Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

HAWKEYE COMMUNITY COLLEGE (1236)

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Hawkeye Community College (HCC) is a public, not-for-profit comprehensive community college serving over 5,000 students in a 10 county area of rural northeast Iowa. In addition to a main campus, there are 8 HCC learning centers located throughout the service region. Over 45 technical and associate degree programs are available in multiple delivery formats, including an online Associate of Arts degree. The Business and Community Education (BCE) division offers credit and non-credit educational offerings by a business-college contract process. Last year, BCE served over 80 businesses and provided educational opportunities to nearly 18,000 students. Instruction is provided by 342 full-time and 270 part-time faculty and is supported by 226 full-time and 122 part-time staff.

Founded in 1965 with origins in vocational-technical training, HCC responded to declining enrollments during the 1980's by expanding its mission to include arts and sciences transfer curricula, formally approved in 1992. The present mission, approved in 2001, is directed toward a globally informed community and successful lifelong learners, with a vision of being recognized for excellence in education, student services, and responsiveness to diverse communities.

In 2002, the Board of Trustees adopted a Policy Governance Model (Carver) which is focused on achievement of outcomes. Action projects and institutional initiatives are key responses to addressing the opportunities for improvement from the 2011 systems appraisal. HCC's Mandatory Orientation and Registration action project has been fully implemented and expanded to include online students. The Enrollment Management action project resulted in a three year Strategic Enrollment Plan (SEP) aligned with HCC's strategic plan. The SEP focuses on improving student success and retention through process improvement and alignment across multiple institutional units. HCC notes that is has undertaken institutional initiatives including developing metrics for strategic and operational goals resulting in improvements in performance benchmarking for key processes and resource allocation decisions. The college believes it has made significant progress toward

process integration. A deeper understanding of institutional capacity for adapting long-term institutional policies and practices with newly introduced technologies and initiatives appears to be significant in advancing overall quality.

Category Summary Statements

1. **Helping Students Learn**:

HCC's primary mission is to provide quality learning opportunities and support services that advance the educational goals of students. Teaching is seen as at the core of this, with focus necessarily on the assurance of quality learning experiences. Two of the key process changes since the 2011 systems portfolio review include a statewide, online curriculum management system, the Iowa Department of Education supported CurricUNET, and improvement of HCC's concurrent enrollment processes (CollegeNow!) through National Alliance of Concurrent Enrollment Programs (NACEP) accreditation in 2012.

CurricUNET, the curriculum management system, streamlines the curriculum revision and development process, assures the alignment and quality of learning outcomes, allows more internal and external stakeholders to access curriculum information to verify course/program content, and increases transparency. CurricUNET also improves tracking of curriculum changes and alignment of courses with institutions across the state.

Instructional and evaluation processes for college and concurrent enrollment courses at HCC (CollegeNow!) have been aligned through NACEP accreditation. Student success data is tracked for each CollegeNow! participant and students are surveyed about the educational value of their concurrent enrollment experience at the end of the term, as well as at years one and four after high school graduation.

HCC has worked to map course level student learning outcomes for credit-bearing courses to Institution Level Outcomes (ILOs). The ILOs are: Communication, Critical Thinking/Problem Solving, Quantitative Reasoning, Community/Global Awareness, Individual Development, Artistic Expression, Information Management, and Workplace Application Skills (for Career and Technical Education only). This work continues with additional effort directed at mapping co-curricular student activities to the ILOs. Adoption of the CANVAS Learning Management system in fall 2015 supports the intended integration of ILOs and data collection on course level student learning outcomes.

2. **Meeting Student & Other Key Stakeholder Needs**:

The CollegeConnections outreach program is an empirically-driven attempt to ensure that students entering college are aware of enrollment requirements, financial aid options and student services. The college used a survey to explore area high school student needs and found many students, particularly minority and underserved students, lacked basic information about financial aid, admissions requirements, and support services. A collaborative effort with school districts in the service area has been successful in meeting the information needs of students and HCC admission materials are now adjusted based on data from an annual survey of Hawkeye's incoming students' reasons for selecting a college. HCC describes methods used to collect, analyze, and respond to complaints from students and other key stakeholders and describes how collaborations and partnerships with universities, high schools, businesses, and civic organizations further HCC's mission, as well as key results for each process to address assurance criteria.

After a leadership change in 2013, the HCC foundation began developing an alumni association and social media presence and implemented a benchmarking process using Council for Advancement and Support of Education (CASE) metrics for alumni relations and fundraising. The college initiated a capital campaign in 2016.

3. **Valuing Employees**:

In 2014, the College initiated a review of national benchmarking surveys and determined that the National Initiative for Leadership and Institutional Effectiveness (NILIE) would best meet HCC needs. Through a contract with NILIE, the Personal Assessment of the College Environment (PACE) survey was administered in fall 2015. PACE survey results identified a number of new opportunities. The surveys indicated that HCC's revised processes and procedures have been successfully implemented. Improvements in professional development opportunities and support services have been based on survey data; a Wellness Committee has led efforts to improve the health and well-being of all employees. The efforts of the Wellness Committee are credited with reducing health insurance claims and stabilizing health insurance costs. College faculty are supported by the Brobst Center for Teaching and Learning, a one-stop shop for faculty interested in acquiring additional skills as classroom teachers.

4. **Planning and Leading**:

Nine Board of Trustees members are elected to four year terms by voters in the district in which the trustee resides. The decision-making responsibilities of the board are defined by state statute and include oversight of the mission, vision, and goals of the college. HCC has clearly defined mission and vision statements that have guided the development of institutional goals since the founding of the college in 1966. The original mission, vision, and values of the college were first drafted by the founding board, and have been modified by subsequent boards to ensure alignment with the changing educational, training, and service needs of HCC's students and communities.

The board adopted the Carver Policy Governance model in 2002. Based on the model, the trustees have established outcomes (Board Ends Policies) that must be addressed each month. Corresponding "executive limitations" have been adopted, requiring regular monitoring reports delivered to the board on a monthly basis. The college president and appropriate subordinates are otherwise empowered for decision making to achieve the mission, values, and Board Ends. Providing for regular review and updating of Board Ends Policies, the board hosts periodic strategic visioning sessions with constituent groups throughout the service area.

An interesting aspect of HCC's progress toward demonstrating integrity at the institution is that, by the end of 2016, an online training program will be fully implemented to educate employees about ethics in the workplace. The online ethics training system will offer key content and require all employees of the college to achieve a passing score on an online test at the completion of the training. Progress on improving open and ethical communication will be tracked using PACE.

5. **Knowledge Management & Resource Stewardship**:

The institution recognizes its obligation to maintain public trust through careful management of resources, which requires effective mid- and long-range planning, as well as systems of knowledge management to support decision-making at all levels of the organization. Since the last portfolio (2011), HCC has implemented new processes that have improved timeliness, accuracy, reliability, and security of data and data systems. Improved knowledge management and transparency of data for decision-making purposes is highlighted in the portfolio. HCC upgraded its technology infrastructure to make better use of enterprise resource planning software for data collection and information dissemination to all departments. A specialized software product to assist the non-credit and business and industry training division to collect and

manage data has been implemented. The two resources together allow each department to analyze trends, manage resources, and determine future steps. The development of an Intranet portal for data sharing and reporting has facilitated information sharing, resource management, and operational oversight. HCC also has systems in place to ensure the regular monitoring of financial position, facility conditions, technology use, and emergency preparedness.

6. **Quality Overview**:

The college entered the AQIP pathway in 2003 and, since 2011, HCC has shifted from an accreditation-based focus to continuous improvement embedded in HCC's mission, vision, and values. Since its participation in a 2012 Strategy Forum, HCC has adopted "every student matters" as a guide for its efforts to meet educational needs and to provide non-academic support services.

Strategic planning has shifted to a shorter, more agile three-year cycle that is responsive in an uncertain economic environment and enables increased use of quality improvement processes based on innovation. The current 2015-2018 strategic plan will improve the quality program by directing energy and resources to initiatives in enrollment management and budgeting, diversity and inclusiveness, and the implementation of additional technologies.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to identify what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge 1

HCC could more clearly identify processes that have been fully implemented, those that are in progress, and those that are still in the planning stage. Some of the less mature processes necessarily constrain the maturity level with which HCC handles its results. For example, when HCC describes changes in processes for Knowledge Management and Resource Stewardship that have occurred since 2011, the presentation of trend data and related analyses to demonstrate the effectiveness of these processes would be helpful.

Strategic Challenge 2

Evidence that the measures that are in use were thoughtfully selected and serve their intended purpose would support progress in HCC's maturity levels. HCC is collecting measurements, however, there was little or no description in the Systems Portfolio of how those measures were arrived at. There was also little or no discussion of processes used to ensure the continued usefulness of the measures in supporting HCC's intended purposes.

Strategic Challenge 3

HCC seems to focus more of its attention and efforts on what it is doing to meet stakeholders' needs than it does on assessing how well its efforts are meeting those needs. HCC might benefit from instituting more formal processes for determining how the actions it has taken to address student and key stakeholder needs are actually meeting those needs. The 2015-2018 Strategic planning committee only includes HCC staff and faculty and it is not possible to verify the HCC assertion that "key stakeholders" were included in the process. Additional evidence of the engagement of stakeholders in strategic planning will support HCC's maturity level progress.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for <u>all</u> Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

Taken as a whole, it appears that HCC has **systematic** processes in place to ensure that students learn and that it collects and summarizes data related to these processes in a **systematic** fashion. HCC should be commended for all of the positive steps it has taken

since its 2011 Systems Appraisal to address the responses it received. These include a restructuring of institutional learning outcomes, parallel programmatic development, and effective assessment plans. It is notable that these plans include impacts of co-curricular experiences. Many processes have been planned, changed, or implemented to improve program design and student success.

Not all of HCC's processes are equally well developed/described. There is very little description of how the measures HCC is using were decided upon. If the College included in its discussion the contributions made by recommendations received in 2011and the subsequent data analyses undertaken and strategic shifts taken, HCC's level of maturity could be positively influenced. The identification of internal and external benchmarks, and then comparisons of HCC's data to these benchmarks might also raise HCC's maturity level.

HCC's processes with regard to common learning outcomes are currently at an **aligned** level and HCC's current plans and processes with regard to the program learning outcomes may, when executed, move HCC to an aligned level with regard to the PLOs. HCC might want to pay particular attention to articulating and tracking issues related to academic integrity and to issues related to adjusting the curriculum to meet students' academic needs.

The College is encouraged to consider that the currently recognized institutional strengths, perceived areas of growth, and institutional identity may all be further advanced through development of an increased sense of continuity and college connection between its pre-2011 past and its present.

Category One: Strategic Issues:

A primary need for HCC to be able to demonstrate a higher level of maturity with regard to program level outcomes is to complete the process it has begun of mapping the existing course level outcomes onto the new program level outcomes, and to be able to demonstrate that all students completing a program have met all of the institutional level outcomes as well.

HCC might increase its level of maturity with regard to academic program design, if there was a process(es) in place whereby information about the needs of various stakeholder groups is incorporated into the curriculum development process.

With regard to academic student support, HCC might increase its maturity level by evaluating the existing academic support services for their comprehensiveness and effectiveness. For example, the college might consider disaggregating existing data and examining the relation between the specific services offered/utilized and student outcomes.

To raise its maturity level with regard to academic integrity, HCC might benefit from establishing appropriate processes for ensuring freedom of expression and the integrity of research and scholarly practice and assessing the outcomes of supporting academic integrity. This will allow the tracking and analysis of measures related to academic integrity, with specific attention to faculty research and freedom of expression.

Category Two: Meeting Student & Other Key Stakeholder Needs

Overall, HCC appears to be at the **systematic** level for processes and the **reactive** level for results. The College appears to do an excellent job of identifying relevant stakeholders and building and maintaining relationships with students, educational partners, and various community organizations. However, the College needs to increase its identification and assessment of internal targets and external benchmarks. In addition, limited reported results in the Systems Portfolio make it difficult to assess the effectiveness of the College's efforts. More attention to trend data (forthcoming) and detailed reviewing and reporting on the effectiveness of partnerships will help to increase the maturity level of this category.

Through institutional mission, Board Ends Policies, regional service area designations, and rich community connections, efforts to track and adjust effectively to the changing needs of students and stakeholders appear to be especially important to HCC. High school pre-college programs, articulation agreements, co-curricular opportunities to promote academic success, industry and regional advisory boards, community boards, and economic development agencies are some of the ways in which continuing connections and flow of key information are maintained. Consequently, there are a wealth of potential collaborations/partnerships for development and an equivalent wealth of relevant data available institutionally, state-wide, and nationally. Alongside such wealth is a challenge for identifying mission-driven targets, promoting insightful analyses of multiple data sources, determining where additional data sources are necessary, and inspiring the engagement of the campus community toward shared goals. It is in these areas where current institutional practice seems driven more by readily available data than by intentional initiative, thus limiting the capability for summaries that effectively connect information contained within the variety of data sources. Some processes are in development, while others seem suggested in the report. HCC is encouraged to consider ways of increasing the reach and impact of such work, toward more fully drawing upon its community and resources in meeting student/stakeholder needs.

HCC engages in varied efforts to assure that it is meeting student and other stakeholder needs, particularly employers given the vocational education tradition at HCC. However, these efforts are not well aligned with each other, nor is there strong evidence of alignment with the strategic plan or Board of Trustee End Policies.

Category Two: Strategic Issues

HCC provides limited outcome measures in Category 2 of the Systems Portfolio making it difficult to determine maturity levels and effectiveness of process improvements. Further, there is minimal discussion of measures that are provided. Clarifying expectations for all partnerships/collaborations and clarifying how they are evaluated, setting internal targets, and identifying external benchmarks to assess processes could support improvement in maturity levels. A more mature system would show evidence of evaluating how successful its efforts were, and show evidence of changes resulting from insights gained.

Category Three: Valuing Employees

HCC describes **systematic** processes related to hiring, orientation, and evaluation, and **aligned** processes with regard to professional development. The College also appears to have instituted a number of changes related to Human Resources and Diversity that may pay dividends in the future. HCC has done positive work in employees' performance evaluation, recognition, and compensation and established regular procedures to promote employee satisfaction and engagement. HCC also appears to be in a period of significant transition, resulting in large part from the 2011 Systems Portfolio review, and initiatives relevant to supporting and valuing employees are observed to be in varying degrees of implementation. Resulting from a review of benchmarking surveys, administration of the PACE survey has only recently begun. Similarly, a Wellness Committee, reorganized Student Services structure, and coaching model for performance reviews are still relatively new. On the other hand, the Equity Committee appears to be more strongly established, providing for both data comparisons with national benchmarks and committee determined quantitative goals. Such work is supported by systems in Human Resources which, despite some new technology developments, promote established qualifications tracking, hiring practices, and compensation processes. The Employee Development and Faculty In-service Committees seem somewhat in the middle of the development spectrum, having indications of established survey and participation data tracking, yet apparently still in development of richer sources of data, analyses, and target setting to guide the collaborative, continuous improvement of their program efforts. As all these advance towards strategic planning

initiatives, the institution is encouraged to move ahead in ways that provide for meaningful data analyses, cross departmental collaborations, and an environment where new and established areas may draw upon the lessons of each other.

Category Three: Strategic Issues

More context and historical information is necessary to understand the College's progress toward integrated systems. The College needs to consider presenting more summary results to demonstrate that its processes and initiatives are working. Too often, processes are described but there is no evidence provided to support their effectiveness. Many items appear to be reactive because there is insufficient discussion of how processes and effectiveness numbers have changed over the years. In particular, the Systems Portfolio did not have trend data on internal targets or external benchmarks for comparison purposes, which makes it difficult to know for sure whether or not it has improved. Also the College should provide interpretations or insights gained from data analyses.

As there appears to be a wide range of initiatives, from new to fairly well established, HCC may want to provide mechanisms and practices intentionally designed so that campus wide units may draw upon the experiences from other areas. HCC might want to consider promoting greater collaboration on initiatives and corresponding evaluative assessments in student support services with academic areas.

Category Four: Planning and Leading

HCC appears to be **systematic** in its processes related to planning and leading. The College has a Board of Trustees whose duties are defined by Iowa Code. The Board itself adheres to a governance model that is focused on outcomes and is provided reports which are developed by the College and shared with Trustees at monthly meetings. Through polices of Executive Limitations, the President of the College and those under her are responsible for all campus day-to-day decision making, including faculty who have oversight of all academic matters through the Academic Affairs standing committee structure. The Board ensures that the College is aligned with the mission and values as well as meeting the needs of its area constituencies through a regular practice of strategic visioning sessions with external groups. However, some of the critical processes related to strategic planning activities are either missing or not clearly connected.

Many of the results sections presented in the systems portfolio are absent specific detail and analysis. For this reason, it is unclear if the College is systematic in its processes or

reactive. Presenting results and interpretation will improve this section and may impact the maturity judgement.

Category Four: Strategic Issues

When processes are described in the System Portfolio, analysis and comparative information, if included and then interpreted, will support increasing maturity level designation. Anecdotal evidence of positive outcomes without actual summarized information does not support a maturity level assignment for this category above systematic.

Category Five: Knowledge Management & Resource Stewardship

The College is **systematic** in its Category 5 processes. The processes described and the tools available suggest that HCC has the capacity to effectively manage its resources. The tools and reports generated are accessible broadly at the institution and reviewed by the Board of Trustees to assure that decisions based on reports are aligned with HCC's mission and strategic plans.

The high fund balance and lower tuition and fees compared to other Iowa community colleges suggests that students are not being penalized by the Board's preference to maintain the fund balance. The College should clarify its approach to fund management and how potential adverse effects are addressed. For example, the College may want to discuss the relationship between the fund balance and retention/graduation rates to demonstrate that maintaining a high fund balance is not ultimately counterproductive.

Throughout the results sections, the College does not identify clear internal targets, external benchmarks, or clear and sufficient results. The reporting of outcomes and measures is also scant. Although HCC has made several improvements in knowledge management and resource stewardship, it is unclear how data availability, analysis, and/or interpretation are linked to the improvements listed.

Category Five: Strategic Issues

Based on the portfolio narrative there appears to be a disconnect between emergency preparedness and security issues addressed by the Facilities Team, IT, and the Liability Committee. Coordinating the efforts of these groups may help to support the processes across departments and units.

