality is not yet endemic. By identifying key steps in its processes, the college has an opportunity to ensure that it implements them consistently over time, evaluates and improves them. If the college is to move beyond ad hoc solutions to consistent, repeatable processes that identify opportunities and solution, documentation of its efforts is essential.

- The college is at the beginning stages of identifying comparative and benchmark data. HCC could improve its ability to document continuous improvement efforts by establishing clear benchmarks and/or trend data analysis in several key areas, particularly categories Three, Four and Seven. These measures would also provide the college with more direct evidence with which to evaluate the success of these efforts. The college has an opportunity to systematically identify and use these data to prioritize opportunities for improvement which may be key in its increasingly competitive environment.
- Hawkeye has inconsistent documentation, which ranges from rich to absent, of processes throughout the Systems Portfolio and has yet to develop repeatable processes in many areas. Although many positive actions have been taken, the identification of priorities, the establishment of objectives and the evaluation of progress towards those objectives would allow the institution to strengthen and document repeatable systematic processes for planning, decision-making and continuous improvement.
- A strategic challenge faced by Hawkeye Community College is the recent turnover in senior leadership which appears to have resulted in lost planning process continuity and lost momentum on several large projects. In addition, planning appears to be response-based rather than systems-based which seems to affect potential continuity of actions taken. Further, the recent three-year strategic plan is being implemented at the college-wide level; however, the departmental and division levels have yet to develop their plans in alignment with the college plan. The college has the opportunity to develop a more systematic planning process in order to improve the timeliness of planning as it affects implementation.

- It appears from the Systems Portfolio that the College Cabinet is an important element of HCC's leadership. Clearly, broadly-inclusive participation in decision making, subsequent buy-in, and effective communication are important for the success of the college. However, the Cabinet appears to have at least partially replaced the role of senior leadership in identifying and setting priorities and driving change efforts. It may be that the turnover in senior leadership is an underlying cause and that as the organization solidifies its leadership structure, senior leaders will re-assert themselves in these processes.
- Valuing people is a core principle for an academic organization reflected in its ability to communicate both internally and externally to its constituencies. That principle also suggests communication of strategies to the appropriate stakeholders so that priorities can be mutually set and addressed ensuring the success of the institution. Addressing the processes for the identification, prioritization and measurement of communication effectiveness and valuing people will allow HCC to achieve not only improved satisfaction but improved effectiveness in its improvement efforts.
- It appears that the college has successfully employed consultants for a number of projects and data-collection efforts. This in and of itself is not an issue, but reliance on external consultants coupled with what appears to be a lack of documentation or evidence of clear, consistent, repeatable processes creates a concern. The use of consultants to supplement the expertise of college officials may be cost- and time-effective; their use, however, should be driven by the college's defined planning processes and priorities. From the evidence provided, it is not always clear that this is the case, or if instead, the consultants were part of an ad hoc solution. While external resources may be sources of best practices, the college has a significant strategic opportunity to intentionally ensure that it takes ownership of these processes so that they are sustainable and may be adapted and improved over time.
- Hawkeye Community College has implemented technology systems in an effort to provide data for decision making; however, a lack of evidence of how the systems are integrated may indicate the storage of duplicate, over- or under-whelming amounts of information. Communication of how these enterprise systems are coordinated and used

for planning, measuring, and decision making could provide the college with a richer resource for moving forward.

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## USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Hawkeye Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Hawkeye Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item    Critical Characteristic

- OV    The region served by the college has recently adopted a unified identity as the Greater Cedar Valley. Hawkeye Community College plays a key role in the economic development of the region as the primary supplier of workforce and workplace training. The college also is the largest transfer student feeder institution for the University of Northern Iowa.
- OV1a    The total number of certificates, diplomas and degrees trended negatively between 2005/06 and 2009/10; especially notable is the decrease in the number of certificates awarded annually.
- OV1b    The Community and Business Education division provides credit and non-credit training as well as customized training for businesses. The community programming includes continuing education certifications, personal interest programming, and specialized training for certificates. The college works in conjunction with the federal Workforce Investment Act program and the state jobs training program and has merged the offerings into a one-stop service center.

- OV1c Virtual reality as a learning modality is being explored to help control expenses in high cost programs. The college uses simulation labs for its truck driver/transportation certification, police science, and welding programs and is investing in simulation labs for its programs in school bus driver, emergency medical services and advanced manufacturing.
- OV1d The college has multiple computer labs (both specialized and general purpose) and wireless Internet access in most areas. All classrooms are “smart classrooms” with overhead projectors, instructor’s PC stations and sound systems. The college’s Educational Broadcast System connects 10 locations in its service area plus 11 nursing homes.
- OV2 The college offers a variety of academic, administrative, and student services to support students and external stakeholders (Figure 2a). Comprehensive student services are available to assist students and external stakeholders to achieve their college and career goals regardless of their learning style or ability level. Student support services are focused on student success and include academic skills assessment, career counseling, academic advising, and services for students with disabilities.
- OV3a The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college’s key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.
- OV3b HCC has identified increasing competition from a changing profile of sources. These include: four other community colleges that border the HCC service area; the University of Northern Iowa; a private institution, a for-profit institution, and on-line providers.
- OV4 Hawkeye has revised the College’s employment classification system as well as the number of employees within each classification. These changes are the result of both reorganization and budget reductions as the consequence of cuts in state support.