As with other sections of the Systems Portfolio, the College does not provide sufficient evidence to show how the data that is obtained from the monitoring of its processes gives rise to the particular changes that it plans and then implements.

Category Six: Quality Overview

Overall, HCC's level of maturity concerning continuous quality improvement is at the **systematic** level with regard to initiating and sustaining quality improvement projects across the institution. Its maturity with regard to evaluating the success of these efforts reflects a **reactive** level, however. This is because (a) there is an unclear relation between the initiation of these projects and data evidencing their need, (b) the limited project evaluation data that is provided is generally presented without interpretation, and, (c) perhaps consequently, no insights related to the data appear to be shared. Toward increasing institutional maturity, the college is encouraged to consider ways in which clear processes and intentional analyses of data, in comparison with community-determined targets, may serve to increase engagement of the campus concerning the significance of AQIP and continuous quality improvement.

The college reports having explicit and repeatable processes for selecting, deploying, and evaluating quality improvement initiatives. The process for the selection of quality initiatives is based on the initiative's ability to innovate for improvement and lead to the development of best practices. HCC does not appear to describe the actual processes used and provides, at best, minimal evidence that the processes are repeatable and effective.

Institutional progress is reported in transitioning its AQIP goals from an accreditation standards focus to a quality improvement and innovation focus. A continuing challenge for HCC is capturing the results and outcomes in the Systems Portfolio and documenting the full range of processes described in ways that reflect the numerous data sources and analyses being conducted. It appears that more is in place than is detailed in the Systems Portfolio, and, lacking quantitative analyses and specific context, contradictory messages may be drawn from the report, e.g., the decision to move away from the AQIP Standing Committee while still reporting that the old committee was successful.

Category Six: Strategic Issues

Specificity is an issue in the Systems Portfolio, whether in detailing formal processes or presenting results.

Institutions are expected to clearly demonstrate increased skill in describing processes, results, and systems of improvement over time. At this stage in HCC's journey, improvements in the quality program should be based on measures and related information. By focusing more on summarizing the data and the information being gathered and produced, HCC will support its maturity level progress. They can do so by also indicating the

breadth of information distribution, and describing the development of internal targets and identification of external benchmarks over time.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

> ***Criterion One. Mission:***
>
> HCC may strengthen Criterion One by providing further clarity about how it ensures that educational responsibilities take primacy over other purposes in realizing its mission
>
> ***Criterion Two. Integrity: Ethical and Responsible Conduct***
>
> To strengthen Criterion Two with regard to academic integrity, HCC might benefit from establishing appropriate processes for ensuring freedom of expression and the integrity of research and scholarly practice and assessing the outcomes of supporting academic

integrity. This will allow the tracking and analysis of measures related to academic integrity, with specific attention to faculty research and freedom of expression.

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

With regard to academic student support, HCC might strengthen Criterion Three by evaluating the existing academic support services for their comprehensiveness and effectiveness. For example, the college might consider disaggregating existing data and examining the relation between the specific services offered/utilized and student outcomes.

Improvement at HCC will also be supported by providing more specific information about the general education program, more clearly articulating the content knowledge that every college graduate should possess rather than its present reliance on career and technical advisory committees for input regarding general education requirements.

Further information about how HCC determines that a sufficient number of faculty and staff are available to meet student needs, that faculty are available to students beyond student advising assignments and that HCC's efforts evaluate and assess effectiveness of its student advising structure will also strengthen Criterion Three. HCC's efforts to coordinate co-curricular activities with ILOs and discussion of its efforts may also help HCC demonstrate its co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students. More information about the frequency of on- and off-site professional development and the magnitude of participation will also be helpful.

Criterion Four. Teaching and Learning: Evaluation and Improvement

Further information about internal targets for student learning and how the results of assessment of student learning assure student learning outcomes are met will support meeting Criterion Four.

Criterion Five. Resources, Planning, and Institutional Effectiveness

To strengthen Criterion Five, improved data summaries along with relevant interpretations and target/benchmark comparisons used to support decision making would promote better understanding of the extent to which (a) HCC is evaluating its operational experiences and (b) the way(s) in which those evaluations are leading to institutional improvements in effectiveness, capacities, and sustainability. Providing further information about how HCC links its processes for assessment of student learning to its evaluation of operations, planning and budgeting to anticipate emerging factors in its planning processes could also be provided in the portfolio to help meet Criterion Five

V. Quality of the Systems Portfolio

The Team appreciated the commitment of the College in presenting its Systems Portfolio. In future Systems Portfolio presentations the College is encouraged to incorporate additional evidence in the body of the report. Maturity levels assigned may be positively influenced by incorporating more data into the narrative statements and assertions in the Systems Portfolio. In particular including data and information analyses and summaries to support process descriptions will be very helpful. In addition, including interpretations of the presented evidence and then describing how the interpretations support institutional mission, student learning, particular goals and objectives in the College's strategic plan will support progress in maturity level.

It will also be helpful to limit reliance on hotlinks in the Systems Portfolio, considering information shared in that way as supplemental only. Review teams do not routinely visit hotlinks, relying on the body of the Systems Portfolio as the primary resource if not the "sole source" to indicate the institution's maturity level. As indicated in Appendix A and elsewhere in this Systems Appraisal Feedback Report, this team was challenged in making maturity level judgments by the limited evidence in the body of the Systems Portfolio. The team appreciates the assistance of the College in facilitating our access to hot-linked material.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. This Appraisal is being completed in the institution's seventh year in the cycle, the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.	Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.	Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.	Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.

APPENDIX B
AQIP Category Feedback

AQIP Category One
HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. ***Common Learning Outcomes*** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Hawkeye Community College (HCC) has seven institutional level outcomes (ILOs) that pertain to all students (Communication, Critical Thinking/Problem Solving, Quantitative Reasoning, Information Management, Community/Global Awareness, Individual Development, and Artistic Expression) and one that pertains only to Career and Education Technology (CTE) Students (Workplace Application Skills). These outcomes are derived from the mission: "The mission of Hawkeye Community College is a globally informed community of successful lifelong learners." Some aspects of HCC's processes to align common outcomes to the mission, education offerings and degree levels are **systematic**, for example, since 2011, 81% of courses have been mapped onto at least one of the ILOs. The program level outcomes (PLOs) have not yet been mapped onto either the course level outcomes (CLOs) or the ILOs. There was no description of a process in place to ensure that every student has met all the relevant ILOs as part of completing his/her program Other aspects of the process are **aligned**. For example, the use of common rubrics to evaluate ILOs was adopted across the institution in 2014. This allows for greater coordination and communication among the relevant stakeholders.
Determining common outcomes	HCC is appears to be at an **aligned** level of maturity with regard to determining common outcomes. There is an assessment committee that is responsible for overseeing the processes that feed into the regular review and revision of the ILOs. These processes are aligned with state transfer and career-based initiatives and are driven by a combination of research (e.g., other college models/21st century skills literature) and data (including input from advisory councils and program review of the ILOs, as well as data from the ILOs). To increase institutional maturity, it may be worth considering intentional ways in which these processes provide a resource for ongoing process improvements in other areas, e.g., determination of program learning outcomes.
Articulating the purposes, content, and level of achievement of these outcomes	HCC appears to have invested significant resources in the development, deployment, and communication of institutional learning outcomes. Recently adopted by the state (2012), HCC has been using CurricUNET since 2006 to house course level outcomes as part of the definition of a course. When new syllabi for an existing course are constructed, the CLOs must be included. When new courses are created, their CLOs have to be defined and the course must be mapped to at least one ILO before the course can

| | be housed in CurricUNET. The use of CurricUNET, as part of the IDOE network, is **systematically** reducing information silos by making this information available to both internal and external stakeholders. However, there is no clear indication of how the College articulates the purposes and level of achievement of the ILOs to the campus community.

There are perhaps two main directions worth further consideration in advancing institutional maturity. These entail strengthening connections in the narrative across organizational history and with developing programmatic learning outcomes. It seems clear the current work has come about as a result of the 2011 systems appraisal. However, processes and results presented here appear nearly disconnected from efforts prior to that time. Although the information likely exists in other reports, there is an opportunity to develop a meaningful narrative here that leads into current results and provides a greater sense of continuity, also providing compelling purpose for current work. It also seems clear that there is considerable ongoing work to develop parallel, aligned program learning outcomes. Strengthening the connection of these processes with those related to institutional learning outcomes may serve to concurrently strengthen the sense of continuity and purpose throughout the College. |
|---|---|
| Incorporating into the curriculum opportunities for all students to achieve these outcomes | Because every course is mapped to at least one ILO, students are presented with numerous opportunities to achieve them. However, there was no description of any process by which the Institution could ensure that each student was presented with opportunities to achieve all of the ILOs (as, for example, would be possible if there were crosswalks showing that the relations among CLOs, PLOs and ILOs was such as would ensure that students completing degree programs also had demonstrated mastery of the ILOs). The institution has robust processes in place to ensure that students are appropriately prepared as they enter courses (grades in previous coursework, ACT scores, placement tests, and the Success courses offered through Developmental Studies) to engage in the required learning activities. To advance from the **systematic** level of maturity to an aligned one, HCC might consider how the sharing of processes, evaluative methods, and improvement initiatives are handled so as to intentionally provide a resource for improvements in other areas of the College. |
| Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs | Hawkeye has standing committees (e.g., the assessment and curriculum committees) to review the relevance and alignment of the learning outcomes and it regularly solicits both student and advisory board input regarding their currency. HCC asserts that it monitors student progress toward the desired outcomes: ILOs are evaluated, via CLOs, in multiple classes during a student's tenure at HCC. The Institution may want to consider how the data from the ILOs can be used to intentionally inform and promote process improvements in other areas of the College. This would help move the College from **aligned** to integrated. |
| Designing, aligning, and delivering co-curricular activities to support learning | HCC appears to be **systematic** with regard to designing, aligning and delivering co-curricular activities to support student learning. It has designed a variety of co-curricular activities, such as the student ambassador program, the student leadership council, a variety of student clubs, study abroad, campus-wide events and presentations, etc. An Institutional Outcome Matrix Internal Audit of Co-Curricular Student Experiences has been developed to formally map regular |

	student activities that are aligned with at least one ILO. This instrument provides an inventory of co-curricular activities and helps to track and identify activities and identify gaps in co-curricular assessment of ILO's. Additionally, a short survey aligned with the institutional outcomes has been developed to capture student perceptions of learning in these areas. Development of assessment data collection methods appears to be in the planning stages. As such, the presentation seems too preliminary in nature for considering the degree to which these processes are shared across campus, repeatable, and regularly evaluated for improvement. A description of how the co-curricular activities are designed and developed would help increase the College's maturity level.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	HCC describes a variety of tools and instruments to assess the achievement of the ILOs. The instruments include a mix of direct and indirect measures such as the Common Rubrics for the ILOs, the Collegiate Assessment of Academic Proficiency (CAAP) exam, the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), a graduate exit survey, advisory committee surveys, and the Institutional Outcome Matrix Internal Audit of Co-Curricular Student Experiences. To move from a **systematic** level to an "aligned" one with regard to assessing the ILOs, the College may want to strengthen the narrative regarding how the selection of it measures reflects both its history and its institutionally shared processes. Another way in which the Institution might demonstrate a higher level of maturity is by including a description in the systems portfolio of ways in which the continued utility of the selected measures is examined.
Assessing common learning outcomes	HCC has **aligned** processes for assessing common learning outcomes. ILOs are evaluated on a 5-year cycle, with the ILO that is to be the focus of the year's assessment activities announced each fall. The 2011 course matrix that shows the alignment of courses with the ILOs is utilized in making these assessments. The curriculum and assessment committees schedule regular work sessions to support faculty in developing and assessing the institutional outcomes. It may be worthwhile to strengthen the narrative regarding the evaluation/improvement cycles for these processes. The College might consider ways in which these efforts intentionally inform and promote process improvements in other areas.
Other identified processes	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is **systematically** tracking learning outcomes using a variety of tools. Some of these measures allow for external benchmarking of results. At present, there are only two cycles of data collection so that trend analysis is not yet possible. Completion of a third cycle of data collection and the intended trend and internal benchmarking analyses will support more mature results and system improvements.
Summary results of measures (including tables and figures when possible)	HCC is **systematic** with regard to summarizing its results. There are apparent plans to create an annual summary document, which, according to the report, will be prepared beginning in the summer of 2016. At present, there are separate data tables from different instruments as well as two executive summary tables comparing

	HCC to its normative groups for 2014 and 2016. At this point, anecdotal evidence on the impacts of assessment data is provided. Once the annual summary documents are ready and presented regularly, and evidence regarding all ILOs can be presented, HCC will move to a higher level of maturity with regard to summarizing its results.
Comparison of results with internal targets and external benchmarks	For external benchmarking purposes, HCC provided assessment data to compare the College and its comparison groups and cohorts on Critical Thinking. However, there were no internal targets (due to the newness of the assessment). It would be more convincing if the College would provide assessment data for not only critical thinking/problem solving, but their other ILOs as well. The current assessment data structure is **systematic**. Another cycle of data collection is needed prior to consideration of trends and internal target setting.
Interpretation of results and insights gained	HCC asserted that the design, deployment, and effectiveness of teaching-learning processes are well-integrated into the operational units of the academic division and that the use of the CurricUNET has facilitated this integration. However, because there is limited interpretation of the results and insights gained presented in the report, HCC would appear to be at the **reactive** level with regard to interpretation of results and descriptions of understanding gained. Following another cycle of data collection, HCC intends to proceed with trend analyses and target setting which will contribute to increasing its maturity level. Maintaining regular data collection processes and providing a fuller understanding of results and insights gained would also contribute to HCC's increasing its level of maturity.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements discussed are those resulting since the 2011 systems appraisal. Because there have only been two cycles with the new ILOs, assessment structures and data collection processes, it might be helpful for HCC to develop a narrative that integrates pre-2011 College data and initiatives. HCC has made great strides toward mapping CLOs and regular co-curricular activities onto their common outcomes (the ILOs). They have created common rubrics for assessing the ILOs. Student learning outcomes assessment has become part of the culture of the faculty at the College. Processes are more defined and better communicated to faculty. Improved methods of tracking and documentation have been developed. Additionally, HCC continues to refine existing tools and processes and find news ones, as needed, to engage in robust and consistent assessment of ILOs.   To better address the degree of faculty culture shifts, related data concerning professional development and mentoring programs may be worth considering as well. In addition, HCC has been challenged by some changes in technology and the realignment of the ILOs to be assessed more broadly. In the Fall of 2015, the College adopted Canvas as the new Learning Management System. This system will afford the opportunity to build a more robust and automated assessment process using its capacities.

1P2. **Program *Learning Outcomes*** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	With regard to aligning program learning outcomes (PLOs) with ILOs, HCC's level of maturity is **reactive**: For all programs other than Liberal Arts (whose PLOs <u>are</u> the ILOs), process development for aligning program learning outcomes has been delayed due to a focus on aligning course level assessments with the institutional level learning outcomes. Mapping of the course level outcomes to the PLOs has been planned for 2016-17, with data reporting to take place the following year. With regard to aligning the PLOs to HCC's educational offerings and degree levels, HCC's level of maturity is **aligned**. At HCC, every academic program within CTE has an advisory committee, which works closely with faculty and dean of the division to develop program-level outcomes. In this process, a connection is created between learning in a specific program and its application in the professional world, ensuring the alignment of the program's content with workforce needs offerings, and degree levels offered by the institution. The liberal arts program advisory committee's role is to review the ILOs using the same processes to ensure alignment of the program learning outcomes to the mission, related educational offerings, and degree levels offered by the institution.
Determining program outcomes	Some aspects of HCC's processes for determining program outcomes are **aligned.** Faculty, deans, and advisory committee members participate in an established, collaborative process for determining program outcomes. Every fall and spring semester, program advisory committees meet and they provide program faculty with information about current trends in the field. The advisory committees review and approve recommendations regarding new curricula, and review course and program level learning outcomes with the program faculty and dean and approve both program changes and the CLOs. These outcomes must be measurable, stated using terms from Bloom's Taxonomy of Learning and represent the skills and knowledge that students from the particular programs should possess after successful completion and award attainment. Other aspects of the HCC's process for determining program outcomes are, as yet, only **systematic**. A formalized process for reviewing program outcomes during the five-year program review cycle was proposed during the spring 2016 semester. Once review of program outcomes is regularly incorporated into the program review process, the data will support trend analyses and other, well-aligned processes.
Articulating the purposes, content, and level of achievement of these outcomes	HCC is primarily at the **reactive** level with regard to explicating its PLOs. As with common learning outcomes, it is not very clear how HCC articulates the purposes, content, and level of achievement of the program outcomes to the campus community or its stakeholders. No process for determining internal expectations for achievement of these outcomes has been identified. External program accreditation and state expectations for performance have not been incorporated. However, some parts of HCC's explication are **systematic**. Processes for articulating the purpose and content of outcomes have been implemented over the past two years through the ProView database (the program outcomes are displayed within ProView to allow faculty the opportunity to maintain a clear focus on

	the intended outcomes of their programs), program review process, and course syllabi.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	HCC has an **aligned** process in place to identify PLOs that are relevant to and aligned with the needs of students, their workplaces, and society. The College has a collaborative process (faculty, dean of division, and advisory committee) for developing program-level outcomes addressing relevant knowledge and skills necessary for qualified individuals to live competently in their communities. Faculty, deans, and advisory committees meet twice per year at which time any changes to curriculum or student learning outcomes are discussed. Adding a formalized review of the learning outcomes by including advisory committees in the program review process should enhance the alignment of these processes. HCC is at a **systematic** level of maturity with regard to ensuring that program outcomes remain relevant and aligned with students, workplace, and societal needs. Their maturity could move up to a higher level if the College examined evidence that assessed whether the PLOs are actually associated with success in work or life subsequent to mastering them.
Designing, aligning, and delivering co-curricular activities to support learning	HCC is at a **reactive** level with regard to the design, alignment, and delivery of co-curricular activities to support learning. Co-curricular activities are delivered through student clubs, service learning, internships, and professional conferences. While all of these co-curricular opportunities support student engagement as they were designed to, they only coincidentally support mastery of any program's PLOs. The College has recently identified regular co-curricular activities that are associated with at least one ILO. The planned next step of examining those co-curricular activities for alignment with the PLOs will increase HCC's maturity level. Processes for designing and aligning new co-curricular activities to support student learning are currently in development. The degree to which these new processes become well integrated and eliminate the academic/non-academic boundaries will also increase HCC's maturity level.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	HCC describes a variety of tools and instruments to assess the achievement of program learning outcomes, including stakeholder feedback through graduate exit surveys, advisory committee surveys, industry tests, board exams, internal annual program audits, and proficiency data collected for inclusion in the Carl D. Perkins Career Technical Education grant application. Because it is not clear how or why the particular tools and instruments in use were selected, HCC appears to be **reactive.**
Assessing program learning outcomes	HCC is **reactive** with regard to assessing PLOs. Although the PLOs themselves are reviewed every 5 years as part of the program review process, HCC has not yet begun assessing the students' mastery of the PLOs. HCC intends to complete the process of mapping the CLOs onto the PLOs during AY2016-17 and to begin data collection in AY2017-18. Once these processes are underway/completed, HCC's level of maturity will increase.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement

Outcomes/measures tracked and tools utilized	HCC is **reactive** in so far as program outcomes for the transfer programs will be based on a compilation of the institutional learning outcomes data.
	HCC is **systematic** in so far as it has established a regular process to track the learning outcomes and measures using the tools and instruments selected. The HCC CTE program has tracked indirect measures such as graduate and advisory committee surveys for two years as well as direct measures, such as industry credential pass rates and Perkins performance indicators as required by the Indiana Dept. of Education. However, as with ILO assessment data, only two years' data have thus far been collected for program learning outcome assessment, so there is not sufficient data for a trend analysis to demonstrate improvement over the years. Once enough data is available, HCC's level of maturity will increase. Similarly, HCC's level of maturity will increase when the relation(s) between the CLOs and the PLOs has been mapped.
Overall levels of deployment of assessment processes within the institution	Programs that have industry credentialing exams (for example, the health professions programs) **systematically** deploy assessment processes. Data presented in the Systems Portfolio included two (2) years' worth of responses to the specific questions from Graduate Exit and Advisory Committee Surveys, three years' worth of technical skill attainment data for the CTE programs, and five (5) years' worth of student performance on ASCP National Board Exams, NBRC Exams, Associate Degree Nursing Board Exam and Practical Nursing Board Exam for selected programs, such as the MLT, Respiratory Care, RN, and LPN programs.
	Because HCC has not yet completed the process of exploring the alignment of its CLOs with the PLOs, programs without industry credentialing exams also lack measures of whether PLOs have been met. This is a **reactive** level of maturity. When, as planned, the mapping of the CLOs to the PLOs is completed and assessment of all PLOs is possible, HCC will be more mature.
Summary results of measures (including tables and figures when possible)	The existence of summary results at HCC appears to be a function, in part, of external demands. For example, summary results are available for the allied health programs which track the data as part of their national accreditation process. Perkins performance indicators (for the CTE programs) reported to the state system are created regularly and results are available in a summary format. Because there are not results for all programs, HCC is at a **reactive** level of maturity.
Comparison of results with internal targets and external benchmarks	Because HCC attempted to compare the program level learning outcomes assessment results over the years it is **systematic** in this regard. For example, selected answers to two different administrations of the graduate exit survey were provided (2015 and 2016 surveys; However, it is not clear to the reviewers how responses to the item "During my education at Hawkeye CC, I received an adequate amount of hands-on learning" addresses any specific PLO). In addition to the graduate exit survey data, data from Advisory Committee surveys regarding the adequacy of the programs for 2014 and 2015 were presented. Three or more years of direct measures of student competency were presented for board exams and the mastery of technical skills in the CTE programs.
	Because HCC does not seem to have set any internal benchmarks, it is **reactive** in this regard.

Interpretation of results and insights gained	HCC appears to be **reactive** with regard to interpretation of results and insights gained. Almost any amount of discussion of the results and insights gained would raise the College's maturity level. For example, what appears to be a large general decline in the performance of the Respiratory Care Students in 2015 relative to previous years (declines in percent passing each of three different exams of at least 19%, see Figure 1I) is not discussed.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Currently course level outcomes are primarily mapped only to the ILOs with only a few programs having courses mapped to program learning outcomes. It should be a priority in the future improvement process to map courses level outcomes to all program level learning outcomes and to ensure that students completing a program have mastered all of the College's ILOs.

Program outcomes have been identified for all CTE programs while the transfer programs are relying on institutional learning outcomes for program level assessment. Key improvements planned for 1P2 rely heavily on the five-year program review cycle, which the College considers a high priority for the assessment committee.

An annual review of student learning data would promote continuous improvement within a program. |

1P3. *Academic Program Design* focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	HCC is at an **aligned** level with regard to identifying student stakeholder groups and determining their educational needs. The College has identified two educational groupings (transfer and workforce) and has also identified several special needs groupings that are orthogonal to the educational groupings (e.g., veterans). HCC provides supports for its various student stakeholder groups within its 2015-18 Strategic Plan and the Ends Policies of its Board of Trustees. For example, there are coordinators for students with disabilities, veterans, and mental health counselors, who work through the county on a contractual basis. Tutoring, offered through the Center for Learning and Academic Success, is available to students who need assistance. HCC uses COMPASS tests to determine placements for incoming students and has provision for the development of academic plans for those students who need extra help. A prior AQIP Action project, the Preparatory Academic Lab (PAL) has been implemented and funded since the 2011 AQIP review. PAL assists students if they previously tested at a skill level in Reading, Writing or Math that indicated they needed developmental education in one or more of those areas. There is an evening coordinator to support students attending evening programs and retention specialists that support students as well. A Director of Diversity and Inclusion is being sought and has been funded and upgraded from its former organizational position to better support the Strategic Plan and Board of Trustee Ends Policies.

Because it is unclear how the identification of stakeholder groups and their needs are related to academic program design, HCC is **systematic** in this regard. |

| Identifying other key stakeholder groups and determining their needs | HCC has **aligned** processes for identifying other key groups with a stake in student learning outcomes and determining their needs. HCC works to ensure that its programs meet the needs of Iowa Code guidelines, proximal transfer institutions, high school career academies, other community colleges, and local employers. Consistent with its 2015-18 Strategic Plan and the Ends Policies of its Board of Trustees, HCC has established advisory committees for its academic programs and engages its regional employers in strategic planning and other academic planning in various ways. This is particularly apparent in the engagement of external stakeholders in the curriculum revision/development process that approves appropriate student learning outcomes.   HCC has increased the number of internal stakeholders through the use of the IDOE *CurricUNET* database repository to verify course/program content and transferability. External stakeholders including staff from public universities, public and private colleges and Iowa Department of Education staff are also engaged. The System Portfolio and the HCC website for its 2015-2018 Strategic Plan identify that external stakeholders were engaged in the Plan's development.

With regard to identifying those with a personal stake in the "climate" at HCC, HCC has a **systematic** plan in place to identify them and their needs. HCC's new strategic plan demonstrates the great value HCC sees in recognizing and appreciating diversity and supporting inclusion among students, faculty, and staff of different ethnicity, cultural heritage, gender, age, religion, and sexual orientation and functional abilities. As indicated earlier, a director of diversity and inclusion is being sought. That person's duties will be focused on helping the College be mindful of and proactive with regard to meeting the needs of all individuals who work or study at HCC. There is, however, no clear indication of how the College will determine what those needs are. |
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| Developing and improving responsive programming to meet all stakeholders' needs | HCC has **aligned** processes in place to develop and improve programming to responsively meet stakeholder's needs. The College uses input from advisory committees and Iowa Department of Education (IDOE) consultants to ensure that academic programming meets student needs. The College has also started to connect non-credit offerings with credit programs to meet changing student situations. HCC may want to discuss how its program offerings (e.g., instructional mode) have specifically responded to student needs beyond a generic increase in online courses. There is a 3-year Strategic Enrollment Plan (SEP) aligned with Hawkeye's 2015-2018 Strategic Plan. NACEP accreditation of HCC's concurrent enrollment program, CollegeNow!, assures that both internal and external standards are being met and that HCC's goals can support responsive programming. Additionally, Perkins Vocational Education grant accountability requires performance measurement for CTE program students. An Annual Program Review process that engages faculty, HCC staff and advisory committees that includes employer and other external stakeholders in academic program planning and review melds with an IDOE required annual program review process to assure that programs remain sustainable and current to meet the changing demands of the market, as required by the Board of Trustee Ends Policies. An intended annual Program Sustainability Review Analysis report and process will bolster this alignment in the future. |

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Because it is unclear what basis HCC uses for choosing the tools/methods/instruments it uses to assess the currency and effectiveness of academic programs, in this regard HCC is **reactive.** On the other hand, however derived, the fact that HCC uses a variety of methods to review its academic and vocational programs for effectiveness and currency indicates that it is at the **aligned** level with regard to utilizing the measures it has identified. One improvement since the last System Appraisal (2011) includes multi-year comparisons of benchmarked national tests (e.g. CCSE, SENSE, and CAAP). Similarly, there are surveys of academic program advisory committees composed of volunteers from regional employers that are completed annually, and employer satisfaction surveys. Internal committees (e.g. Curriculum Committee, Assessment Committee) also gather, analyze and interpret student learning course level and program level outcomes that contribute to decision-making about academic programs and curricula. HCC currently uses a comprehensive in-house tool, *Pro-View*, to enable programs to complete their Academic Program Review every five years. These reviews are then released to peer reviewers at the College for feedback. The process culminates in a meeting of the department faculty, assessment committee representatives, Academic Dean, and Vice President of Academic Affairs. In addition, program effectiveness is determined through surveys of program graduates and external stakeholders who sit on advisory committees.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	HCC has an internal annual program review process that is supported by both CurricUNET and ProView. This support allows comparisons with other institutions and assures that new programs, changes to curricula, and program discontinuation are examined in relation to program level learning outcomes and **aligned** with the HCC Strategic Plan. An annual program audit supports the IDOE five-year program reviews. If a program is no longer meeting the needs of HCC students and employers, the program is placed on a development plan and, if demonstrated need for the program is not evident, HCC in collaboration with faculty, academic administration, and academic advisory committees will alter or phase out the program with appropriate regard to assure that students in progress toward a degree or certificate are accommodated. If a program is discontinued, resource reallocations are also accomplished in alignment with Board of Trustee policies. Five-year enrollment trends are carefully scrutinized in relation to program capacity, retention and job availability. Enrollment and Advisory Committee Handbooks specify expectations for courses and programs. For online offerings, HCC also coordinates its Sloan Consortium membership activities and participation in QM to align online academic offerings with the HCC Strategic Enrollment Plan. The VPAA plans to discuss with the IR director the necessity for developing an annual program sustainability review analysis report. This report would provide beneficial information to not only program faculty, staff, and the supervising dean, but also allow the College to plan for new programs where employment outlooks are increasing and retirement of programs where identified employment outlook thresholds are diminishing, further enhancing the alignment of HCC course/program review processes.
Other identified processes	

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC has **systematic** processes in place to track graduates of its programs. The College tracks program graduates through an exit survey. It also conducts an Advisory Committee Survey and an Employer Satisfaction Survey, along with reviewing licensure and first semester transfer GPA rates. The College also reviews and implements suggestions from other campus committees as evidenced by a change to course start times suggested by the Diversity Committee (to better coordinate with public transportation schedules). The diversity committee's recommendations regarding new language in the advisory committee handbook (to require 60:40 gender ratio and minority representation equivalent to the rolling average of student enrollment over the most recent three years), were adopted. Additionally, a 2016 Community College Transfer Report is provided showing student outcomes after transfer to another Iowa IHE.
Summary results of measures (including tables and figures when possible)	HCC is also **systematic** with regard to summarizing results. Results from the Graduate Exit Survey, Advisory Committee Survey, and Employer Survey are documented. One summary data table is presented that shows the GPAs of the transfer students to regent universities over 5 years in comparison with transfer students from other colleges. It is not clear how often the College receives this kind of report or whether the reports are received on a regular basis. HCC may want to consider illuminating trends in reported data or noting multi-year averages to increase its maturity level.
Comparison of results with internal targets and external benchmarks	HCC has **aligned** processes with regard to external benchmarking. Various national, regional and internal measures and assessments are examined over time that influence decision-making about academic programs. It is noteworthy that HCC is also participating in a national (AAC&U) pilot project to examine its co-curricular activities. However, HCC is **reactive** with regard to internal targets. Apart from comparing first semester GPA trends for university for its transfer students to those from other Iowa community colleges, there is little discussion of specific internal targets or the benchmarking of the results.
Interpretation of results and insights gained	The College appears to be responsive to data collected and to be **aligned** with regard to interpreting results and gaining insight from them. HCC examines its performance relative to external national and regional benchmarks. While quantified results in this subcategory are limited, the multiyear Transfer Student GPA report shows HCC compares favorably to other universities and CCs in Iowa. Highlighted changes include suggestions from the Diversity Committee that resulted in adjustments to course times and advisory committee membership.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

This category is about academic program design. However, it is not clear how academic programs are designed to meet the educational needs of stakeholders at the College. Although the College's System Portfolio indicates that the College employs coordinators to help identify different stakeholder groups and their educational needs, there is no indication of what educational needs are identified or, if any, how the identified educational needs are used to help with academic program design. This could be a strategic issue.

1P4. *Academic Program Quality* focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	HCC has established an **aligned** process for communicating the preparation of the students for the specific curricula, programs, courses, and learning by reviewing assessment scores and course placements for ACT, ASSET, and COMPASS. Along with the testing scores, new students meet with professional and faculty advisors who will help them with planning their programs of study to meet their needs and goals. Additionally, different programs, such as liberal arts and CTE, also have their own entrance requirements, such as the level of knowledge required for program coursework, course pre-requisites and placement test scores for enrolling students into classes, and levels of reading, writing, and math skills, which are evaluated and reviewed by faculty to determine students' preparation for their programs of study. However, because there is little or no discussion in the System Portfolio of how a determination as to the required preparation is accomplished, HCC's process is, in this regard, **systematic.** Preparation requirements are indicated in the System Portfolio, although the degree to which these are shared and evaluated campus wide has not been directly addressed in the report. Similarly, the processes, committee structures, etc. for determining entry requirements appear not to be addressed. (There is indication of such in the discussion of a current review of data concerning reading placements and success in college level courses.) It would be helpful to include some of the process details and a description of the range of faculty/staff involved.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	HCC is at an **aligned** level of maturity for evaluating and ensuring program rigor. At the College, all programs are required to complete a 5-year academic program review (APR), which provides a summary of the efforts, effectiveness, efficiency, and value of a program. Championed by faculty and driven by the assessment committee and IR, the APR is implemented as a repeatable process. In this process, faculty review the assessment data, which is then released to peer reviewers, the academic dean, and the VPAA for their review, questions, and feedback. Finally, a meeting is held to discuss the content of the APR and to specifically identify and address program strengths/weaknesses, enrollment, budget and challenges. On 04/21/2012, the College was awarded accreditation by NACEP as a means to ensure consistency and quality of programming for HCC credit-bearing courses offered to high school students by high school teachers. The rigor is documented by common syllabi, textbooks, learning outcomes and assessment. The same credentials are required of all high school teachers that teach concurrent enrollment college courses as of HCC's own instructors. Since the College

	became accredited by NACEP in 2012, all standards are met to ensure that the courses offered concurrently are the same in every way possible as the courses offered on the main campus.
Awarding prior learning and transfer credits	In the Systems Portfolio, HCC indicates that transfer students must provide transcripts showing acceptable grade point levels of achievement in their prior coursework. However, it is not clear how HCC awards prior learning and transfer credits which leads to an evaluation of this process as **reactive.** The description of processes for deciding upon and evaluating acceptance of transfer and prior learning credits might be strengthened by a discussion in the Systems Portfolio of how these are shared institutionally.
Selecting, implementing, and maintaining specialized accreditation(s)	HCC listed 10 specialized accreditations in the Systems Portfolio, but it did not address the processes for selecting, implementing, or maintaining the accreditation. Aside from mentioning program review and advisory board input, the report does not appear to directly address repeatable, regularly evaluated processes regarding decisions on specialized accreditations. Thus, HCC's processes with regard to specialized accreditation are **reactive.**
Assessing the level of outcomes attainment by graduates at all levels	HCC is at the **reacting** level of maturity for its processes of assessing the level of outcome attainment by graduates at all level. Successful employment of students graduating from CTE programs is measured through surveys of students after graduation but there is no clear indication of how the survey is administered. There are also surveys of employers. As noted by HCC, the surveys are somewhat problematic due to low response rates. As mentioned previously, although efforts are underway to map CLOs onto the PLOs, most programs haven't completed this process yet, and, consequently, can't address the levels of mastery that students exhibit with regard to the PLOs at graduation.

In light of the various data collection systems in use as well as consideration of institutional and program-level outcomes determinations, it appears the report could be strengthened by illuminating the degree to which these are shared across units.