- OV5a Hawkeye Community College uses a multi-level, shared governance model to ensure alignment of college leadership, decision making, and communication with its mission, and internal and external obligations.
- OV5b The President's Cabinet, made up of vice presidents and executive directors, meets weekly. They ensure the alignment of their actions and decisions with board policy. The President's Council meets twice per month and is an advisory council made up of all administrators and managers from all sites. Both groups make decisions using consensus and communicate them through the college's weekly electronic newsletter to all employees.
- OV7a The Office of Institutional Research is the central point for the collection and distribution of a variety of data types required by state and federal agencies. Building a culture of evidence is the responsibility of all areas of the college.
- OV7b The college uses Datatel Colleague as its student information and operating system. A cross-functional team using Datatel's *iStrategies* modules determines the data and information the college collects and distributes
- OV8a HCC completed its 5-year master plan in 2010 and began developing a new 3-year master plan that has four strategic initiatives. The shorter timeframe for the new plan is the result of economic uncertainty and a growing trend among Iowa community cs. The 2011-14 strategic plan was approved by the HCC Board of Trustees and implementation will begin in Fall, 2011.
- OV8b HCC is experiencing a significant senior leadership change, including the President, Vice President for Academic Affairs, Vice President for Administration and Finance, and the Dean of Business and Public Service. The college is also considering additional staffing structure changes in response to budgetary restraints.
- OV9a Key partnerships include public and private K-12 Schools, two and four year colleges and universities, collegiate governance, regional government, consortia collaborations, economic development organizations, public partnerships, and non-profit organizations.
- OV9b HCC has placed a focus on partnerships with area school districts and concurrent enrollments continue to grow. Approximately 17.5% (1,167 headcount) of the college's

unduplicated fall 2010 headcount were concurrently enrolled high school students. This represents a 6.5% increase since 2006.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

**Item Critical Characteristic**

- OV1a The total number of certificates, diplomas and degrees trended negatively between 2005/06 and 2009/10; especially notable is the decrease in the number of certificates awarded annually.
- OV1b The Community and Business Education unit provides credit and non-credit training as well as customized training for businesses. The community programming includes continuing education certifications, personal interest programming, and specialized training for certificates. The college works in conjunction with the federal Workforce Investment Act program and the state jobs training program and has merged the offerings in a one-stop service center.
- OV1c Virtual reality as a learning modality is being explored to help control expenses in high cost programs. The college uses simulation labs for its truck driver/transportation certification, police science, and welding programs and is investing in simulation labs for its programs in school bus driver, emergency medical services and advanced manufacturing.
- OV1d The college has multiple computer labs (both specialized and general purpose) and wireless Internet access in most areas. All classrooms are “smart classrooms” with overhead projectors, instructor’s PC stations and sound systems. The college’s Educational Broadcast System connects 10 locations in its service area plus 11 nursing homes.
- OV2 The college offers a variety of academic, administrative, and student services to support students and external stakeholders (Figure 2a). Comprehensive student services are available to assist students and external stakeholders to achieve their college and career goals regardless of their learning style or ability level. Student support services are focused on student success and include academic skills assessment, career counseling, academic advising, and services for students with disabilities.
- OV3a The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college’s key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a

flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	The college has moved to align the state-mandated review of technical and career programs with its assessment process for General Education to create a comprehensive assessment program. As a result, Hawkeye Community College has implemented eight general education objectives for all students regardless of their major. A program improvement process is in place to regularly evaluate the effectiveness of the student learning program. This collaborative review process aligns resource allocations for college-wide professional development and student learning opportunities.
1P1b	S	In 2009, HCC began the process of participation in the National Alliance of Concurrent Enrollment Programs (NACEP), and expects to receive accreditation in 2012. New assessment standards ensure the quality and consistency of concurrent enrollment, which comprises 17.5% of Hawkeye's enrollment
1P2	S	The College has identified a systematic approach for determining and assessing specific program learning objectives and to tie the institutional learning outcomes to individual course performance objectives by using the new format, Course Matrix. The program learning objectives are submitted to Institutional Research and then housed in the central repository system, CurricuNet so that assessment data can be utilized by faculty and staff. This centralized support system is an indication that there is closer coordination among organizational units, with effective processes being deployed across the organization.

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- 1P3 SS Processes for designing responsive academic programming are robust and have been further enhanced through the use of CurricuNet to update, add and revise courses. Based on the HCC's success with CurricuNet, the Iowa Department of Education has secured funding to implement at the secondary and postsecondary levels across the state.
- 1P4 S HCC documents a well developed, data-driven process for responsive programming that balances market needs and student career goals. This process begins with data gathering and analysis along with input from students, potential employers, and current practitioners prior to the development of new programs and/or delivery modalities. External advisory boards are central to the process of the development of new programs.
- 1P5 O Hawkeye Community College has a well-documented process requiring a variety of evidence from prospective students to indicate they are college ready. For students who cannot provide this type of evidence, a placement test is required. The college has instituted success courses for students who fall below acceptable scores and has evidence that the Success course model improves student outcomes. This suggests that mandatory placement for students testing at the developmental level might be an advisable policy change.
- 1P6 S The college continues to employ multiple methods for communicating requirements with students. Recent improvements include a redesign of the college web site based upon user input and the development of an electronic admissions acceptance process tailored to each student's program of study.
- 1P7 S HCC helps students select programs through an extensive advising, counseling and assessment process. Additionally, HCC reports two innovative programs to help students prepare for programs of study: the COMPASS project for high school sophomores and College 101 for high school students.

- 1P8            O        The college piloted a departmental registration and orientation process for students entering its Business programs. The pilot was successful and was subsequently adopted by a number of Applied Science and Technology programs. Beginning in fall of 2011, the program became mandatory for all new, degree-seeking students. However, the college does not describe the support given to underprepared and/or undecided or undeclared students under this program. Expanding the process to all students, including underprepared and/or undecided or undeclared, might be something HCC wishes to consider.
- 1P9            O        While the college uses several different methods to assess student learning style, the method varies by faculty member and program. HCC students may benefit from a more comprehensive and systematic approach to learning style assessment, perhaps as part of the new mandatory orientation program. Enhancing this process would seem to be in alignment with the college's goal of student success and retention.
- 1P11          S        The college has taken steps to address the opportunity cited in its 2007 Systems Appraisal regarding assessment processes. These include the creation of a standardized Course Matrix and the alignment of the Arts and Sciences and Applied Science and Technology curriculum review cycles to create a comprehensive view of effective teaching and learning. These efforts are in their early stages.
- 1P12          S        In response to findings in the 2007 Systems Appraisal Feedback Report, HCC has implemented a new enrollment management system based on student survey data and the development of specialized educational and training program in response to community needs. The college has made further improvements to its course delivery systems. A new process, Precision Scheduling for Students, analyzes enrollment trends, scheduling patterns, and delivery mode as part of the scheduling building process. In addition, student survey data is collected and analyzed; this process led to the creation of a new weekend completion option.