Because three years of employer satisfaction surveys are available (2012-2015), it also might be useful to disaggregate the employer responses and show trends over time. Trend analysis will support improvement in HCC's maturity level. |
| Selecting the tools/methods/instruments used to assess program rigor across all modalities | HCC's processes for selecting tools/methods/instruments to assess program rigor are **systematic.** Learning outcomes and program review are described according to established processes and managed by campus-wide committees and/or levels of administration. Quality Matters and an Online Learning Consortium are initiatives in place to promote quality experiences in online environments. This includes supporting faculty development opportunities and collaborations with a Quality Matters consortium of five other Iowa community colleges. Processes for selection of tools/methods to assess these appear to be indirectly indicated in the narrative. However, the degree to which these are shared across units and the various groups for each modality seems unclear. |
| Other identified processes | |

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement

Outcomes/measures tracked and tools utilized	HCC mentions in the Systems Portfolio that program quality was measured through student learning outcomes and opportunities for earning appropriate, industry-recognized credentials. Success after transfer is used as another measure. Other indices include academic program review, specialized accreditations, Quality Matters, graduate exit surveys, employer satisfaction, and employment status/wage data. HCC's tracking and tool utilization is at the **systematic** level. Some data corresponds to cohorts prior to recent changes in institutional learning outcomes and assessment structure. The institution is encouraged to provide more information on how these data are regularly shared (beyond the complete data report referenced) and benchmarked. This would seem particularly important given that there isn't yet enough learning outcomes data to perform trend analyses, while other parts of the data presented appear to contain more previous collection cycles.
Summary results of measures (including tables and figures when possible)	HCC's summary of results is **reactive**. There does not seem to be any plan for summarizing the data, rather the summaries presented, from anecdotal examples to averages, seem to be driven more by the particular type of data set available. Satisfaction data from graduate exit surveys and employer surveys were tabulated, and wage data from the department of education was also provided. However, limited data points were provided to show trends in the graduate exit data and 3 years' employer survey data were collapsed, making it impossible to see or evaluate changes over time. Where there is trend data, figures, rather than tables, might be effective in helping readers to quickly comprehend the results.
Comparison of results with internal targets and external benchmarks	HCC's benchmarking practices are **reactive.** The only internal or external benchmarking presented was contained in the table of data provided by the DOE that showed the first term GPAs of all of Iowa's CC transfer students (the Community College Transfer Report). In many instances, HCC's other measures have not been in use long enough for trend analyses or target setting. However, even when there is enough data (e.g., three years of employer satisfaction surveys), HCC has not apparently conducted the possible trend analyses or set internal targets. Doing both could support an increase HCC's maturity level.
Interpretation of results and insights gained	Similar to the methods used for summarizing provided measures, the interpretations presented seem to be driven more by the particular data set than by an intentional plan. This leads the team to classify HCC's post-analysis interpretative behavior as **reactive**. The institution has a wealth of data from multiple sources, including student learning assessments that are newly implemented and/or yet in development. It may be worthwhile to consider strengthening methods of summarizing the results, towards tracking performance against college goals and strategic plans, and increasing campus-wide engagement with the data.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

> Improvements are presented, yet these do not appear to be based upon data and analyses in the previous results section. Clearer and more focused narration would be helpful for each of the subcategories. The College should describe how it awards prior learning and transfer credits and how it assesses the outcomes achieved by its graduates at all levels. The College may wish to establish internal assessment targets and use external benchmarks for comparison. More interpretation of the data would be very helpful.

1P5. *Academic Student Support* focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Processes for identifying and supporting underprepared and at-risk students are well documented and **aligned** through placement testing, advising, and services for special populations such as special needs students, first generation college students, adult education, high school completion, English Language Learners, those needing developmental education, and veterans.
Deploying academic support services to help students select and successfully complete courses and programs	HCC's deployment of academic support services is **aligned**. A mandatory orientation and registration experience (MORE) was implemented in 2011 to improve student navigation and understanding of program selection, enrollment, and associated college policies. Improvements in delivering college policy information have been made. Student support services include orientations, academic advising, tutoring, evaluation and testing, an international student center, and courses specifically designed to equip students with skills to support their educational success. A 2015 AQIP action project reviewed advising structure and processes resulting in a revised advising model focused on academic coaching and support for students in the same proximity as the delivery of program courses. Other assistance include services provided to students with special needs, distance learners, veteran students, first-generation students, etc. The College has many labs that are well-equipped to support teaching and learning.
Ensuring faculty are available for student inquiry	Faculty serve as academic advisors for the CTE programs at the College. It is unclear whether a faculty member who is not a student's advisor has any responsibility to be available outside of the classroom to answer questions. The Systems Portfolio does not make clear whether the non-CTE faculty have any responsibilities to advise/answer questions. HCC has **reactive** processes with regard to ensuring that faculty are available for student inquiry.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	As described earlier, a wide variety of services are provided that support learning needs (e.g., tutoring, advising, library, laboratories). Aside from using placement tests for to determine readiness for coursework, how HCC makes a determination of what the needs are is not completely clear from the Systems Portfolio. For example, HCC has just put in an early warning system (at midterm time) to identify students at risk of a bad outcome for the term, but it is not clear how that warning is converted from an alert that a student isn't doing well to an understanding of what the student needs to perform well and then how HCC meets the identified needs. Although HCC runs a teaching and learning center to provide faculty with training/support, no description was included in the Systems Portfolio of any process for identifying the learning support needs of the faculty.

	Because it is unclear what the needs are, it is not possible to know whether it they are being addressed successfully. HCC may move to a higher level of maturity than **reactive** when the determination of what the learning needs are is better explicated.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	In order to assure quality support services, HCC has **aligned** processes for ensuring that staff members who provide student support services are qualified, trained, and supported. All of the professional staff positions are held by individuals with graduate degrees and/or have had several years of professional experience in their field. The Student Services staff meets once a week to discuss concerns and questions. Advisors and counselors meet once a week to review and discuss advising materials and issues. Once a month, either the Director or Associate Director of Financial Aid joins that meeting to provide updates on financial aid services and issues. All staff in Student Services attend Employee Development Day. Training programs have been developed for new tutors. Staff also attend professional organization workshops, meetings and conferences whether local, regional, or national as often as possible.
Communicating the availability of academic support services	HCC has a **reactive** process for communicating the availability of academic support services to the students. Information about all tutoring assistance is published on the College's website and a brochure has been developed as well. After each term starts, the Dean of Students also sends an email to all students with links to key college policy guides. Exit survey data from graduates indicates 94% of students completing degrees were able to locate the resources they needed. However, according to IPEDS, HCC's graduation rate is 28% and no data were reported for the 72% of the students who do not graduate.
Determining goals for retention, persistence and program completion	The Systems Portfolio for Category 1 does not provide any indication that HCC has determined goals for retention, persistence and program completion, thus HCC is **reactive** in this regard.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	As previously mentioned, although HCC is using a variety of tools/methods/instruments (e.g., Ends Monitoring Report for assessing developmental courses) to evaluate the effectiveness and comprehensiveness of support services, it is unclear what process(es) led to the selection of these measures or what process(es) exist to examine the value of the selected measures. A clear explication of how these measures were selected and the process(es) for determining whether to continue to utilize them could increase HCC's maturity level above **reactive**. In addition, although faculty are supported by a teaching and learning center, evaluation processes related to it were not described in the portfolio. Although it isn't clear how/why it was selected, there is a graduate exit survey that provides totals for how many times the various student services were utilized, and, in the aggregate, how satisfied students were with those services. HCC might find it useful to reexamine these data to (a) identify the numbers of unique students accessing each support service (to address the question of whether a service is being used a lot by a few individuals, or infrequently by many) and to (b) disaggregate the satisfaction data to see if satisfaction levels vary by service provided. Because four of the available support services (academic advising, library, make-up testing, and open computer labs) account for more than 60% of the responses received, knowing what the students think about the other 16 possible resources is not possible given the provided, aggregated data.

	Tutoring Center usage data is also collected. The College may benefit from effectiveness data related to other core support services such as adult education, disability services, and veterans. Developmental education processes are well documented and the effectiveness is evaluated at the Board of Trustees level via the Ends Monitoring Report.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC has a **systematic** process for tracking some of the outcomes of academic support services. Developmental education measures are well defined and support planning and improvement efforts. Tracking of usage of tutoring services and participation in college success courses is systematic. HCC's process for determining what the students think about these services is **reactive**. Data from a single administration of a survey distributed to graduates was provided. It was not clear when the survey was distributed, nor when, if ever, it would be distributed again. Formal definition of performance targets, beyond comparison to students who place directly in the gateway course, could move the processes to an aligned level of maturity.
Summary results of measures (including tables and figures when possible)	HCC is clearly entering the **systematic** level of summarizing the results of its academic support services. HCC provided numerous results summaries, including numbers of students using the student support services and student performance in developmental courses (including performance in subsequent courses as a function of grade received in initial course). Some of the data have been collected for long enough that trend data is available (e.g., the developmental education measures) and some appear to be from a single data collection episode. Some of the data presented are aggregated at such a high level (e.g., the support services survey data) that real differences among subgroups might be masked (e.g., satisfaction with child care might differ from satisfaction with disability services).
Comparison of results with internal targets and external benchmarks	HCC is **reactive** with regard to comparing its results to internal or external benchmarks. Other than a single comparison to students who were not placed in developmental education, there were no comparisons to internal or external benchmarks described in the System Portfolio.
Interpretation of results and insights gained	Because there is limited evidence presented that the data is evaluated and used for improvement of services, HCC is evaluated as **reactive** For example, there is a clear trend, across all of the developmental courses, for a much larger number of students to complete an initial course with grades of C or better than take the subsequent course in the sequence. HCC might consider asking if the percentage of students that take the subsequent course is similar to HCC's overall persistence rate or whether there is a pattern here that requires attention.

1I5. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

The advising model changes are exciting and the portfolio refers to using existing processes to measure anticipated increases in retention, completion, and satisfaction as a result of the changes. A concern is that none of what is referred to as existing processes were reported in this section of the portfolio. No data supporting the move to a mandatory student success course was provided. Improvements are being proposed, but there is no evidence supporting an improvement in the processes for evaluation of services and the use of data to support redirecting resources to the areas of advising and student success courses. HCC may want to consider establishing regular processes to set retention and completion goals and track retention rates and graduation rates over time. The College might also establish a process for selecting appropriate tools or instruments to assess the outcomes of student support services as well as a process for evaluating those already in use.

1P6. *Academic Integrity* focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	HCC has **systematic** processes in place with regard to academic integrity. HCC has an Academic Standards and Issues Committee, a standing committee that works to maintain, improve and document processes to ensure high quality instruction. The Hawkeye Professional Educators' Association Master Agreement also sets out agreed-upon expectations and guidelines that support academic integrity for faculty that includes policy related to intellectual property rights for faculty. An academic integrity statement was recently updated by the Academic Standards and Issues Committee and is included in both the Faculty and Student handbooks as well as published on the College website. For students, academic integrity is addressed through college orientations, library orientations, and the Student Handbook. HCC has **reactive** processes in place with regard to freedom of expression and the integrity of research and scholarly practice. There is no clear indication about how the College ensures freedom of expression or the integrity of research and scholarly practice. The College may want to articulate specific policies related to freedom of expression, research, and scholarly practice. Although research is clearly being conducted on campus (e.g., the surveys that are reported), no discussion in the Systems Portfolio describes processes/oversight in place to ensure the integrity of that research.
Ensuring ethical learning and research practices of students	HCC is **systematic** with regard to ensuring ethical practices on the part of the students. The College has an academic integrity statement published in its Student Handbook as well as on the College website. The library conducts information literacy sessions and supports an online guide about proper use of copyrighted material. Standard language included in every syllabus clarifies policy and practice related to academic integrity for students. Academic integrity is also reviewed for students in the Mandatory Orientation and Registration Experience (MORE) and in a one-credit, required course: *College Experience* (SDV 108). The Academic Standards and Issues Committee regularly reviews all policies related to academic integrity for both students and faculty to ensure ethical practices are relevant

	and current. The HCC library offers specific training related to copyright and plagiarism. The College may want to ensure that all students receive training in the use of published information and that it has intervention strategies to support students who are found guilty of plagiarism/cheating.
Ensuring ethical teaching and research practices of faculty	HCC is **systematic** with regard to ensuring that teaching practices are ethical. HCC has the Academic Standards and Issues Committee mentioned earlier. The Hawkeye Professional Educators' Association Master Agreement also sets agreed upon expectations and guidelines that support academic integrity for the faculty. HCC is **reactive** with regard to ensuring that research practices are ethical. Although the College actively supports ethical teaching practices through processes, mentoring, and published materials, there is no discussion of institutional oversight. As a means to introduce institutional oversight, HCC might consider establishing an Institutional Review Board (IRB) to ensure appropriate research practices.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	The Academic Standards and Issues Committee meets regularly and sets standards and expectations related to academic integrity for faculty and students. For faculty, expectations are also articulated in the HPEA Master Agreement. Both committees work to communicate these expectations. No usage data for *Turnitin* is supplied in the portfolio. HCC does not discuss any effort to evaluate the effectiveness or comprehensiveness of supporting academic integrity which leads to an evaluation of **reactive** with regard to selecting measures to evaluate the effectiveness and comprehensiveness with which they support academic integrity**.**
Other identified processes	Surveys are used, but there appears to be no oversight of the university's various surveying efforts.

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is **reactive** with regard to quantifying its impact on academic integrity. Apart from noting that an average of 1,535 students attend an average of 101 information literacy sessions each year, and that *Turnitin* is being used on campus, no measures are reported as being tracked.
Summary results of measures (including tables and figures when possible)	HCC is **reactive** with regard to summarizing data related to academic integrity. The College has not reported tracking violations related to academic integrity or the consistency of punishments for student infractions. The College also has not reported any issues related to the integrity of faculty research.
Comparison of results with internal targets and external benchmarks	HCC is **reactive**: neither internal nor external academic integrity comparisons were presented.
Interpretation of results and insights gained	The results reported by HCC are not sufficient to understand the state of academic integrity within the College. This places HCC in a **reactive** level of maturity relative to understanding where they are with regard to academic integrity.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

> Since 2011, the College has reviewed and published updated statements regarding Cheating/Plagiarism/Academic Integrity reflecting expectations and disciplinary action. In addition to the use of *Turnitin*, the College plans to improve processes to track digital information sources.
>
> HCC may want to consider specifically addressing policies related to freedom of expression and approval for administrative, faculty, and student research projects. HCC may also want to collect and benchmark data related to academic integrity to understand how its messages are being received and the state of academic integrity within the College.
>
> The College may also want to select appropriate tools or instruments and develop appropriate assessment processes to continuously evaluate the outcomes of supporting academic integrity.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. *Current and Prospective Student Needs* focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	HCC has established a **systematic** process of identifying key student groups. In order to identify prospective student groups, HCC collects and analyzes data from numerous internal and external sources, such as the Iowa Workforce Development, Iowa Department of Education, U.S. Census, College enrollment reports prepared each semester, and annual Prospective Student Qualification Survey results. Additionally, the college tracks demographic population trends in its service area and also reviews demographic composition of graduating classes from its feeder high schools. However, Data and analysis appear to be limited to Admissions and Student Life. Sharing the information across the institution would increase the maturity level of these processes.
Determining new student groups to target for educational offerings and services	In the Systems Portfolio, it is not clear what processes HCC uses to determine student groups to target for educational offerings and services, which put the College at a **reactive** level of maturity in this regard. The College's observation of greater numbers of ELL students enrolled at its Metro Center led it to determine them as a group that would need special services, and it also identified that the poor economy displaced workers as another group of students in need of special services. However there was no clear indication of what special services were provided. A regular and repeatable process and a clear indication of the services provided would move the college up to a higher maturity level.
Meeting changing student needs	HCC determines student needs primarily through internal surveys in a more **systematic** process, although the portfolio does describe comparison to peer colleges and a luncheon when a few student groups meet with the president twice a semester**.** One example of changing the name of Student Senate is provided as evidence of a change based on peer comparison. However, no data elements or other comparisons are given, and trends are not shown. Data analysis appeared to be limited to Admissions and Student Life. Sharing the information across the institution, providing results of data analysis, and presenting interpretation based on results of data analysis would increase the College's maturity level of this process.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	HCC has established a **systematic** process of identifying and supporting student subgroups with special needs. For example, the College has identified veterans, first-generation college students, and ELL students, and has staff assigned primary responsibility for each subgroup; they recently hired 9 specially-prepared individuals for this purpose. Furthermore, examples of enrollment data, surveys, and employment trends are provided to demonstrate how student subgroups such as city bus users, ELL students, and manufacturing employees were identified and supported. However, data and data analysis appear to be limited to Admissions and Student Life. Sharing the information across the institution would increase the maturity level of these processes.
Deploying non-academic support services to help students be successful	At a **systematic** level of maturity for deploying non-academic support services to help student succeed, HCC Student Life uses survey results to update resources, schedules, and policies that help students access co-curricular activities and services. Based on the survey findings, the College changed the starting times of classes to better accommodate those arriving on campus via public transportation. It also tracks reasons for students wanting to use the health center and has made some changes in the services offered based on the distribution of responses (e.g., increasing availability of mental health counselors). Additionally, the college provides emergency loans to students at risk of not completing a term for financial reasons. Providing more examples in the portfolio to include more students across the campus and providing more trend data would move the College up to a higher level of maturity.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	HCC has established a **systematic** process for ensuring staff members who provide non-academic support services are qualified, trained, and supported. At the College, staff are required to have appropriate, advanced degrees, or comparable prior experience, before being hired. In both Fall and Spring semesters, all staff are invited to join the week of professional development activities. Staff with special responsibilities receive special training. For example, those with responsibility for interacting with non-native English speakers received training in both language and culture in order to assist them in performing their responsibilities. The College also hires new staff specially qualified to deal with some of HCC's identified student groups, e.g., the Veteran's affairs coordinator. Additionally, the Admissions/Student Life team invests in the professional growth of its team through numerous professional development opportunities, such as on-campus professional development days (two days/year), Cedar Valley Leadership Institute, conferences, and LINC (Leadership in a New Century) and CLIC (Community College Leadership Initiative Consortium) programs through Iowa State University. Staff members are reimbursed for professional development and continuing education opportunities.
Communicating the availability of non-academic support services	With a **systematic** process, HCC communicates the availability of non-academic support services to the students through the college website, social media like Facebook and Twitter, print publications and newsletters, outreach events and services, and Constituent Relationship Management (CRM) software. In addition, the College is part of a consortium that distributes *CollegeConnections,* a brochure that is intended to provide knowledge that graduating high school seniors, particularly those from underserved households,

	seemed to lack about college (including support services, required preparation, etc.). An established process that communicated the information at a regular and reputable interval would increase the maturity to higher level.
Selecting tools/methods/instruments to assess student needs	HCC appears to be at a **reactive** level of maturity for selecting tools and instruments to assess student needs. Tools and methods are identified, but no process for selection appears to be described. It is not clear either how HCC selects the tools/methods/instruments it is using to assess student needs.
Assessing the degree to which student needs are met	HCC is at a **reactive** maturity level in terms of assessing the degree to which student needs are met. In the Portfolio, no data of satisfaction with any of the non-academic support services was provided in the Systems Portfolio, except that data of the use of, interest in, reasons for using the services presented. In addition to showing the effect on maintaining and continuing enrollment after receiving an emergency fund loan, if the College could provide some satisfaction data and esp. relationships between usage/satisfaction with any of the non-academic support services and persistence, retention or graduation rates, it would move the College up to a higher maturity level.
Other identified processes	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC uses Student Health Clinic survey via *Inquisite*, in-classroom surveys, and focus groups, on an on-going basis, to track student health needs, student usage, and satisfaction, and the 2015-16 student health needs are depicted. Additionally, the College also tracks the satisfaction of the students and parents with the quality of the information provided, program breakouts, as well as the overall satisfaction with the Admissions visit events over 5 years. The College also provides the outcomes for the local trust transportation and childcare grants over 2 years, including students served, percentage of completing semester of emergency, and percentage of graduating or persisting to the next semester. However, student satisfaction with admissions events and local transportation and childcare are the only measures that have trend data, and only one data point was provided for student health needs, which put the College at a **reactive** maturity level in this area. HCC would be able to move up to a higher level of maturity if it could provide more data and trend data of other non-academic services regarding in-person usage, satisfaction, and student needs.
Summary results of measures (including tables and figures when possible)	In the Systems Portfolio, HCC appears to be regularly producing summary results in tables, regarding student satisfaction, usage, and student health needs. Additionally, student satisfaction data for Admissions visit events provided for 2011 through Fall 2015 are regular and repeated. However, there are no other results provided that would indicate an overall systematic approach to summary results, which leaves the College at a **reactive** level of maturity regarding providing summary results of measures. If the College could produce meaningful summary data, which were used to support the institutional goals and the decision making process for continuous improvement, it would move the College up to a higher level of maturity.

Comparison of results with internal targets and external benchmarks	HCC is at a **reacting** level of maturity for comparing results with internal targets and external benchmarks. In the Systems Portfolio, comparisons of results are provided over the years between different categories at the College, but no internal targets or external benchmarks are provided or described in this section of the Systems Portfolio. This could be a strategic issue for the College.
Interpretation of results and insights gained	HCC tracks outcomes using different tools and instruments, and provides summary results as well as comparison of results of measures, but they do not allow for meaningful interpretation, which put the College at a **reactive** maturity level regarding providing interpretation of results and insights gained. The College might benefit from tracking in-person usage of the services it offered that way (in addition to the web surfing they are currently measuring) and from directly asking those who have used the services what they thought about them (much the way Admissions monitors feedback for its visit events). It might also benefit from considering the relations, if any, between usage of or satisfaction with available non-academic services and measures of student academic success (persistence, retention, or graduation).

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Although the *CollegeConnections* could be better fully implemented with a new customer relations management (CRM) tool, it is unclear, however, how the software is expected to improve the processes for determining, understanding and meeting the non-academic needs of current and prospective students. HCC may improve its maturity level by providing a clear indication of the process how the software could be best used to achieve the goal of the College.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	HCC has established an **aligned** process to collect appropriate retention, persistence and completion data. After data is collected each semester, the College compiles the data by program cohort for all Career and Technical Programs and Liberal Arts degrees, and then monitors student progress through 150% of expected time to degree completion. Additionally, the College also presents methods of data collection and reporting that are currently in place and shared with programs faculty for purposes of tracking student persistence. In particular, a Cohort Retention Report draws upon data from a Mid-Term Early Alert Report, compiling feedback from faculty on student performance in week six. It appears the majority of effort is focused on data collection and reporting at programmatic levels. The College could move up to a higher maturity level by providing information concerning processes on the integrity and intended analysis of faculty feedback received, as well as the degree to which processes are done to intentionally bring together strengths of rich cross disciplinary collaborations.
Determining targets for student retention, persistence, and completion	HCC is at the **reactive** level of maturity in determining targets for student retention, persistence, and completion. In the Systems portfolio, it is unclear how HCC arrived at its current targets for student success. Although the College asserted that the Program

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<td>Cohort Retention data reports assisted in establishing internal targets with respect to Term-to-Term Persistence, Year-to-Year Retention, and Graduation, no targets for retention, persistence, and completion were given in the section of 2P2. It was not until 2I2 that the College introduced its current targets for student success (term-by-term retention: 70%, year-by-year retention: 50%, and graduation rate: 40%); however, it not clear how these targets were determined. The College did report that the Exemplar Program Study team, a College initiative, used the Program Cohort Retention reports to arrive at internal targets, but this group is very recent and so begs the question of how other targets were generated. Additionally, processes to intentionally determine targets appear to not be included in this section, and none of the data reports included in the portfolio seem to include prominent displays and corresponding analyses relating to institutional targets. Clarification of targets and how they are determined may increase College maturity level in this area.</td>
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<td>Analyzing information on student retention, persistence, and completion</td>
<td>HCC is at a **systematic** level of maturity with regard to analyzing information on student retention, persistence, and completion. The College used the Program Cohort Retention reports to analyze student migration to other programs, and used IPEDS Feedback Report to benchmark against the other 14 Iowa Community Colleges in the areas of Full-time Retention and Graduation rates. Mid-Term Early Alert Reports were also analyzed for potential patterns in identified populations. However, the process regarding the analysis of institutional data in this area appears to be in the developmental stages, and it is unclear whether and how the continuing development and ongoing evaluations of these are shared campus-wide. In order to move up to a higher level of maturity, the College is encouraged to consider ways to approach the intentional analysis of the wide ranging data collecting, towards establishing processes which may be reviewed for continuous improvement and shared throughout the community.</td>
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<td>Meeting targets for retention, persistence, and completion</td>
<td>HCC has engaged in the task of determining which programs are and are not meeting the College's targets for retention, persistence, and completion. However, although 18 programs were identified as exemplary with regard to student persistence, retention, and graduation, there was little in the Systems Portfolio that indicated whether HCC was meeting its internal targets for student success. For example, it is very difficult to use the report that HCC provided to determine whether the example program (Agricultural Business Management AAS) has met the targets for retention and completion. Another example is that HCC presented a single data point showing that its graduation rate is 28%. As no trend data was presented, it is not possible to tell if HCC is moving toward the desired 40%. All these have put the College at a **reacting** situation for meeting the targets for retention, persistence, and completion. Identifying specific targets and how they are being met may increase college maturity level within this area.</td>
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<tr>
<td>Selecting tools/methods/instruments to assess retention, persistence, and completion</td>
<td>HCC is in a **reactive** process for selecting tools and instruments to assess attainment of program level learning outcomes. In the Systems Portfolio, There appears to be no information provided concerning the selection processes for the various data collection methods, continuous evaluation of the efficacy of such methods, and the degree to which these are done to intentionally promote</td>
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</table>

	cross campus collaborations. HCC is encouraged to consider ways of advancing in such directions, towards increasing institutional maturity. Additionally, it is unclear what tools are used to assess attainment of program learning outcomes.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is in a **systematic** process for tracking student retention and graduation rates through IPEDS as well as tracking student enrollment data in a way that makes possible the assessment of persistence, retention and completion. A wide variety of regularly collected data is presented in the Systems Portfolio, concerning student persistence and including several possible measures. Additionally, HCC faculty and staff also monitor Program Cohort Retention Reports, which will be stronger with the inclusion of trend data when available. To increase institutional maturity, HCC may want to consider ways of more intentionally providing for analyses of progress towards a community shared, rich set of institutional targets.
Summary results of measures (including tables and figures when possible)	HCC is in a **systematic** process for generating summary reports of the measures. It produces a summary report for each program as soon as one of its cohorts passes 150% of the expected time to completion. While this report shows the percentage of the students completing the program both within 100% and 150% of the expected time, no data are provided that show a program's average persistence rate or its first to second year or second to third year retention rates. HCC might want to consider including the values that represent the program's persistence and retention rates so that determining whether a program is/is not meeting targets can be readily discerned. The College should be commended for its most recent IPEDS Feedback Report related to levels of Full-time retention. The analysis of a complete set of trend data for all measures may help to demonstrate greater maturity.

The summary results of measures that HCC provided appeared to be guided more by those methods facilitated in each particular type of report and/or reporting agency than by intentional effort to provide a meaningful, systematic synthesis of multiple data sources towards analysis of institutional progress. This indicates the College is at a **reacting** maturity level for some aspects of this item. HCC might benefit from considering whether different subgroups of students, defined in some way other than by program, e.g., male/female or veteran/non-veteran, are performing similarly with regard to persistence, retention, and completion. |
| Comparison of results with internal targets and external benchmarks | As clearly indicated in the Systems Portfolio, HCC is at the **reacting** maturity level to provide comparison of results with internal targets and external benchmarks. Although HCC has internal targets (presented in 2I2), there is no indication in the Portfolio to show which or how many HCC's programs have met its targets. On the other hand, the only external benchmarking provided was from the IPEDS Feedback Report, which compares HCC to a self-selected comparison group, but in the Portfolio HCC did not list the peer institutions and therefore there is no knowing how HCC was compared to those peer institutions. Additionally |

	only one year's worth of full-time, first time retention and graduation rate data were provided, and thus it is not clear where HCC stands with regard to meeting its 50% retention goal and it is not possible to tell whether or not the College has improved regarding its retention and graduation rates. For the College to improve maturity level in this area, the use of trend data to present a more complete and contextualized picture of the results is necessary.
Interpretation of results and insights gained	Although HCC presents summary results of the measures and comparison data relative to retention, persistence and completion, the College provides very little, if any, interpretation of the data in the portfolio, leaving the College at a **reactive** level of maturity. HCC might want to consider evaluating the gaps in retention, persistence, and completion rates between students of different characteristics in order to increase its maturity levels.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC might want to consider making sure that the data that it collects and reports is well-suited to the intended purpose. If there is a process that evaluates a program's success/failure to meet internal targets for persistence, retention and completion, HCC might find that describing it increases its maturity level. HCC might find it useful to include trend data when it reports comparisons to targets. That would allow for an understanding not only of current location with regard to a target (above or below) but also of whether the current trajectory is in the desired direction. HCC might also find that using the census day N from a cohort's first term, instead of the first day of the term N as the denominator for its retention and graduation rates (as they are currently doing) would be more practical. HCC reviews a series of measures to assess retention, persistence, and completion. The College also appears to communicate this information to the appropriate stakeholders. A dashboard project should help to increase the accessibility of these reports. The AQIP project to identify best practices in retention, graduation and completion may also yield useful practices. Additionally, the College project to implement policy and stand for Non-Credit to Credit Articulation promises to increase college retention. Follow-up is planned concerning the Program Exemplar Study, with the intent of identifying best practices in achieving broadly stated target levels. From the presented results section, it seems a unifying program's dashboard approach will be helpful for advancing the effective use of a wide range of data. HCC may want to consider including student support areas, as well as statewide/national comparison data (particularly if these include programs level information), in the same dashboard initiative. Key performance indicators are also mentioned, which suggests institutional sharing and development of targets is being identified for increased attention in the near future.

2P3. *Key Stakeholder Needs* focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g.,	HCC is at an **aligned** level of maturity in determining its key external groups. Determining the key external stakeholder groups

alumni, employers, community)	is aligned with the specific functional areas of the College. As indicated in the Portfolio, the College interacts with over 50 program advisory boards, sector boards, and state-level (Iowa) agencies to identify stakeholder groups, focuses on its service region and Iowa employers, and identifies its key external stakeholder groups, which includes alumni, community partners and employers, prospective students, high schools, transfer colleges, parents, and business and industry partners, etc. If HCC could describe clearly the processes of how to determine its key external stakeholders, it would move the College up to a higher level of maturity in this area.
Determining new stakeholders to target for services or partnership	HCC is at the **aligned** maturity level of the process for determining new stakeholders to target for services or partnership. In particular, the College, specifically its Business and Community Education operation, manages the Iowa New Jobs Training Program (260E), the Accelerated Career Education Program (260G) and the Workforce Training and Economic Development Program. These state-supported programs have reporting requirements that support HCC's internal processes and provide opportunities for the College to determine stakeholder targets for services, partnerships, and collaborations. HCC's approach to identifying new stakeholders seems to rely on suggestions made by advisory/sector boards. It does not appear that this is a "process" rather it appears that chance suggestions are acted upon. Considering this, the College is at the **reacting** maturity level for some aspects of determining new stakeholders. HCC has created two new sector boards recently, Advanced Manufacturing and Healthcare, and plans to create three more in FY2016 (transportation and logistics, customer service, and information technology). How and why BCE decided to create these sector boards and bring them online in the order in which they doing so is unclear to the team.
Meeting the changing needs of key stakeholders	At an **aligned** level of maturity for meeting the changing needs of key stakeholders, HCC utilizes its existing and emerging partnerships, programs and collaborations as opportunities to gather and analyze data from internal surveys, indicating how well changing needs of key stakeholders are being met. HCC also analyzes its progress and performance in comparison to national benchmarks (e.g. Council for Advancement and Support of Education Survey in the area of alumni relations). HCC's *CollegeConnections,* an outreach program, was developed based on the identified needs of graduating high school students. Additionally, HCC works closely with its key employers through program advisory and section boards to enhance its ability to meet changing needs. For example, the College regularly surveys its board members regarding their opinions about the needs of the group they represent and has revamped the Foundation website to allow alumni more opportunities to engage with HCC. All this allows the College to determine, understand and meet the changing needs of the key stakeholders. However, HCC has not provided any description of how potential board members are identified or the extent to which the existing boards' membership reflect the distribution of relevant stakeholders. Improvement in this area would increase the college's level of maturity to a higher level.
Selecting tools/methods/instruments to	HCC uses a variety of internal and external information to assess key stakeholder needs, e.g. Iowa Workforce Development and

assess key stakeholder needs	Department of Education reports and U.S. Census information, which is a more **systematic** approach. Additionally, the College also uses internal surveys and reports. For example, HCC enrollment reports are prepared each semester and the *Prospective Student Qualification Survey* is conducted annually. The College also conducts a telephone survey of high school seniors in Iowa and adjacent states to determine factors in students' college decision making. However, in the Portfolio there is no clear indication of whether an established process of selecting tools and instrument existed at the College. Also HCC had not yet had an alumni satisfaction survey and there were no satisfaction tools or methods for other stakeholders described in 2P3 of the Systems Portfolio.
Assessing the degree to which key stakeholder needs are met	HCC has established an **aligned** process to assess the meeting of the key stakeholder needs. In particular, the College gathers information during its events where its key stakeholders participate and from key staff members working externally to assess the degree to which key stakeholder needs are met. For example, career workshops for adult students and community activities are opportunities HCC uses to gather information about stakeholder needs and to generate ideas for improvement. An HCC representative for underrepresented populations works specifically with the Waterloo community schools, the regional school district with the highest minority student enrollment. Through work with school counselors and other high school staff, the HCC representative works to assist students with college admissions. Additionally, peer institution comparisons are used by HCC Student Life to improve Student Senate mission statement and its operational model. There is an Annual MET survey that provides insight into student needs and there is a weekly Student Center facility use survey. However, the BCE data is limited to enrollments and participants served and it is unclear to what extent HCC is assessing the degree to which stakeholder needs are met.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is at a **reacting** maturity level in tracking outcomes and tools used. Since 2011, HCC has offered different new job training programs, and appears to be tracking inputs (for example, dollars spent on Iowa New Jobs Training Agreements, number of training programs, contact hours, number of participants being trained) but the College did not provide the outcomes of the training programs in the Portfolio (For example, how many new employees were hired as a result of the six years of expenditures shown in Figure 2w and what were their starting salaries). HCC also reports retraining more than 10,000 existing employees (N =12,289) in approximately 1,000 contracted training classes at a total cost of almost $3M ($2,740,152) but again it did not report any outcome data. Providing the information of the outcomes of the new job training programs and how the outcomes are tracked would move the College up to a higher level of maturity.
Summary results of measures (including tables and figures when possible)	**Systematically,** HCC produces summary reports of assessment results. In this section of the Portfolio, HCC summarizes its funding from various work force initiatives; however, the summary results are limited to only a few individual variables, e.g., total dollars

	spent, total training programs offered, contact hours taught, and total persons trained) that don't show the relations among related variables or the outcomes of the training programs, such as dollars per person trained, dollars spent per employee actually hired, or increase of hires as a result of the training. Providing this information might be helpful for HCC to determine how successful the training programs are, how much it is meeting the new job training needs of the key stakeholders, and esp. would move the College to a higher maturity level.
Comparison of results with internal targets and external benchmarks	With the exception of targets/benchmarks for fund raising from alumni that are derived from the CASE white papers, HCC does not report any specific internal target or external benchmarks for meeting key stakeholder needs, leaving the College at a **reactive** level of maturity. Lacking internal target and external benchmarks for comparison continues to be a strategic issue for the College.
Interpretation of results and insights gained	Although HCC asserts that analysis of internal targets and external benchmarks is ongoing and validation of external comparisons is suggested to include the comparative reporting of Ruffalo-Noel Levitz surveys of student services and CASE reports on college fundraising and alumni relations, the presentation of comparison with internal targets is limited. There is no interpretation of the results presented or insights gained beyond alumni and student services areas, which left the College at a **reactive** maturity level. Providing interpretation and insight gained based on the data presented in the Systems Portfolio would increase the College's maturity in this area to a higher level.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The BCE division is planning to expand the sector boards based on the state workforce database and needs of the service area. It is unclear, however, how HCC determines the needs of the service area. HCC is working diligently to improve its alumni relations. It has hired a new Foundation director and is starting to use CASE whitepapers to benchmark the structure, processes and fund-raising efforts of the Foundation. HCC is distributing a great deal of training/retraining grant money but does not appear to be monitoring the success of those training efforts except to note how many people participated, how many training were offered, or how many hours taught. No feedback from the participants was presented, nor were any data regarding the outcomes of the training/retraining (e.g., persons hired or retained, impact on trainees' incomes, etc.) HCC improvements include expansion of BCE sector boards, development of a comprehensive alumni communication plan by the end of 2016 and expanded fundraising. HCC has established some targets for term-to-term retention (70%); year-to-year retention (50%) and graduation (40%); however, these are only recently implemented (late summer).