- 1P14 S The college has a clearly defined, data-driven process in place for changing and eliminating programs and classes. The process includes a development plan and probationary period prior to program elimination.
- 1P15 S HCC has continued to build on successful processes by which student learning support needs are addressed. These improvements include expanded integration of the Brobst Center services and expanded library services. The college has processes in place to determine and address the learning support needs for full-time faculty. If HCC is not already doing so, part-time faculty would also benefit from these opportunities.
- 1P16 S Many co-curricular development goals are aligned with curricular learning objectives. The college recognizes that some activities are not aligned with curricular learning objectives, and that activities are selected by students. There may be an opportunity for the college to reinforce, or to recognize, the relationship of these activities with academic learning objectives for the purpose of strengthening this alignment.
- 1P18 S Processes for assessing student learning are implemented at several levels: pre-admission, course, program and institutional level, and occupational program levels. Faculty, administration and the Assessment Committee are the major participants. Using the eight general institutional outcomes strengthens the process.
- 1R1 S Measures of student learning and development are collected by faculty at the course and program level. The college also collects performance, success and persistence measures of student learning and development. A Graduate Exit Survey and Student Post-Employment Survey are also administered.
- 1R2-3 O The portfolio provides extensive documentation of student participation and success in developmental courses and the percentage of assessment focus for each learning outcome in each degree offered, however student performance results are unclear. To provide evidence of performance results, HCC could expand the specific degree graphs to include percentage of students successfully completing and better

- articulate how the reported annual assessment foci relate to college or program benchmarks or goals.
- 1R4            S        The college has comprehensive data to support that graduates have acquired the knowledge and skills required by stakeholders. HCC employs a Graduate Exit Survey and an Employer Satisfaction Survey to measure student acquisition of knowledge and skills required by stakeholders. For students completing the AA/AS transfer track, the college has also begun benchmarking itself using data provided by the Iowa Regents Universities that compares HCC transfer students to native students at these institutions.
- 1R6            O        Performance rates noted include national certification exams in health/nursing disciplines, and the National Community College Benchmark Project, IPEDS, and Iowa's Community College Management Information System. The college also participates in the nationally benchmarked Community College Survey of Student Engagement. The college has an opportunity to compare itself to peers with these items. Doing so would document comparative data and provide evidence of benchmarking.
- 111a           S        HCC reports a number of improvements for helping students learn that are both systematic and comprehensive. Broad improvements include mapping of courses to institutional outcomes using a common matrix, adoption of a five year program/curriculum review cycle, adoption of a curriculum update and revision process, a new orientation model, and a new Career Services Center.
- 111b           O        HCC has an opportunity to focus on and document systematic and comprehensive results for *Helping Students Learn*. The processes described in 111 are clear, but the results are less evident.
- 112            S        It is evident that HCC has developed a culture of continuous improvement. In order to select processes and target improvements Hawkeye has restructured and realigned resources to improve efficiency and has a new three-year strategic plan. The college sees and is

addressing the opportunity for process improvement by having all programs, departments and divisions build three year plans to align with the college plan. HCC has identified this opportunity to evaluate how the new plan improves processes and targets ways to continuously improve.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

OV1b The Community and Business Education unit provides credit and non-credit training as well as customized training for businesses. The community programming includes continuing education certifications, personal interest programming, and specialized training for certificates. The college works in conjunction the federal Workforce Investment Act program and the state jobs training program and has merged the offerings in a one-stop service center.

OV3a The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college's key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily

ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.

OV5a Hawkeye Community College uses a multi-level, shared governance model to ensure alignment of college leadership, decision making, and communication with its mission, and internal and external obligations.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	HCC has focused on workforce /economic development and community enrichment, including resource development through its foundation, as its two key distinctive objectives. HCC has made a substantial commitment to workforce and economic development throughout its service area with the development of advisory boards, being a contracting agency for Iowa Workforce Development, and through the Center for Business and Community Education. The college is also in the process of forming an alumni organization to strengthen its connections to graduates and to build donor support.
2P1b	O	HCC is at the beginning stages of utilizing two Ad Hoc Advisory Groups made up of business and industry to assist in planning how academic and customized training programs can improve the workforce and economic needs of Cedar Valley. There are early signs of closer coordination among these groups (i.e., the Ad Hoc Advisory Groups have been active participants in vetting the process and intent of the 2011 Strategic Plan), although it is not clear whether these groups meet regularly and whether they use systematic processes. Additionally, there is no description of whether or how the college evaluates the effectiveness of these processes. Doing so would provide evidence of integration with existing college planning processes.

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- 2P2 S HCC uses multiple measures to collect internal and external stakeholder input. The measures appear to be tied to the both the strategic plan and the resulting division and department three-year plans.
- 2P3 O HCC systematically incorporates non-instructional objectives into its President's Council and SET meetings and uses these meetings as well as other means (e-newsletter, President's Update, and Letter to Trustees) to communicate expectations regarding non-instructional objectives. It is less clear how the college closes the communications loop. Doing so can serve to assure that expectations are understood and met.
- 2P4a S HCC worked with a consultant to develop benchmarks for the Business and Industry and Continuing Education divisions. As a result of this work, the two divisions reorganized to create a common mission, staff, and data collection and analysis process.
- 2P4b O It is unclear how HCC evaluates non-instructional objectives in a systematic and repeatable way. The college could benefit from creating a more explicit and continuous process rather than the periodic engagement of consultants.
- 2P5 S The process for determining faculty and staff needs related to the workforce/economic development and community enrichment/resource development objectives is linked to existing planning processes and has resulted in proactive changes to the AQIP Steering Committee and creation of an Innovation Council.
- 2R2a S HCC collects data from multiple sources as part of its measurement of non-instructional objectives and activities. The Foundation provides auditing reports for grants, farm lease income, donor activity, scholarship endowments, memorials, special community events, and the private student loan program. The Business and Community Education division reports data annually for three major components of economic development programs.
- 2R2b O The measures cited for BCE are primarily non-credit instructional measures, not non-instructional. The college may benefit from the