2P4.***Complaint Processes*** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement

Collecting complaint information from students	HCC has had a student complaint policy and process in place for the past five years under the leadership of the Dean of Services. The process reflects a **systematic** approach to collecting complaint information from students. Students are made aware of the compliant process through the Student Handbook. In addition, HCC makes information on Title IX complaints available to students on its website where students, and others are also able to file anonymous complaints via the HCC website or via email to the President's Office. The Systems Portfolio reports that seven complaints were received in the last five years. The type of complaints tracked is not clear in the Systems Portfolio. Few complaints reported suggests that not all types of complaints are tracked, e.g. grade appeals, student discipline contested and so on.
Collecting complaint information from other key stakeholders	HCC states in its System Portfolio that it does not track complaints from other stakeholders because it has deemed them to be unique and not part of any pattern. Complaints received from non-students are handled by the appropriate supervisor. It is unclear to the team how HCC has arrived at the determination that there is no pattern without keeping track of the complaints. Addressing other key stakeholder complaints as an ad-hoc activity results in HCC being at the **reacting** stage of maturity on this item. HCC may want to consider implementing a regular process for handling key stakeholder complaints and tracking them to provide evidence in its next Systems Portfolio to improve this maturity level.
Learning from complaint information and determining actions	HCC is at a **reactive** level with regard to learning from complaint information and determining actions. It is unclear from the content of this section of the Systems Portfolio what HCC might have learned from analyzing the complaints it has received. The institution could move to a higher level of maturity by going beyond tracking only student complaints and tracking and analyzing the content of all complaints. Additionally, descriptions of the analysis of the content of the complaints or of the characteristics of the complainants and what outcomes resulted from the analysis of complaints might also improve its maturity level.
Communicating actions to students and other key stakeholders	No description of how actions related to complaints were communicated to the complainants was provided in the Systems Portfolio. Consequently, it appears HCC is **reacting** in terms of communicating actions taken to students and other key stakeholders. In future Systems Portfolios, evidence of when and how communication about the actions taken as a result of complaints received to the complainant and other if appropriate can support progress in maturity.
Selecting tools/methods/instruments to evaluate complaint resolution	The HCC Systems Portfolio does not provide evidence that HCC is evaluating complaint resolution. It appears HCC is merely counting them and it is not clear what types of complaints are being recorded given the small number over time. For example, no indication is provided when the complaints that were tracked were settled or what actions was taken in response to the complaints. In the absence of more detailed information in the Systems Portfolio, HCC appears to be **reacting** in terms of evaluating complaint resolutions. As stated in prior sections, tracking all complaints and providing more summarized quantitative information about complaint resolution and communication to complainants and others can support a higher level of maturity.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC counts the number of student complaints filed each year, although it is not clear in the Systems Portfolio what types of complaints are recorded. HCC is **reactive** in terms of external stakeholder complaints as these are not centrally tracked. The Systems Portfolio did not describe complaints received from faculty or staff or how those would be resolved.
Summary results of measures (including tables and figures when possible)	HCC is in a **reacting** level of maturity in terms of summary of results. Only the number of students complaints made in the last five years was provided. No data were provided regarding how early/late in the grievance process these complaints were resolved. The Systems Portfolio did not provide any data to indicate whether the student complaints were about disparate or common issues.
Comparison of results with internal targets and external benchmarks	The College is working to make sure that its policies and complaint process are in compliance with all federal mandates. HCC has hired legal counsel and a campus security firm to provide advice about how to meet federal guidelines, provided specific training to staff, and created an electronic tracking system to monitor Clery Act, Title IX and Violence Against Women Act (VAWA) reporting data. The Systems Portfolio does not indicate whether HCC compares its own received complaints against any internal targets or external benchmarks. In the absence of any description in this regard, HCC is at the **reactive** maturity level.
Interpretation of results and insights gained	HCC is in a **reacting** level of maturity in regards to interpretation of results and insights gained as these are not discussed in the Systems Portfolio.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC is appropriately reviewing policies and processes related to possible complaints for compliance with federal mandates and has recently updated its Sexual Misconduct Policy and created a Title IX brochure. HCC has joined Association of Title IX Administrators (ATIXA). There are two Title IX coordinators on campus. The Systems Portfolio does not clearly indicate the connection between results and improvement actions. HCC indicates that they will expand training of Title IX and Sexual Misconduct and will continue to monitor their website link for actionable concerns. While the first may represent an improvement, it is not clear from the Systems Portfolio that these trainings have thus far been effective. HCC reports that there are five current Title IX complaints in a six month period, while there were only 7 complaints in the prior 5-year period. This result suggests to the team that the training has affected Title IX complaint reporting. The institution may want to undertake an evaluation of the effectiveness of these trainings and possibly revise trainings for improvement based on evaluation findings. Also, in addition to monitoring the website for actionable items, the College may want to conduct analyses of complaints to look for patterns that might direct future actions and improvements. HCC might benefit from examining possible causes of the increase from seven complaints over a five-year period to five Title IX complaints in less than six months.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	HCC selects partners for collaboration based on Iowa Code, Chapter 260C, the Board of Trustees' Ends Policies, and the evolving needs of students, graduates, and the community. The Systems Portfolio reports that the Iowa Code requires some partnerships and that other relationships are created to meet evolving student/stakeholder needs. HCC personnel serve on community boards and in economic development organizations. Figure 2a lists categories for strategic partnership with educational organizations. However, the list in the Systems Portfolio does not include the relationship the College has with the University of Northern Iowa related to *Engineering Technology* training. Given the integration of external policy in identifying and selecting partners for collaboration, HCC is **aligned** for this item.
Building and maintaining relationships with partners	HCC is a participant in the *CollegeConnections* consortium that supports high school students' decision making with regard to entering college. There are regular visit days for all 26 high schools in the HCC service area, during which HCC staff meet with high school counselors, students or parents and answer questions about transitioning into college. The College has a Dean of Transitional Programs to work on relationships K-12 partners. It is unclear, however, if this person also works with other university partners. For high school partnerships, counselors, faculty, administrators and students are surveyed about the value of the partnership The Systems Portfolio suggests a **systematic** process is in place for building and maintaining external relationships relevant to HCC mission. There are: • Articulation agreements with Iowa universities, as well as agreements with other colleges and universities in states that border IA; • An active partnership with UNI to collaborate on Admission visit events and to develop a 3-D Design Lab; and • Regularly hosting of annual events for community partners. A direct discussion of the process, including the level of cross-campus shared responsibility and evaluative assessments in a future Systems Portfolio would support progress in maturity level. HCC might also benefit from describing how HCC positions people to serve on the external boards in a strategic fashion or how it encourages employees serve.
Selecting tools/methods/instruments to assess partnership effectiveness	HCC **systematically** tracks a number of measures related to high school partnerships and partnerships with civic organizations that host events on campus. Apart from creating new events and collaborations, it is unclear how the results impact existing relationships. The HCC Systems Portfolio is unclear how the surveys that are in use were selected to assess partnership effectiveness. The College may want to better define standards or criteria by which all partnerships are evaluated.
Evaluating the degree to which collaborations and partnerships are effective	The College Systems Portfolio describes that HCC is collecting data about CollegeNow! and event partnerships with civic organizations. It appears that data is collected from the civic organizations and it is not clear how HCC is assured this information is accurate or aligned with HCC goals. It is unclear how the evaluation of these events is analyzed before a decision is made to move ahead with programs in the following year. The Systems Portfolio does not present data or summarized information to make it possible for the team to know what HCC knows about

	the degree to which its collaborations and partnerships are effective. More clarity in evaluation processes for all partnerships would help to increase maturity in this area beyond the current **reacting** level.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	CollegeNow! is **systematically** assessed via surveys to relevant stakeholders. Civic events held on campus are assessed after the event through a meeting between a college team and the leadership of the civic organizations. In addition, the College asserts that the President and Cabinet evaluate the information relative to this group during budget discussions. To mature, measures and tools should be developed for all partnerships.
Summary results of measures (including tables and figures when possible)	Although the College has what appears to be many valuable partnerships, no summary results for their size, budgetary impact, or effectiveness are reported in the Systems Portfolio. Some survey data is referenced and hotlinked in the discussion. However, the data and relevant analyses are not summarized in the Systems Portfolio. HCC is at a **reacting** level of maturity that may be improved by summarizing and presenting data and information in the Systems Portfolio rather than using hotlinks to information that are not summarized or analyzed.
Comparison of results with internal targets and external benchmarks	Beyond Iowa Code requirements not specifically referenced and Board Ends Policies that are general statements of intent, there do not appear to be internal targets or external benchmarks related to partnerships. HCC is at a **reacting** level of maturity that may be improved by analysis of existing survey results and other measures, interpretation and specifying specific targets and benchmarks.
Interpretation of results and insights gained	While the College collects results for at least two major partnership areas (CollegeNow! and civic events held on campus), no results or insights relative to these groups are reported in the Systems Portfolio. The College recognizes the need to expand and enhance collaborations to serve underrepresented and minority populations. HCC is at a **reacting** level of maturity that may be improved by analysis of existing survey results and other measures, interpretation and specifying specific targets and benchmarks.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC seems to be focusing its attention and efforts on establishing/maintaining partnerships and collaborations. It does not seem to be assessing how productive these partnerships/collaborations are. HCC's maturity level might improve if similar attention to outcomes as is given to inputs. The College should be commended for its wide ranging collaborations and partnerships, especially those connected to civic organization and economic development groups. The College plans to expand and enhance collaborations and partnerships to serve underrepresented and minority populations and then to evaluate their effectiveness. Formally evaluating the effectiveness of all collaborations and partnerships would be a useful next step.

> Plans to increase collaborations serving underrepresented and minority populations are discussed and seem to fit well with institutional mission. However, such plans are not discussed in any degree of specificity, including how the particular efforts contained in such plans may have drawn upon results of data in the previous section (2R5). Establishing a new director of diversity position and setting new targets/metrics for assessing success in this category seem very timely.

AQIP Category Three
VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	HCC has established **aligned** processes for recruiting, hiring, and orienting its employees. Hawkeye's processes ensure that individuals have appropriate qualifications by adhering to credentialing standards and qualifications for faculty and administrators teaching and/or supervising academic processes and services. HCC confirms these qualifications are in line with credentialing standards listed in the Iowa Statutory Code and/or Higher Learning Commission Criteria for Accreditation, Assumed Practices B.2 for faculty qualifications. HR consults with hiring departments to define qualifications beyond the minima discussed above. Deans sign documents verifying that new faculty hires have the required qualifications. HCC's Equity Committee also reviews and modifies a list for external job vacancy postings to assist with recruiting from diverse and underrepresented populations. HCC reports that "Executive level positions are usually recruited nationally using an executive search service". An opportunity exists to better detail the processes for staff and administrators. An additional opportunity exists to ensure that diverse candidates are interviewed for each position. Simply advertising in publications seen by member of an underrepresented populations does not necessarily ensure a diverse candidate pool. There are personnel orientations, conducted by HR, upon hiring, and these are in addition to pre-employment, first day, first two weeks and first two months orientations conducted by the hiring departments. Employees cannot access their Hawkeye computer accounts until they have read the Personnel Handbook in its entirety. Extending their emphasis to include assessing the effectiveness of these orientations may support further improvement.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	HCC has **aligned** hiring processes that are designed to be fair and to assess the degree to which applicants for staff and administrator positions have the desired qualifications, skills and values. HCC follows relevant external criteria with regard to qualifications (for example, the Iowa Statutory Code). The job descriptions are written to require these qualifications. Human Resources staff develop qualifications regarding education, experience, certifications, skills, and, if appropriate, physical requirements. Employment databases are consulted to verify the currency of the criteria developed through this process. Job descriptions are reviewed when a position is approved for hire.

	HR determines whether candidates have minimum requirements before sending applicant files for review by interview team (only those who meet minima are reviewed by interview team). Interview team members use a common scoring rubric for independently evaluating submitted materials. The interview team agrees upon a single set of questions to ask all interviewees, and these questions are based on the job description. There is an HR representative assigned to all interview teams. Although HCC states that their hiring processes result in the hiring if staff and administrators with the required qualifications, skills and values, it would be helpful to provide more explanation of the outcomes of these processes and the link between the outcomes and the processes themselves. This might move HCC to a higher level of maturity in this area.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	HCC has **aligned** hiring processes that are designed to be fair and to assess the degree to which applicants for faculty positions meet academic credentialing standards As mentioned previously, HCC follows relevant external criteria with regard to qualifications (in this case HLC Assumed Practices B.2, and NACEP standards). The job descriptions are written to require these qualifications. HR determines whether candidates have minimum requirements before sending applicant files for review by interview teams. As noted above, interview teams use a common scoring rubric for independently evaluating submitted materials and agree upon a single set of questions to ask all interviewees. There is an HR representative assigned to all hiring committees.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	In its Systems Portfolio, HCC demonstrates a **reactive** level of maturity in its processes related to ensuring a sufficient number of faculty to carry out classroom/non-classroom programs and activities. The College states that Academic Deans are charged with hiring an adequate number of faculty to meet classroom and non-classroom needs for their departments. These needs are discussed with the Vice President for Academic Affairs during weekly meetings. The College could move to a higher level of maturity by describing a formal process of determining needs that may take place during the weekly meetings.

Besides reporting that the hiring of faculty is a key priority, the College gives no indication of how faculty need is determined or how the hiring of different faculty levels (full-time, adjunct) influence the ability to fulfill classroom, and especially non-classroom, requirements. HCC states that "The Deans are charged with hiring adequate numbers of faculty to meet classroom and non-classroom needs for their departments and the Dean of Students is required to have sufficient numbers of staff to provide sufficient student support services." It is unclear to the team what the bases for the deans' decisions are; clarifying this could move the College to a higher level of maturity in this process. |
| Ensuring the acquisition of sufficient numbers of staff to provide student support services | HCC is at a **reacting** level of maturity in its processes related to ensuring the acquisition of sufficient numbers of staff to provide student support services. HCC employed Noel-Levitz to evaluate the student services structure and make recommendations for improvement. The recommendations address student/advisor ratios and improving these ratios and are part of the 2015-2018 college strategic plan. HCC has determined that it had too few advisors (each advisor had more than 500 advisees) and plans to reorganize Student Services to better accommodate the students. |

	(Reorganization begins in fall 2016.) The College asserts that the new Students Services model will ensure that students get the kind of help and support they need to achieve success. Successfully implementing and reporting on this new model will likely increase the College's level of maturity in this area.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College tracks applications received, interviews conducted, and hires for diversity and underrepresented populations in a **systematic** manner. It also analyzes the availability/utilization of minority and underrepresented populations. The College asserts that the Equity Committee uses "multiple data sources" to determine benchmarking and recruitment targets but does not explicitly identify all sources used. In other areas, the College appears to have more **reactive** processes. For example, the College does not report explicitly tracking assessment of the effectiveness of its orientation practices. Additionally, no data regarding academic/professional qualifications were presented (e.g., faculty with terminal degrees or advising staff with advanced degrees in student services) other than the assertion that people are hired according to relevant criteria (e.g., HLC assumed practices). Tracking and reporting on all parts of the process may raise the College's level of maturity in this area. Moreover, the metrics referred to in 3P1-5 may improve the maturity level for outcomes, measures, and tools.
Summary results of measures (including tables and figures when possible)	HCC is at a **reactive** level of maturity in presenting summary results for 3R-1. The College presents a summary of their diversity hiring practices related to hiring members of minority and underrepresented populations diversity. It also lists quantitative goals for faculty hiring. However, no summary results related to the practices of recruitment, hiring and orientation are included. Further, results presented are for one year only. Additional clarity in the results would be helpful. Only data for Blackhawk County employees regarding their gender and race/ethnicity was presented. The presentation of additional data regarding the gender or race/ethnicity of job applicants could move this area to a higher level of maturity. The team is not entirely clear what the data in Figure 3a are meant to describe – it is not clear if this is an analysis of the applicants in Blackhawk county, or of the employees in that county, or something else The College could consider summarizing multi-year data regarding hires across areas, retention rates, and include effectiveness measures to present a fuller picture of their HR practices and move to a higher level of maturity in this area.
Comparison of results with internal targets and external benchmarks	HCC is **systematic** in the use of results in their presentation of comparative data from Blackhawk County, the State of Iowa, and U.S. Department of Education Statistics to demonstrate the utilization/underutilization and availability of minority and underrepresented populations to aid in evaluating their hiring and recruitment goals.

	However, the College's use of results represents a **reactive** level of maturity as it discusses setting targets and does not review its effectiveness in meeting prior targets. Further, HCC discusses changes being implemented in their Student Services because there were too many students assigned to each advisor. It is not clear whether that judgment was based on common sense or on data from a national organization such as NACADA. HCC has decided to increase its number of minority faculty by three. Again, it is not clear what reasoning led to that decision. There are no analyses presented of HCC's success in the first half of the year toward meeting that internal target.
Interpretation of results and insights gained	HCC is at a **systematic** level of maturity in terms of interpretation of results and insights gained, as the College contracted with Noel-Levitz in 2013 to assess its Student Services and is reorganizing them as a result of that analysis. Additional information provided in this section of the Systems Portfolio reveals a **reactive** level of maturity in terms of interpretations of results and insights gained. For example, HCC reports that "Each week the Vice President of Academic Affairs meets with the Academic Deans and the Dean of Student Services to discuss a number of topics related to the requirements needed to support teaching and learning at the College, but student enrollment and the staffing requirements to support learning are at the top of the list." The content of those discussions might reveal how the results are being interpreted and what insights have been gained, but they were not presented in this section of the Systems Portfolio. Further, the College notes its awards for Diversity and Inclusion in 2013 and 2015 but there is no context regarding what the awards recognize with respect to recruitment, hiring and/or orientation. The College recognizes that it has work to do to meet its goals. Otherwise, no insights regarding this area are reported.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has implemented several improvements including: 1) An online application process and workflow for recruitment and candidate selection. 2) The hire of a Director of Diversity and Inclusion who is expected to help to increase the number of underrepresented population candidates hired for positions across the College. 3) The implementation of a new Student Services Support model including specific metrics to measure progress on key strategic goals for serving students. The recent improvements associated with recruitment and hiring of employees provide opportunities for process improvement and increases in process maturity. Data availability should support the identification of internal targets and comparison with external benchmarks as outlined in the portfolio. While the primary recruitment, hiring, orientation, and staffing processes appear to be aligned, outcomes and measures as presented in the portfolio are reactive. Improvement activities are not directly connected with the results from processes described.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	HCC has established an **integrated** process for designing performance systems for all of its employees. Triggered by input from employees and their supervisors, HCC has updated its 15 year old evaluation forms to better conform to current "best practice" models and employee expectations. Regular performance evaluations are conducted, and these are organized such that developmental goals are included for employees. The College has adopted Energage's Catalytic Coaching model and coaches were trained in 2014 (and will be trained again in July 2016). The Board of Trustees has adopted policies that require the various evaluations that make up the College's evaluation system to be aligned with the College's overall objectives. Employee classifications and contractual agreements with organized employee groups are also included in the evaluation process. The College has structured performance evaluation system for faculty as well as for all UE employees, and uses established institutional policies and procedures to regularly evaluate faculty, staff, and administrators. The president of the College is also evaluated annually by the Board of Trustees based on the College President's annual evaluation policy.
Soliciting input from and communicating expectations to faculty, staff, and administrators	HCC is at an **integrated** level of maturity for the process of soliciting input from and communicating expectations to faculty, staff, and administrators. HCC's evaluation process starts with input from the employees. As indicated in the Systems Portfolio, the College has a number of procedures to solicit input from and communicate expectations to faculty, staff, and administrators regarding expectations, which include the Hawkeye Professional Educators' Association Master Agreement, the United Electrical Workers Master Agreement, the Personnel Handbook, and the Catalytic Coaching. HCC uses the PACE survey regularly to evaluate aspects of employee satisfaction. For example, after increasing safety precautions around the campus, HCC included a special question on its PACE survey to address whether the employees were satisfied with HCC's efforts to maintain their safety.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	HCC is **aligned** with its process to align its evaluation processes with the institutional objectives. HCC strongly believes that aligning the evaluation processes that make up the College Evaluation System is essential to ensure institutional objectives are met for both instructional and non-instructional services. The College Board of Trustees operates under the Carver Policy Governance Model and has adopted specific policies that direct the alignment of evaluation with instructional and non-instructional programs and services offered by the College. Further evidence demonstrating the outcomes of the programs and services could move HCC to a higher level of maturity in this area.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	HCC is at the **integrated** level of maturity for utilizing established policies and procedures to regularly evaluate faculty, staff, and administrators. These institutional policies and procedures adhere to all requirements established in Iowa Statutory Code, state, and federal employee employment regulations, and Board of Trustees Governance Policies. In the Systems Portfolio, the College has provided details about the policies and procedures and how and when the evaluations are implemented, including evaluation of faculty, deans, non-bargaining and administrative staff, as well as

	the evaluation of the College president. Evaluations at HCC at conducted at regular intervals. Employees who are coming up for evaluation are notified in advance of the evaluation. The evaluation processes are consistent within groups of employees. For example, in their first three years of employment, faculty are evaluated a minimum of twice each year, and are evaluated at least once every five years after the three probationary years. Non-bargaining and administrative staff are evaluated on an annual cycle which includes quarterly meetings with the employee's supervisor.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	HCC has established employee recognition, compensation, and benefit systems at the **aligned** level of maturity. HCC has standing committees that review employee recognition activities, compensation and benefits (Employee Development Committee, Faculty In-service Committee, and the Faculty Interest-based Bargaining Subcommittee). There is an Annual Employee Development Day and President's Recognition Awards Ceremony. HCC actively solicits stories of excellence through its *Every Student Matters* column in the student newspaper. Additionally, the College also makes an effort to recognize the professional growth of full-time, part-time and adjunct employees for their attainment of professional degrees, certifications, awards, scholarly publications, professional presentations and exhibit. A special program and reception is held for retirees in the spring every year. HCC benchmarks its compensation against local, regional, and national data to establish a compensation range for each position classification. An insurance consultant works with HR every year to review and make recommendations for changes regarding insurance. Annual bargaining with the faculty and the UE includes compensation and benefits negotiations. HCC supports employee retirement by both making investments in their retirement programs and by providing access each quarter to a retirement/investment counselor. HCC could move to a higher level of maturity in this area by more directly linking these multiple processes to retention and high performance in their employees.
Promoting employee satisfaction and engagement	HCC is at the **aligned** level of maturity for promoting employee satisfaction and engagement. It is by promoting employee satisfaction and engagement that the College shows its employees that the College values them and appreciates their contributions to the success of the College. The College accomplishes this through a number of processes that are monitored and track to ensure that the College is meeting its key operational goals. Initiative Three of the 2015-2018 Strategic Plan grew out of feedback from employees regarding the need for technology training to help them keep abreast of the College's new technologies. The Wellness committee surveys employees and responding appropriately to the survey results. Among their responses have been providing health screenings and assessments, regular wellness activities, health fairs, periodic wellness education information in the College newsletter, and annually encouraging employees to participate in the

	Live Healthy Iowa initiative. HCC believes that the recent increase in wellness activities is a result of its focusing on those that were highest ranked by the employees (fitness classes, weight loss programs and nutrition information). PACE results show that employees have average or better communication and professional development relationships with their supervisors as compared to the NILIE norm base and to other 2-year institutions.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College is **systematic** in it outcomes/measures tracked and tools utilized. HCC uses PACE survey, its own Wellness Committee surveys and the evaluation process to obtain employee input. However, these surveys all seem to be focused on employee satisfaction and goals rather than the extent to which the evaluation process (systems) are affecting the employees' contributions to the institution. Further, it is not clear what data the College had collected and analyzed because there are no data available as evidence in the Systems Portfolio.
Summary results of measures (including tables and figures when possible)	HCC is at a **reacting** level of maturity in regard to summarizing results of measures. Very little data were provided in this section (results of a single wellness survey, and three items from a single administration of the PACE survey [#s 12, 13 and 46]). Inclusion of supporting evidence such as tables and figures demonstrating survey results could move the institution to a higher level of maturity.
Comparison of results with internal targets and external benchmarks	The College is in a **reactive** level of maturity in terms of comparisons of results with internal targets as no internal targets for employee contributions to the institution were described in this section of the Systems Portfolio. HCC demonstrates limited results with external benchmarks by comparing its employees' responses to external benchmarks on two dimensions: supervisor-employee communication and supervisor-employee professional development and training. If the professional development/training is constrained to be supportive of the institution, this was not described in this section of the portfolio.
Interpretation of results and insights gained	HCC demonstrates a **reactive** level of maturity in regards to interpretation of results and insights gain as the evidence presented in the Systems Portfolio does not to address the extent to which employee evaluation processes contribute to the institution or any insights gained in this arena.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has made a number improvements based on a review of "best practice" models, changing performance expectations, and input from employee groups. The new evaluation model also includes the employee classifications and contractual agreements with organized employee groups in the evaluation process. Two of Hawkeye's three strategic plan initiatives will likely increase the employee contributions to the institution. One of these initiatives involves connecting to innovation and technology and ensuring that all employees are "up to speed" in this regard. The other involves inclusion and

diversity. The link to the strategic plan is not detailed enough for the team to determine what systems/processes/structures/measures HCC will use to evaluate the success of these initiatives.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	HCC demonstrates an **aligned** level of maturity in its processes for providing and supporting regular professional development for all employees. There are required orientation activities, a regular schedule of professional development activities provided by the College, as well as tuition reimbursement policies that support regular development for all employees. For example, there is a whole week of professional development activities in the fall and another whole day of activities in the spring. Faculty have two additional in-service days with professional development for them. HCC also offers support in the form of the Brobst Center for Teaching and Learning, which HCC describes as a 'one-stop-shop' for faculty interested acquiring additional skills as classroom teachers." Ongoing processes are also in place for awarding educational reimbursements and provide dedicated faculty funds. Finally, the third initiative in HCC's current Strategic Plan includes the following "Provide training opportunities for all employees to explore, adopt and implement innovative technology solutions to support employee, department and institutional goals." The degree to which these processes are coordinated and shared through cross-campus collaborations, as well as considered for improvement through intentional assessment, beyond surveys and participation rates, could be more strongly address erectly addressed in the Systems Portfolio. These are areas in which the institution is encouraged to consider ways of advancing, towards increasing in corresponding process maturity.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Processes established in the Human Resource Services department appear well established and **aligned** toward ensuring the currency of all instructional staff by maintaining accurate position descriptions and effective hiring practices. Particularly concerning growth experienced in professional programs and related accreditation requirements, this has been coordinated with faculty and administration in corresponding disciplinary areas. HCC has a Faculty Development Committee that meets regularly to receive input from faculty and make recommendations regarding the content and type of professional development activities offered each year. There is an annual "Welcome Back" week in August for professional development of faculty, as well as another full day of professional development opportunities offered in March for all employees. In 2012, HCC established a Faculty Fund to support external professional development activities for faculty by application. As previously noted, the Center for Teaching and Learning is described as a "one-stop-shop" for faculty pedagogical development and intentionally engages faculty through a two-year mentoring and induction process for new full-time faculty. The Systems Portfolio discusses plans to expand

	such a one-stop philosophy to an online professional development site.
	Toward advancing institutional maturity in this area, HCC is encouraged to consider the intentional evaluation of the effectiveness of such processes, and, especially, the degree to which these improvement efforts may inform similar initiatives campus wide.
	While HCC offers many opportunities for faculty and other instructors to become or maintain currency in instructional content and pedagogical processes, it is unclear how many individuals are availing themselves of these opportunities, thereby indicating a more **systematic** level of maturity in process for tracking effectiveness of current initiatives in this area. There are only a small number of survey responses regarding the aforementioned opportunities. The number of survey respondents to the Keynote speakers at the Employee Development Days between 2011 and 2016 ranged from a low of 64 [2013] to a high of 154 [2015], which is only between 7% and 16% of the total current employees. There are similar small numbers of respondents regarding the employee recognition and awards ceremonies over the years and for the Overall Assessment of Employee Development Day/Welcome Back Week each year. HCC did not provide any summary of faculty professional development that speaks to the qualifications of the individual instructors.
	Toward advancing institutional maturity in this area, HCC is encouraged to consider the intentional evaluation of the effectiveness of such processes, and, especially, the degree to which these improvement efforts may inform similar initiatives campus wide. Similarly, HCC's maturity level might increase if they expanded the development of these processes to include the assessment of instructors' currency with regard to instructional content in their disciplines and with regard to pedagogical practices.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	HCC demonstrates an **aligned** level of maturity in supporting student support staff members to increase their skills and knowledge in their areas of expertise. HCC has a Student Services support plan included in the College's 2015-2018 Strategic Plan. HCC conducted an extensive review of alternative models at other schools with exemplary Student Services to design its own model for Student Services to fully meet the needs of students. There is tuition reimbursement available to student support personnel, a schedule of professional development activities provided by HCC, and required orientation and in-service days for all personnel. Student support staff are invited to attend the professional week in the fall and day during the spring.
	The institution is encouraged to consider ways this process and subsequent allocation decisions provides for a rich, collaborative environment with academic departments, also including follow-up processes to assess the effectiveness of resource deployments. This would seem particularly significant given recent reorganization, development of a new Student Services model and decisions to hire several new support and advising staff.

Aligning employee professional development activities with institutional objectives	The College demonstrates a **systematic** level of maturity in its processes related to aligning employee professional development activities with institutional objectives. HCC provides orientation to the College for all full-time personnel, with particular attention to those under union contract. There is a required review of the Personnel Handbook and professional development activities are aligned with the College's Mission, Vision, Values and Pledge. The professional development of all employees is aligned with the College's 2015- 2018 Strategic Plan and with Board of Trustees governance policies. Recent changes in the format of performance reviews appear to support a strong association with institutional goals, including administrative review processes and coaching development opportunities. The stated timing requirements, e.g., every five years for non-probationary faculty, would be helpful to clarify concerning how such lengths of time still provide for continual coordination with institutional objectives. Faculty Development Committee and Center for Teaching and Learning Efforts appear to include processes to align professional development programs with institutional objectives. Toward increasing in maturity in this area, HCC may want to consider ways in which these processes are shared across campus units and, in such an environment, continually evaluated for effectiveness.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College provides evidence in the Systems Portfolio of **systematically** using tools and tracking outcomes and measures for determining if employees are assisted and supported in their professional development. Employee satisfaction surveys and participation data are tracked regularly for employee development and faculty in-service days. HCC has changed its employee evaluation forms to allow for better communication of employee goals with regard to professional development. HCC uses the Personal Assessment of the College Environment (PACE) survey. Beyond these measures, indications are provided in the narrative of additionally tracked affective data, e.g., through debriefing sessions, and objective data on faculty educational degrees/certifications progress through Human Resources systems. Toward advancing institutional maturity, it may be helpful to consider ways of more systematically incorporating these and other available sources of data into regular reporting. An example of additional relevant data may be present within the fairly new employee performance reviews and coaching system. Discussion in the following improvements section suggests such data may already be monitored, however, appears to not have been presented here.
Summary results of measures (including tables and figures when possible)	The summary of results and measures presented by HCC in the Systems Portfolio demonstrates a **systematic** level of maturity in this area. Summaries of data provided appear to be predominantly trends of survey results and participation percentages. It would be useful to present summative methods for debriefing sessions and

	human resources data which both promote methods of further developing these sources in meaningful ways, as well as illuminating additional paths for programs improvement.
Comparison of results with internal targets and external benchmarks	While HCC identifies some new initiatives (e.g. more technology oriented professional development, which have emerged, there are no identified internal targets or external benchmarks for professional development satisfaction or other related measures directly addressed in this section, demonstrating only a **reactive** level of maturity. Some comparison data are reported (e.g., HCC uses PACE-provided tables to summarize its performance as compared to the NILIE Norm base and to the 2-year, medium segment of the NILIE database). Additionally, some oscillations in the favorability data are noted, with recent downward trends. However, given the influence of relatively small response groups on percentages reported, it appears a richer set of assessment and intentional summative methods would provide for effective comparisons with meaningful targets/benchmarks. Reporting more data on comparisons (e.g., those provided for PACE), might move HCC to a higher level of maturity in this process.
Interpretation of results and insights gained	HCC demonstrates a **reactive** level of maturity in regards to their interpretation of results and insights gained from those results for determining if employees are assisted and supported in their professional development. Other than a comment that survey responses "indicate satisfaction with the professional development opportunities offered", which does not appear to completely reflect presented data summaries, there seem to be minimal possible methods of interpretation promoted in the current presentation nor intentional efforts in place to draw insights from the data. For example, HCC asserts it uses the results of its *Inquisite* survey to modify professional development activities and related budget allocations for the future. However, with the exception of anecdotal evidence, it is not clear how modifications influence the offerings. Providing more comprehensive interpretation of survey and other results could increase the maturity level of this process.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements resulting from professional development and employee evaluation cycles appear well connected with this section, however, the corresponding data analyses are not included here. Similarly, tracking methods and metrics, which are referred to, would be helpful to discuss in the results section. Development of a one-stop approach for an online development site appears in parallel with a similar approach implemented in the Center for Teaching and Learning. HCC is encouraged to provide relevant data analyses resulting from evaluation of their one-stop experiences, toward presenting a richer connection to long-term institutional continuous improvement initiatives in this direction.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1**. Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement

Developing, deploying, and reviewing the institution's mission, vision, and values	HCC has established **systematic** processes for developing the College's mission, vision, and values. The college reports in the systems portfolio that development of End Policies by the board drives the development and review of the vision, mission, and institutional goals. The Board uses strategic visioning sessions with external stakeholders to assist in reviewing the relevance and alignment of the Ends Policies with external stakeholder needs. It is unclear how internal stakeholders are engaged in strategic visioning sessions and clarification of the process could lead to an increase in maturity.
Ensuring that institutional actions reflect a commitment to its values	HCC is **systematic** in making sure that institutional actions reflect a commitment to its values. The College states in the portfolio it is the responsibility of the President's Cabinet to ensure the alignment of decisions and actions with board policy, mission, goals, legal requirements, and core values. It is less clear in this section of the portfolio how alignment with values is ensured at all levels of the institution. HCC employees have provided input on how well actions and decisions are aligned with the mission through the 2015 PACE survey. Gathering and sharing employee perceptions of how well actions and decisions reflect the institutional values might assist HCC in its ability to improve processes and move the college to a higher level of maturity.
Communicating the mission, vision, and values	HCC processes for communicating the mission, vision, and values are **aligned**. The College communicates its mission, vision, and institutional goals publicly through a variety of electronic media and key print media. Documentation explaining the College's mission, vision, and institutional goals is also included with grant applications, contractual agreements, proposals, and with other communications when appropriate.
Ensuring that academic programs and services are consistent with the institution's mission	The processes for ensuring that its academic programs, student support services, and enrollment profile are consistent with the mission of the college demonstrate an **aligned** level of maturity. The oversight and reporting processes performed by internal groups such as the Academic Standards, Assessment, Curriculum, Online Standards, and Retention committees are identified by HCC as ensuring consistency with the mission. Compliance reporting to external groups such as the Iowa Department of Education and the U.S. Department of Education are also used by the College to ensure academic programs and services are aligned with the student enrollment profile and institutional mission.
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	HCC has a **systematic** budget process that begins at the department level where Cabinet members seek input as division level budgets are developed. The College reports it is the responsibility of the Vice President of Administration and Finance to develop the budget in a way that advances the mission and vision and supports the values of the College. How the budget process assists the Vice President in fulfilling the responsibility is not clear. Extending some of the responsibility to the department level could aid in developing processes that have a higher maturity level.
Other identified processes	

4R1. What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Results	Evaluation of Results and Systems Improvement