- development of more clear non-instructional objectives with more direct measures.
- 2R3      OO      HCC reports that it does not compare its results with other educational organizations. Economic conditions and population characteristics may vary across the state and region, but it is likely that either direct or indirect measures exist that would allow for useful comparisons. Without clearly defined goals or benchmarks, the college may have difficulty implementing and documenting continuous improvement efforts in this category. Further, no mention is made of comparisons between its foundation and similar foundations.
- 2R4      O      Although the college states that the accomplishment of other objectives strengthens the organization because they are in response to community needs, it is not clear how these processes strengthen the organization or how they enhance community relationships. Specific performance results would provide evidence of continuous improvement in this area.
- 2I1      S      HCC has made improvements, including aligning key non-instructional processes with the needs of its region. The college is in the process of co-locating BCE leadership and programs with its occupational programs to create better alignment and to better serve the needs of its external stakeholders.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item    Critical Characteristic***

- OV1b The Community and Business Education unit provides credit and non-credit training as well as customized training for businesses. The community programming includes continuing education certifications, personal interest programming, and specialized training for certificates. The college works in conjunction the federal Workforce Investment Act program and the state jobs training program and has merged the offerings in a one-stop service center.
- OV2 The college offers a variety of academic, administrative, and student services to support students and external stakeholders (Figure 2a). Comprehensive student services are available to assist students and external stakeholders to achieve their college and career goals regardless of their learning style or ability level. Student support services are focused on student success and include academic skills assessment, career counseling, academic advising, and services for students with disabilities.
- OV3a The college has done the necessary environmental scan to identify their internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college's key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

***Item            S/O    Comment***

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| 3P1a | S | HCC uses multiple mechanisms to identify student needs, including surveys, focus groups, and class evaluations. It utilizes an on-line survey tool to quickly gather and analyze student input. These data are used by the AQIP project teams and by the college's Service Enhancement Team to address student needs and concerns.                 |
| 3P1b | O | HCC has an opportunity to broaden its process for identifying and responding to changing needs of student groups by using additional data (e.g., demographic, success and completion rates, employment data, etc.) in order to focus on the needs of student subsets in a systematic method.   |
| 3P2  | S | HCC continues to build upon its identified strengths with respect to building and maintaining relationships with students. It has increased the number of student activities, including clubs, organizations, sports, and wellness programming. The new mandatory student orientation program and study abroad opportunities have also been added. |
| 3P3a | S | HCC continues to work with a consultant to collect and analyze student and stakeholder information. It also engages external stakeholders through a variety of activities. This information is shared with the campus leadership for consideration as part of decision-making processes.   |
| 3P3b | O | The process for selecting courses of action based upon stakeholder input are not clearly defined or articulated. The college has an opportunity to improve its processes for analyzing and selecting courses of action for subsets of students and stakeholders by using data beyond the indicators in the Statmats survey.                        |
| 3P4  | S | HCC continues to build upon its identified strength in building and maintaining relationships with key stakeholders. It has partnered with secondary education institutions and businesses to build outreach centers to better serve the western and northern areas of its service area.   |
| 3P5  | S | HCC is using the data provided by its consultant to drive decisions about service and academic program offerings as well as the three-year plans for occupational programs.  |

- 3P6 S HCC revised its process for collecting, analyzing, and communicating complaint information. New software has been implemented and the cross-functional software implementation team has had its role expanded and institutionalized as the Service Enhancement Team.
- 3R1 S HCC uses a variety of tools including an employer satisfaction survey, a graduate student satisfaction survey, a non-returning student survey, and the ACT Faces of the Future survey to gauge student satisfaction. Several other measures are also used as needed to supplement this basic information.
- 3R3 O HCC reports good persistence rates for full-time career and technical students, but these measures alone do not provide a comprehensive view of all the results the reviewers suspect the college has in this area. The college's portfolio would be enhanced by providing additional results such as the overall persistence or graduation rates, and fall-to-spring and/or fall-to-fall retention rates.
- 3R5 S Performance results for building relationships with key stakeholders include voter approval, community participation, positive relationships with developers to provide student housing, growth of the concurrent enrollment program, increased Foundation giving and corporate donations, and increased popularity as a venue for public events.
- 3R6 O HCC participates in both state and national assessments of student satisfaction, but does not routinely establish benchmarks for these assessments. Such benchmarks could be a useful tool for assessing the success of division and department three-year plans.
- 3I1 S Building on robust and well-designed processes for understanding student and stakeholders' needs, HCC has made a number of improvements including team approach problem solving, mandatory orientation, bilingual incoming call system and others.
- 3I2 S Progress has been made to develop a culture that is focused on a systemic approach to continued improvement. The relatively flat

organizational hierarchy has facilitated in fostering communication and planning.

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## **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

OV4 Hawkeye has revised the college's employment classification system as well as the number of employees within each classification. These changes are the result of both reorganization and budget reductions as the result of cuts in state support.

OV5a Hawkeye Community College uses a multi-level, shared governance model to ensure alignment of college leadership, decision making, and communication with its mission, and internal and external obligations.

OV8b HCC is experiencing a significant senior leadership change, including the President, Vice President for Academic Affairs, Vice President for Administration and Finance, and the Dean of Business and Public Service. The college is also considering additional staffing structure changes in response to budgetary restraints.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	Hawkeye Community College has integrated Human Resources processes that are repeatable and regularly evaluated for change and improvement.
4P3a	S	HCC has a systematic and sustainable process for recruiting and hiring all employees.
4P3b	O	Information on processes used to retain faculty, staff and administrators beyond the provision of an employee benefits package would strengthen the clarity of how retention processes contribute to valuing people.
4P4a	S	The college systematically orients all full-time and part-time employees to the history, mission, and values of the organization. Additionally, all new full-time faculty members receive mentoring from full-time faculty members.
4P6	O	Work processes are individualized by unit and are designed to be collaborative leading to both productivity and satisfaction. It is unclear how these designs fit into the overall college system in order to integrate work process designs and linkages to the strategic planning process and the departmental three-year plans being developed.
4P7	O	Ethical practices/process have been expressed and distributed in employee and governance policies. The response does not indicate if there is an evaluation system to ensure that ethical practices are maintained throughout all components and services. Creation of an evaluation system could serve to specify expected ethical practices and demonstrate the systematic support of these practices.
4P8	O	Although HCC indicates training is aligned with the mission and vision and enumerates provisions for training, it is unclear what the processes are for attaining this alignment or how these opportunities strengthen services. Developing a clear understanding of how training can serve the organization can help to identify what training should be provided and who should receive that training.

- 4P11 O Although the President's Awards for some categories of service are formally designed and implemented, it is unclear how all instructional and non-instructional programs and services are rewarded. HCC could benefit by building upon current processes to include a more comprehensive group of categories.
- 4P13 S A comprehensive assessment of college facilities was conducted; public safety needs were also reviewed and corrections were made to security systems.
- 4R1 O Although HCC reports participation in an annual satisfaction survey on Employee Development Day and has administered a Climate Survey in 2009, it is unclear what valuing people measures HCC collects and analyzes regularly. Evidence that might better demonstrate the College's commitment to people could include measures such as professional development expenditures, minority populations, staff and/or faculty to student ratios, departures as a percent of total employees, exit interviews, and mentoring relationships.
- 4R2a S The college's performance results for valuing people show that 63% of employees feel they are valued and nearly 80% of employees indicate that they wanted to continue working at the college three years from the survey date.
- 4R2b O Although performance measures indicate that people care deeply about the college and believe their work is important to the mission, performance measures also indicate that people are not very satisfied with administration which may not be unexpected given the recent turnover in college leadership.
- 4R3 O HCC cites several examples of evidence indicating productivity and effectiveness of faculty and staff in helping to achieve stated goals. However, measures tend to be indirect measures such as the degree of employee participation in various activities. As a result the evidence cited for this item does not provide a full picture of how employees are helping the college. More direct evidence such as numbers of participants and

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benchmark comparisons would better demonstrate the effectiveness of employees in helping HCC achieve its goals.

- 411           O     HCC has made a number of improvements that indicate a commitment to valuing people at the college. Improved contemporary processes and technology assist employees in carrying out their responsibilities. It is unclear how systematic and comprehensive the process of needs assessment is throughout the college. Systematically extending the proactive approach taken in measuring safety and well-being could open doors to new opportunities for improvement.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item   Critical Characteristic***

OV5a   Hawkeye Community College uses a multi-level, shared governance model to ensure alignment of college leadership, decision making, and communication with its mission, and internal and external obligations.

OV5b   The President's Cabinet, made up of vice presidents and executive directors, meets weekly. They ensure the alignment of their actions and decisions with board policy. The President's Council meets twice per month and is an advisory council made up of all

administrators and managers from all sites. Both groups make decisions using consensus and communicate them through the college's weekly electronic newsletter to all employees.

OV8a HCC completed its 5-year master plan in 2010 and began developing a new 3-year master plan that has four strategic initiatives. The shorter timeframe for the new plan is the result of economic uncertainty and a growing trend among Iowa community colleges. The 2011-14 strategic plan was approved by the HCC Board of Trustees and implementation will begin in fall, 2011.

OV8b HCC is experiencing a significant senior leadership change, including the President, Vice President for Academic Affairs, Vice President for Administration and Finance, and the Dean of Business and Public Service. The college is also considering additional staffing structure changes in response to budgetary restraints.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1a	S	The college's Strategic Planning Committee, whose membership includes senior leadership and representatives from the faculty and staff, defined and reviewed college foundational documents through its strategic planning process completed in the winter of 2010. The process reaffirmed the mission, values and institutional goals, which were subsequently approved by the Board of Trustees.
5P1b	O	The college does not describe specific process steps in reviewing its mission and values. It is not clear that this process happens at regular intervals as it last occurred during the 200-52010 strategic planning process and then within the past year for the current 3-year plan. A systematic repeatable process for reviewing mission and values may help the college ensure strategic alignment across the organization.
5P2a	S	College leadership uses multiple processes and communication channels for setting strategic and operational direction. It is the specific duty of the

President's Cabinet to set directions that align with the mission and values of the institution. The college uses a two-way communication system for disseminating and receiving information. President's Council and the college's standing committees are able to provide information and make critical decisions. The president's newsletter is sent to all employees. Employees may communicate directly with the president through email.

- 5P2b O The college does not specify the process steps or frequency for how leaders set and align directions with the college's mission, vision, values, and creating a commitment to high performance. Ensuring a repeatable process may help the college systematically achieve strategic alignment as it implements these processes over multiple cycles.
- 5P3a S The strategic plan is the vehicle for setting directions that meet the needs of current and future students and stakeholders. The college's recently adopted strategic plan outlines the college's focus on educational excellence. The 2011-2014 Strategic Plan specifically addresses how these directions address the needs of current and future students and stakeholders.
- 5P3b O While the strategic plan addresses current and future student and stakeholder needs, specific systematic steps in the process are not identified. The college does not identify targets for the achievement of the plan. It is unclear how or if other planning processes, such as the three-year division and department plans, align with the strategic plan. Aligning these may help the college achieve an environment of high performance.
- 5P4a S The college uses its relationships with community, business, and agency partners to meet current resource needs and to help build future capacity. The strategic planning process, participation in professional organizations and external relationships and partnerships all serve to enhance the college's focus on students and learning.
- 5P4b O HCC describes several examples and results, but does not clearly describe the processes by which its leaders provide guidance for future

- opportunities while focusing on students and learning. If systematic processes do not exist, developing and communicating them would enhance the college leadership's ability to document how this happens.
- 5P6 S The use of data and performance results to inform decision making occurs at multiple levels of the college including Cabinet, division, and unit levels. The college also employs cross-functional ad hoc groups as necessary when issues span multiple units. Data are used to set performance targets, set stretch goals, and provide the basis for recommendations.
- 5P7 S HCC continues to build upon communication processes and technologies that were acknowledged as a strength in its 2007 Systems Appraisal. Recent improvements include a website redesign and upgraded communication technologies.
- 5P8 O Although leadership is actively involved in projects that communicate the shared mission and vision of the institution, it is unclear what systematic processes are in place. Development of a series of communication steps or actions that reinforce the characteristics of high performance would provide the foundation for repeatable results and sustained continuous improvement.
- 5P9a S The AQIP Steering Committee's oversight responsibilities were expanded to provide additional opportunities for organizational learning and leadership.
- 5P10 SS The college employs a succession plan model that is predicated on creating associate level directors for all divisions to develop leadership skills and career progression. As part of its business continuity plan, the Board of Trustees policy requires that at least two executive team members be familiar with current college practices in the event of sudden loss of presidential leadership.
- 5R1 O The college reports that it collects and analyzes performance measures for leading and communicating, but identifies only the annual satisfaction survey and provides a single example of how employees responded to

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the question about the president exhibiting leadership. The identification and systematic use of multiple measures could provide a more comprehensive picture of how well leaders are leading and communicating.

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| 5R2 | S | The college reports favorable results for its strategic priorities for leading and communicating including innovative culture results as well as internal and external enhancement results.  |
| 5R3 | O | Although the ACT Faces of the Future provides national comparisons, it is unclear how this survey addresses the ability of the institution's leaders to communicate its mission and values. A comparison of the HCC processes for alignment of mission and values with organizations inside and outside higher education could provide a more accurate picture of the college's performance and opportunities for improvement. |
| 5I1 | S | Both internal and external communication improvements have been implemented. The recently adopted strategic plan focuses on developing an innovative culture and enhancing both internal and external relationships.   |

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

OV2 The college offers a variety of academic, administrative, and student services to support students and external stakeholders (Figure 2a). Comprehensive student services are available to assist students and external stakeholders to achieve their college and career goals regardless of their learning style or ability level. Student support services are focused on student success and include academic skills assessment, career counseling, academic advising, and services for students with disabilities.

OV3a The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college's key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.

OV7a The Office of Institutional Research is the central point for the collection and distribution of a variety of data types required by state and federal agencies. Building a culture of evidence is the responsibility of all areas of the college.

OV7b The college uses Datatel Colleague as its student information and operating system. A cross-functional team using Datatel's *iStrategies* modules determines the data and information the college collects and distributes.

**Here are what the Systems Appraisal Team identified as [Institution]'s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	HCC utilizes a variety of methods to determine student and stakeholder needs including formal meetings with the President, survey instruments, structured conversations, and focus groups. Student Senate is also a mechanism for students to communicate directly to the college. The processes include mechanisms for closing the loop.

- 6P1b      O      HCC reports that it collects direct feedback from students through interactions between college staff and students. It is not clear if this is a formal data collection process or a collection of informal encounters. Creating a formal process could provide ongoing input to planning and decision making processes.
- 6P2      O      HCC reports a number of examples that identify support needs of its employees, including need for a safe and comfortable work environment. It does not, however, identify the processes by which these or other future needs are determined. Consistent, repeatable processes will enable the college to identify changing needs and design programs to meet them.
- 6P3a      S      The college has made a number of improvements to design, maintain, and communicate information that ensures physical safety and security as a result of a security audit of campus facilities. Specific improvements include an emergency and crisis management plan that is subject to regularly-scheduled reviews. Testing of emergency systems for reliability is routinely completed. Additionally, incident reports are reviewed and acted upon and emergency numbers are clearly publicized. The VOIP phone system is used as a campus wide alert system in the event of a crisis.
- 6P4      O      Although HCC reports well developed processes for tracking academic measures such as enrollments, degree completion and faculty workloads; it is unclear how HCC manages the day-to-day processes that address other support service needs such as those provided by admissions, financial aid, testing centers, libraries, bookstore, business services, institutional research, maintenance, etc. Understanding how these areas operate on a day-to-day basis could lead to the discovery of changes that would enhance or improve said services.
- 6P5      O      The college has an opportunity to move from documenting support services reports (Figure 6B) to documenting support services processes. Through its universal “U” drive, the college already has the infrastructure to share the information and support the processes. There are many

- internal and external factors beyond the range of an institution's control, which is why documenting processes is important for business continuity.
- 6R1 O HCC collects data for an extensive number of reports that intersect with student and stakeholder needs; it is unclear, however, what key measures the college uses to evaluate and improve its performance in this area. Identification of specific measures for specific processes would enable comparative and repeatable evidence.
- 6R2 O HCC is attempting to respond to the feedback provided in its 2007 Systems Appraisal by creating processes to formally collect and analyze data regarding its student services, however, no direct results are reported. If available, including them would provide evidence of supporting institutional operations.
- 6R3 O It is unclear how the cited results are relevant. Reviewing results of processes associated with admissions, financial aid, testing centers, libraries, bookstore, business services, institutional research, maintenance, and etc. would strengthen the evidence for this category.
- 6R4 S The college provides a good example of how a variety of support areas used information and results to improve services for students in the piloting and implementation of its new mandatory orientation program.
- 6R5 O HCC participates in state and national survey databases such as Iowa Department of Education and CCSSE for the purpose of comparing its college operations and services to other colleges to help set benchmarks for its processes and provides an opportunity to compare itself with other institutions. The development of specific comparables could provide insight concerning HCC's position relative to other institutions.
- 6I1 S The college has acted on the opportunities for improvement identified through these means such as expanding the services and hours for the health services, employing a "one-stop" concept for core admission and registration services, and also creating a time when no classes are scheduled to make it possible for increased staff/faculty interaction with

students, Datatel and dashboard implementation, and changes to ensure campus safety and security.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item Critical Characteristic***

- OV3a The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students (Figure 3a). The college's key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.
- OV7a The Office of Institutional Research is the central point for the collection and distribution of a variety of data types required by state and federal agencies. Building a culture of evidence is the responsibility of all areas of the college.
- OV7b The college uses Datatel Colleague as its student information and operating system. A cross-functional team using Datatel's *iStrategies* modules determines the data and information the college collects and distributes.

**Here are what the Systems Appraisal Team identified as [Institution]'s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1a	S	The college uses an integrated records management software system to collect, access and use data. Data is shared with departments using the college common network drive.
7P1b	O	The college describes a variety of data storage and distribution processes. Less clear are its processes for selecting relevant data for its instructional and non-instructional programs. Documenting these processes could provide the college with an opportunity to evaluate and improve on its decision-making regarding important data elements.
7P2	S	Processes associated with data and performance information distribution are structured by internal criteria used to maintain institutional effectiveness. Common measures are shared throughout the college and requests for special access are provided by institutional research which also assists with data or information interpretation.
7P3	O	The college describes two examples of selecting, using, and managing data – Datatel's <i>iStrategies</i> and ANGEL. Less clear are the processes for determining the data needs of departments. Describing such processes, if they exist across the institution, would provide the evidence the college has consistent, repeatable processes in this area.
7P4	S	HCC has clear processes for analyzing and sharing data within the organization. Unit- and division-level analysis, with alignment to institutional goals is assured at the cabinet level. Performance results are shared via existing communication channels.
7P5	O	The college has an opportunity to capitalize on its sources of comparative data. The college does not describe how it uses these comparative data to address this strategic challenge. Doing so will allow it to systematically

evaluate its performance and opportunities for improvement with respect to the increasingly competitive environment in which it operates.

- 7P6        S        The college takes a systemic approach to setting goals to ensure alignment between and among units, departments, and divisions. A new shared process using *iStrategies* dashboard indicators will facilitate college-wide sharing of information on progress and performance gaps.
- 7R1        O        Although HCC utilizes *Alitiris* software to track several performance measures, it is unclear what measures are applied to the efficacy of the information system per se. The college has an opportunity to strategically define these measures and their impact on the fulfillment of the college's mission and goals and the college's comparative performance.
- 7R2        O        It is unclear what measures support HCC's assertion that its measurements are aligned with its needs. Without measures or established benchmarks, the college will be unable to document continuous improvement efforts in general, and those associated with its strategic plan in specific.
- 7R3        O        HCC has an opportunity to look at other organizations' methods for benchmarking and documenting effectiveness measures in order to improve its own processes and results. Doing so would help the college become more systematic in its selection, management, and use of data for the purpose of continuous improvement.
- 7I1        O        Recent improvements in measuring effectiveness revolve around better information reporting and sharing software. However, no evidence of improvement in the measurement of effectiveness is provided. The college has an opportunity to go beyond ad hoc improvements to measuring effectiveness and developing systematic processes. Doing so would provide evidence of improvement.
- 7I2        O        It is clear that HCC's culture is receptive to planning and continuous improvement. Less clear is how well the culture and infrastructure helps the college in selecting specific processes to improve in measuring

effectiveness. A clearer focus on the use of data and information – a culture of evidence – could help HCC continue to learn, grow, and develop stronger processes in this category.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OV5a Hawkeye Community College uses a multi-level, shared governance model to ensure alignment of college leadership, decision making, and communication with its mission, and internal and external obligations.
- OV5b The President's Cabinet, made up of vice presidents and executive directors, meets weekly. They ensure the alignment of their actions and decisions with board policy. The President's Council meets twice per month and is an advisory council made up of all administrators and managers from all sites. Both groups make decisions using consensus and communicate them through the college's weekly electronic newsletter to all employees.
- OV8a HCC completed its 5-year master plan in 2010 and began developing a new 3-year master plan that has four strategic initiatives. The shorter timeframe for the new plan is the result of economic uncertainty and a growing trend among Iowa community colleges. The 2011-14 strategic plan was approved by the HCC Board of Trustees and implementation will begin in fall, 2011.

OV8b HCC is experiencing a significant senior leadership change, including the President, Vice President for Academic Affairs, Vice President for Administration and Finance, and the Dean of Business and Public Service. The college is also considering additional staffing structure changes in response to budgetary restraints.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	HCC has a clearly defined, broadly representative strategic planning process. The new strategic plan is built on a three-year timeframe rather than the previous five-year timeframe in recognition of the college's rapidly changing environment. Four initiatives and eleven objectives were created to align with both AQIP category requirements and Board policy ends.
8P1b	O	HCC appears to have gone more than one year between the end of its previous strategic plan and the formal approval and start of its current plan. It is not clear what processes were in place during this period to drive strategic and continuous improvement efforts. Although the Strategic Planning processes are well documented, it is unclear what other key planning processes may be used by the college. Identification of key planning processes could provide a repeatable continuous process.
8P2a	S	Short- and long-term strategies will be developed fall 2011 as disciplines, departments and divisions develop three year plans to align with the strategic plan initiatives and objectives. The college is currently in the process of creating these plans.
8P2b	O	The college has an opportunity to develop an evaluation system for ascertaining the effectiveness of the strategic plan and the short- and long-term initiatives across the organization. By creating processes for evaluation, the college could close the loop on the continuous improvement cycle.

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| 8P3  | O | Although the AQIP Steering Committee and the Strategic Planning Committee were charged with development of action plans to support organizational strategies, it is unclear how this is accomplished. Identification of a process by which action plans are developed could facilitate the task and provide a repeatable and continuous process.  |
| 8P4a | S | HCC has included all stakeholders and all staff levels in the development of the Strategic Plan and will continue this collaborative effort for developing the Action Plans.  |
| 8P4b | O | It is not clear whether the college uses a systematic evaluation process in aligning its planning processes, organizational strategies and action plans. Doing so may assist the college in ensuring that its three-year plans are in alignment overall and not duplicative or in conflict with each other.   |
| 8P5  | O | Although HCC uses both public and private databases and reports to identify targets, it is unclear what process is employed to define objectives and select the appropriate measures. The eleven objectives outlined in the strategic plan provide a starting point from which measurable actions can be developed. Deployment of measures and targets could provide evidence of progress toward the objective. |
| 8P6  | S | HCC uses a systematic process to link AQIP projects to needed resources to support fiscal integrity. The college indicates that it will employ a similar process for linking strategic initiative action plans with needed resources.   |
| 8P7  | O | HCC reports assessing risk as part of its strategic planning process, however it is not clear what types of on-going risk assessment the college will pursue. Doing so may help the college mitigate the adverse effects of risks that it faces due to rapid economic and environmental changes.  |
| 8P8  | S | HCC dedicates institutional funding and time to employee professional development. A strategic initiative is planned to address creation of a more inclusive system.  |

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- 8R1 OO HCC reports that it has not traditionally collected effectiveness measures for its planning processes and that it has not yet developed them for its new strategic plan. Given that a lack of measures was cited as an opportunity in the college's last Systems Portfolio, not considering or designing measures as part of the process for the new three-year plan may lead to the creation of measures after the fact thus potentially reducing their usefulness.
- 8R2 SS HCC reports a number of significant accomplishments that are specifically related to the completion of its 2005-2010 Strategic Plan. These results appear to have had positive impact on the college's effectiveness and efficiency performance.
- 8R3 O HCC does not report any performance projections or targets for its strategic and action plans over the next 1–3 years. Similar to the situation reported in 8R1, if the three-year action plans are being created without measures or comparison data, it may be difficult for the college to know if it is successful. Some early items in these plans may actually be completed before they can be measured, which would make it difficult for the college to document its continuous improvement efforts.
- 8R5 O The college reports strong initial support for its strategic initiatives and objectives as an indirect measure of planning effectiveness. However the college has not yet evaluated its planning process that resulted in the 2011-14 Strategic Plan. Developing a systematic process for evaluating this process may help the college identify strengths and opportunities for improvement.
- 8I1a S Collaborative development of a new strategic plan and adoption of a mantra are improvements that have potential to provide direction, measures, and continuous improvement for the college.
- 8I1b O Although the development of the new strategic plan reflects improvement in the HCC planning process, it does not appear that systematic and comprehensive processes and results have been identified for this category. The college has an opportunity to build on the processes for

the development of the 2011-2014 Strategic Plan implementation process.

- 8I2            S        The college is committed to continuous improvement principles and practices. The strategic planning process provided an opportunity to move the institution forward.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

- OV        The region served by the college has recently adopted a unified identity as the Greater Cedar Valley. HCC plays a key role in the economic development of the region as the primary supplier of workforce and workplace training. The college also is the largest transfer student feeder for the University or Northern Iowa.
- OV1b     The Community and Business Education unit provides credit and non-credit training as well as customized training for businesses. The community programming includes continuing education certifications, personal interest programming, and specialized training for certificates. The college works in conjunction the federal Workforce Investment Act program and the state jobs training program and has merged the offerings in a one-stop service center.
- OV3a     The college has done the necessary environmental scan to identify its internal and external stakeholders. Key student groups are prospective, new and returning students

(Figure 3a). The college's key stakeholder groups are high schools, transfer colleges, parents, employers, business and industry, and the community (Figure 3a). Various stakeholders are able to access short-and long-term requirements and expectations in a flexible and user-friendly format. Based on these components, learners can readily ascertain whether specific curricula and services are applicable to what they need to assist them in achieving their college goals.

OV9a Key partnerships include public and private K-12 Schools, two and four year colleges and universities, collegiate governance, regional government, consortia collaborations, economic development organizations, public partnerships, and non-profit organizations.

OV9b HCC has placed a focus on partnerships with area school districts and concurrent enrollments continue to grow. Approximately 17.5% (1,167 headcount) of the college's unduplicated fall 2010 headcount were concurrently enrolled high school students. This represents a 6.5% increase since 2006.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	S	HCC has well developed processes for creating, prioritizing and building relationships with organizations from which it receives its students through the development of strategic partnerships. These relationships include Career Pathways consortiums, technical programming consortiums, concurrent enrollment, and articulation agreements.
9P2a	S	HCC has well-developed processes for building relationships with organizations and employers that depend on the supply of students including articulation agreements, TRIO programs, advisory boards, and customized training agreements.
9P2b	O	The college describes many relationships but does not detail how it creates and prioritizes these relationships. Doing so would provide richer understanding of the processes used to foster and build HCC's many relationships.

- 9P3            O        HCC describes relationships with key social and community service agencies to provide services and support it its students. While the college describes good relationships with these agencies, again it does not detail how it creates and prioritizes them. Doing so would provide a better understanding of the processes used to build those relationships.
- 9P5            O        HCC has clearly built and maintained viable and important partnerships with many community partners. It is less clear how its planning processes are connected to identifying, prioritizing, and evaluating these partnerships. A systematic approach would give the college an opportunity to examine those processes for the purpose of documenting and/or improving them.
- 9P6            S        HCC uses several processes for ensuring partnership relationships are meeting the needs of those involved. These processes appear to be systemic and integrated into the daily operations of the college.
- 9P7            S        The college creates and builds departmental relationships by integrating membership and function across all units of the organization. The college also has a committee structure that expands and ensures interdepartmental communication. The use of SET to provide an integration function is a particular strength.
- 9R1            O        Measures of building relationships include the number of new and existing economic development job training agreements annually, and the number of enrolled, first-time and concurrent students. No measure of internal relationship building is provided. HCC also misses an opportunity to document the number and variety of its relationships and partnerships. Doing so would provide evidence of all the ways HCC has connected with its communities and partners.
- 9R3            S        Results for the performance of processes for building collaborative relationships compare favorably to those of other educational institutions for the business and industry productivity category. There currently are no comparative results for internal collaborative relationships. However, the college is planning to implement *iStrategies* to clarify this area.

- 912            S        It is clear that HCC's culture is receptive to planning and continuous improvement. Use of data to manage and monitor its collaborative relationships at all levels could allow the college to become even more systematic in improving in this area.