Outcomes/measures tracked and tools utilized	There was no evidence provided in the systems portfolio demonstrating that HCC has outcomes and measures that it tracks for developing, communicating, and reviewing the institution's mission, vision, and values. The maturity level for this section is **reacting**.
Summary results of measures (including tables and figures when possible)	No summary results were presented in 4R1-2. The maturity level for this section is **reacting**. It could be helpful to summarize the existing data from the monthly monitoring reports which appear to be central to some processes in 4P1.
Comparison of results with internal targets and external benchmarks	No comparative results with internal targets and external benchmarks were provided. The maturity level for this section is **reacting**.
Interpretation of results and insights gained	No interpretation of results and insights gained were presented in the systems portfolio. The maturity level for this section is **reacting**. If formalized outcomes and measures were to be identified, tracked, and evaluated over time, the processes for developing, communicating, and reviewing the institution's mission, vision, and values may increase in maturity.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC plans to complete a strategic visioning cycle with stakeholders over the next three years and use the perception data to determine how well the Board's Ends Policies align with the mission and vision. While stakeholder perceptions are an important data source, defining who the stakeholders are would aid in increasing the maturity of the processes and results for 4P1.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	HCC has **systematic** processes for engaging internal and external stakeholders in strategic planning. The Board gathers input from a range of community groups and service area stakeholders by leading an annual strategic visioning session. However, in this section of the portfolio it was reported that the Board is not engaged in the strategic planning process, which seems contradictory. How the strategic visioning process is incorporated into the strategic planning process is not available in the portfolio. A recent switch from an AQIP Standing Committee to an Innovation Council was reported as a successful change in engaging internal stakeholders in the strategic planning process. HCC is encouraged to consider ways to advance both a cross-departmental collaborative environment as well as process evaluation methods towards increasing institutional maturity.
Aligning operations with the institution's mission, vision, values	HCC is at the **systematic** level of maturity for the process of aligning operations with the College's mission, vision, and values. Monthly Board Monitoring reports, involving all divisions

	and departments, weekly Cabinet reviews of data reports, and initiation of an Innovation Council are described as processes that maintain focus on institutional mission, vision, and values. The Innovation Council and Firestarter facilitation team, along with assigned Cabinet "Champion" appear to promote rich collaborations across divisions, although such impacts are not addressed in the report. It may be worth considering ways to increase visibility and evaluation of effectiveness of the recent changes which could then lead to an increase in institutional maturity.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	HCC processes for aligning efforts across departments and divisions are at a **systematic** level of maturity. The Firestarter facilitation team and Cabinet "Champion" processes are described as coordinating initiatives across college divisions and departments. The processes appear to have evaluative methods through monthly Board Monitoring reports and an annual summary of strategic plan progress. It may be helpful to clarify the degree to which these processes actively engage departments and divisions in collaboration and data analysis toward directed improvement of effectiveness and efficiency at HCC.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	HCC planning processes that intentionally develop strengths and opportunities while mitigating weaknesses and threats were not directly addressed in the systems portfolio. As a result, the maturity level is **reacting**. Efforts for tracking progress are included in the discussion of initiatives and appear to implicitly address strengths and potential threats. To move to a higher level of maturity, HCC is encouraged to clarify and advance the degree to which planning processes move the institution beyond what seems to be a reactionary approach to addressing opportunities and potential threats.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	HCC is **systematic** in its approach to creating and implementing strategies and action plans. The connections provided by monthly Board Monitoring reports, progress summaries, and Firestarter facilitation team support seem to promote planning that addresses a balance of resources and anticipated needs. It would be helpful to clarify the ways in which such connections also provide for a continually advancing, inclusive environment of collaboration across departments and divisions in the college.
Other Identified Processes	

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	An online tracking system developed for the 2011-2014 strategic planning cycle is discussed, however, the outcomes and measures actually tracked and tools utilized are not provided in this section resulting in a **reacting** maturity level rating. Two examples of successful projects are described, yet the corresponding outcomes and measures by which the projects were concluded to be successful are not provided.
Summary results of measures (including tables and figures when possible)	HCC describes two examples of successful projects stemming from the 2011-14 strategic plan, but summary results were not provided. Since no summary results were available, HCC is at a **reacting** stage of maturity. A tracking system is discussed as being used for strategic planning, and HCC is encouraged to draw upon such a

	resource for providing corresponding summaries in the systems portfolio. Sharing summary results for measures of strategies and action plans would help the College understand how successful it has been in the implementation of the strategic plan and may increase the maturity level of planning and evaluation processes.
Comparison of results with internal targets and external benchmarks	HCC processes for using comparative data in evaluation of results are **reacting**. No evidence was provided to indicate that HCC sets internal targets or has external benchmarks for comparison of results of its planning processes.
Interpretation of results and insights gained	Since no data are available, there can be no interpretation of results and communication of insights gained. HCC is at a **reacting** stage of maturity for interpretation of results. The online tracking system is presumably providing interpretive information and insights for strategic planning purposes. Similarly, online tutoring modules and corresponding data tracking capabilities seem to be drawn upon as a source in evaluating the impacts of a recently created open academic lab. To allow for a more complete assessment of institutional maturity, it would be helpful if such data, interpretive methods, and resulting insights could be included in this section of the report.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC describes a Strategic Enrollment Plan that is an important strategic initiative, but it is disconnected from the planning processes and results depicted in this section of the portfolio. The college reports results will be tracked and interpreted for all three 2015-2018 strategic initiatives by 2018 as an improvement, yet refers repeatedly to a tracking system developed for the 2011-2014 strategic plan cycle in the process and results sections. It would be helpful to clarify why HCC communicates the tracking system implemented in 2011 is a new process implementation for the 2015-2018 strategic plan cycle.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	The processes for establishing appropriate Board-institutional relationships are **aligned**. The responsibilities of the Board of Trustees are clearly defined under Iowa Code, Chapter 260C.11. Chief among these responsibilities is the requirement to oversee the mission, vision and institutional goals of the college.
Establishing oversight responsibilities and policies of the Governing Board	HCC has **aligned** processes for the oversight responsibilities and polices of the Board of Trustees. When the Board of Trustees adopted the Carver Policy Governance Model, it established presidential limitations and Board Ends Polices that require monitoring reports which are discussed during monthly meetings. The Board also conducts yearly visioning sessions with area constituent groups to ensure that its Ends Polices are relevant and aligned with the needs of students and the communities served by the college.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	HCC has **aligned** processes for the Board of Trustees to delegate responsibility. By Iowa Code and governance model, the Board of Trustees maintains oversight of the college and monitors its progress on Ends Policies via monthly reports. These reports cover key performance indicators, finances, and the performance

	of workforce and economic development initiatives. Under Board Policy Governance, the Board of Trustees has empowered the President, and subsequently her subordinates, to make all decisions affecting the achievement of the college mission, Board Ends and day-to-day management duties. In addition, the faculty exercise oversight over all academic matters through the Academic Affairs standing committee structure.
Ensuring open communication between and among all colleges, divisions, and departments	College communication processes are **aligned**. HCC reports Cabinet decisions are communicated to all employees in a weekly electronic newsletter. The College also makes the statement that each Cabinet member also meets with members of their leadership team to communicate key information to divisions and departments. However, there is no evidence in the systems portfolio of such communication.
Collaborating across all units to ensure the maintenance of high academic standards	Collaboration in support of high academic standards is **systematic** at HCC. The College has a number of standing committees related to academic standards. The College also lists several cross-functional teams who reportedly collaborate across units to ensure that high academic standards are being met. Clarification of how the collaboration takes place may increase the maturity level for this section of the portfolio.
Providing effective leadership to all institutional stakeholders	HCC processes for providing effective leadership are **aligned**. The Board provides effective leadership to all institutional stakeholders through the use of Ends Policies and Executive Limitations. Ends Policies ensure that outcomes are being met while limitations ensure that the President's work reflects Board priorities. Visioning exercises also help to ensure that college outcomes are aligned with student and community needs.
Developing leaders at all levels within the institution	HCC reports the use of faculty-led committees. Their discussion of Criterion Three also supports their emphasis on professional development. However, the portfolio does not specifically address how the College supports leadership development across at all levels of the institution. Detailing institution-wide leadership development should allow the College to increase its maturity level beyond **reacting.**
Ensuring the institution's ability to act in accordance with its mission and vision	The use of Ends Policies and Executive Limitations reflect an **aligned** level of maturity. The processes engage Board members in oversight of the mission and vision.
Other identified Processes	

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College reports tracking outcomes data to respond to Ends Requirements and others key performance indicators. However, it does not detail or discuss the tools used to track this data in the Systems Portfolio, instead choosing to provide a link to data reports. Since no evidence was provided in the portfolio, the maturity level is **reacting**.
Summary results of measures (including tables and figures when possible)	While the College reports that it tracks College finances and key performance indicators through monthly reports, it does not offer any summary results for these measures in the Systems Portfolio. Since no evidence was provided in the portfolio, the maturity level is **reacting**
Comparison of results with internal targets and external benchmarks	While the College reports comparing targets and benchmarks for key performance indicators, in some cases the reports appear to be relatively new and so baseline measures have not been set. In

	addition, it does not appear that the College has set clear targets which is evidence for a **reacting** maturity level. Explicitly comparing results to targets and benchmarks within the text of the portfolio should enhance the maturity level of the college in this area.
Interpretation of results and insights gained	No results or interpretation are offered in the Systems Portfolio or data are simply presented without comment which demonstrates a **reacting** maturity level. Interpretation and insights could be strengthened by clear reference to institutional targets for all outcomes.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
For the 2011-2014 Strategic Plan, the College used an online tracking system to monitor progress and goal completion. It would have been useful to present an image of this system to support Category 4 work. Over the next three years the Board of Trustees will finalize its first multi-year strategic visioning process. Based on data gathered, the board will review and align its policy goals to community needs and the College mission. No additional improvements are discussed.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	HCC processes for developing and communicating standards are **aligned**. The College operates under the Statutory Code of Iowa and the Administrative Rules of the Iowa and conforms to policies and procedures of the U.S. Department of Education and accreditation standards (HLC plus 10 specialized). In addition there are professional codes of ethics for various professional associations. Board of Trustee Policy, the College Personnel Handbook and the College Catalog include policies and procedures related to ethical conduct. HCC communicates these widely (website, the Hawkeye Channel on cable TV, Student Handbook, Personnel Handbook, College Catalog). Based on an evaluation of 2015 PACE survey data, Hawkeye is working to improve communication in general.
Training employees for legal and ethical behavior	Hawkeye is **systematic** in its processes for training employees for legal and ethical behavior. The HCC attorney provides training on legal, ethical and fiduciary responsibilities to each new Board of Trustee member and as a refresher for longtime members of the board aligned with Board of Trustee election cycle. All new employees complete training that includes ethical and legal responsibilities. HCC proposes training and testing across the institution which may improve the maturity level.
Modeling ethical and legal behavior from the highest levels of the organization.	HCC has **systematic** processes for modeling ethical and legal behavior. There is a Board Member Code of Conduct among the Board of Trustee Governance Processes that prescribes ethical standards for members of the HCC Board and related Board of Trustee Executive Limitations that clarify ethical conduct policy for the President and subordinates. The Common Learning Outcomes includes "***Individual Development****: Students will cultivate ethical values, personal wellness, and personal learning strategies.*" This outcome sets the stage for HCC students to explore ethical complexity in a variety of courses.

Ensuring the ethical practice of all employees	HCC is **systematic** in how it ensures ethical practice of all employees. The College reports that staff and faculty observe professional codes of ethics. While they likely contribute to ethical practice, it is unclear how professional codes of ethics are connected to ensuring ethical practice college wide. Every faculty member and other full-time personnel are required to review the HCC Personnel Handbook and document their review by electronic signature, assuring that any updates to policy and practice are shared in a timely manner. PACE survey results (2015) includes results on "open and ethical communication" from faculty and staff and will be repeated within three years. The College states that it has past results from internal surveys regarding ethical conduct. No results of this past history are included in the system portfolio. Clarifying how adjunct faculty and part-time staff are included in the process could improve the maturity level.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	HCC processes for operating with integrity are **aligned**. As mentioned above there are Board of Trustee Policies in the Board of Trustee Governance Processes that prescribe ethical standards for members of the HCC Board and that preserve the integrity of the Board in various ways, such as an overall Code of Conduct, independence from undue influence; conflict of interest, and fiduciary responsibility. The College Foundation Board also has guidelines to ensure that ethical and legal responsibilities are met. Open meetings and public information laws govern Board and other college activities. Board documents are made public (i.e. meeting notices for monthly and special meeting and supporting documents) and copies are sent to the media prior to each meeting. Copies of all documents used at each public meeting are also sent to the HPEA and UE leadership.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	HCC's processes for making information available to all constituents are **aligned**. The College website contains information about what programs are offered, the admission requirements for each program, and the expected costs of attendance. It also contains faculty and employee directories. There did not appear to be any listing by program for the faculty teaching in the program. The "About Hawkeye" pages clearly delineate the institution's control and accreditation relationships. It is not clear whether print materials and advertising are held to the same standard as the website.
Other identified Processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC outcomes and measures are **systematic**. The College states in the system portfolio that it monitors and tracks specific written or electronic signature requirements related to policy review by personnel. Monitoring processes are managed by Human Resources or the departments requiring documentation of compliance with specific legal and ethical policies. The President provides an annual report to the board that the College is in compliance with ethical behavior and practices in the treatment of employees. HCC began using the PACE survey in 2015 to monitor open and ethical communication with employees. The identification and sharing of outcomes and measures across departments could improve the maturity level.
Summary results of measures (including tables and figures when possible)	No summary results were presented. The maturity level for this section is **reacting**.

Comparison of results with internal targets and external benchmarks	No comparative results with internal targets and external benchmarks were provided. The maturity level for this section is **reacting**.
Interpretation of results and insights gained	The maturity level for interpretation of results is **reacting**. No results were provided in the systems portfolio for the processes in 4P4, but HCC did note improvement is needed for open and ethical communication based on a 2015 PACE survey comparison benchmark. One reviewer was able to access the data from the portfolio link.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC intends to implement online ethics training and to require a passing score by all personnel by the end of 2016. The College will also conduct another PACE survey cycle within the next three years. Formalized outcomes and measures summarized with internal targets and comparative benchmarks could assist HCC in improving the maturity level for the processes in 4P4 in the Systems Portfolio.

AQIP Category Five
KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	HCC has **aligned** processes in place for selecting, organizing, analyzing, and sharing data. A variety of systems and tools are used to support planning, process improvement, and decision-making. These include Ellucian *Colleague* ERP software, Lumens software, Meraki dashboards and analytics for IT network resource usage. In addition, Solarwinds monitoring is used for server issues and capacity planning, while a Helpdesk system for tracking IT work tickets is used to identify trends that indicate problem/improvement areas. HCC's IR department also provides non-standard data reports upon request. Information is reviewed by area supervisors, shared through meetings, and/or is made available through the College's internal internet portal, *MyHawkeye*.
Determining data, information, and performance results that units and departments need to plan and manage effectively	The College has **aligned** processes for determining data, information, and performance results needed to plan and manage effectively. The College uses a number of cross-functional committees and teams, such as the Service Enhancement Team (SET), *Colleague* Uses Group (CUG), and Master Facilities Team to assist in identifying relevant data and results.
Making data, information, and performance results readily and reliably	HCC is **aligned** in making data, information, and performance results readily and reliably available to the units and departments for the purposes of operational effectiveness, planning, and improvements. The College can generate and offer over 700 customized reports related to the units

available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	and departments upon request using the *Colleague* Student Information Systems (SIS) System. Institutional Research also provides a number of data reports (e.g. the enrollment report) that can be accessed via the *MyHawkeye* intranet portal. Facility work orders are also tracked through *My Portfolio* and information related to the work orders is sent to relevant parties to determine budgets and improve operational effectiveness.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	With respect to the timeliness and security of its knowledge management systems, HCC is at an **aligned** level of maturity. Both *Colleague* and the SQL Reporting Server provide access to real time data reports. The College also has extensive technology tracking that allows for real time review of data related to use of the computer system such as Meraki Dashboards, Solarwinds monitoring, and Helpdesk ticket tracking. HCC has dramatically increased security of data since 2011 based upon recommendations from an external evaluator. Security is ensured through the use of Mircosoft's Active Directory software and monitoring by the CIS and IR departments. HCC is at a **reacting** level of maturity with respect to the accuracy and reliability of its knowledge management systems and processes. Reporting on systems and processes used by the College to check the accuracy and reliability of its data may move the College to a higher level of maturity.
Other identified processes	

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College is **systematic** in its use of tools to track and measure outcomes in the area of technology, facilities and finances. HCC uses a number of software systems that provide reports and yet minimal outcomes and measures are presented in this part of the Systems Portfolio. Specifically, the tracking of helpdesk tickets, the costs of Main Campus electrical usage, and the receipt of an "unqualified audit report" since 2011 are the only outcomes discussed. To reach a higher level of maturity the College could provide additional detail on the outcomes tracked and identify what information tends to be requested and used in custom IR reports.
Summary results of measures (including tables and figures when possible)	HCC provided very little summary data in this section of its Systems Portfolio and thus is at a **reacting** level of maturity. Summary data that were provided lacked clarity. For example, the enrollment report might be more user-friendly if a column showing the credit hours per student was added to the first page to more clearly identify student enrollment trends. In addition, because the helpdesk ticket data are not categorized by complaint/request type, it is not possible for the team to know whether the changes that HCC had made in its network are related to the changes in the overall numbers of tickets (which appear to be the same in 2015 as they were in 2011 despite there being more users in 2011). Finally, summary data does not identify the trends in electrical usage that led to actions which produced a steady decrease in Main Campus electrical use. The College might consider how it reports and contextualizes summary results to increase its maturity level.

Comparison of results with internal targets and external benchmarks	No internal targets or external benchmarks are given in this Systems Portfolio section which leads to a designation of **reacting**. Providing internal targets and external benchmarks for comparison could better enable the College to understand how it performs and thereby potentially increase its level of maturity in this area.
Interpretation of results and insights gained	The College is at a **reacting** level of maturity with respect to interpretation of results and insights gained. There is very little interpretation of the data and no insights are provided. HCC might be able to improve its maturity level by discussing the results presented. For example, HCC might point out that it has noticed that not only are fewer students enrolling each year, but that each student is registering for fewer credits and then offer some discussion. Also, it would help the team if HCC explained how the very high level summaries it is presenting, e.g., the electrical usage summary and the helpdesk ticket summary, are used to decide what needs to be changed to improve the data.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has made some significant improvements including increased bandwidth of its internet service, conversion to a SSD storage area network for file and data storage, changed exterior locks on main campus, new door software installation, and implementation of Ellucian *Colleague* Finance "Projects Accounting" software to enhance its ability to track costs on a more granular level. However, it is not clear from the Systems Portfolio how the analyses and interpretation of data that have been collected/developed over this period are linked to the identified improvements.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	The College is **systematic** in its support of fiscal, physical, and technological infrastructures. As reported in 5P1-1, HCC uses a variety of software applications to gather data and generate information to support decision making about operational effectiveness. Data reports are accessible to authorized users across units and departments and are reviewed by supervisors, cross-functional teams, the Cabinet, and the Board to determine if infrastructure needs are being met. When necessary, budgets are adjusted to ensure that fiscal resources are available to support technology and facility needs. Finally, the College conducts safety and accessibility audits on a regular basis. In order to increase the maturity level, the College might want to address how the identified infrastructures are clearly sufficient to support College operations.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Through Board direction, regular Cabinet reviews, and cross-functional committees (Service Enhancement Team, *Colleague* Users Group, and Master Facilities Team), the College is **systematic** in processes it has implemented for the purpose of setting and tracking progress toward institutional goals. However, it would be helpful to clarify the level of collaborative effort that takes place between the various levels of administration, cross-functional teams, and faculty/staff across departments and divisions. In addition, clarifying how the college evaluates opportunities and emerging needs in light of current budget priorities and restrictions could also help to increase institutional maturity.
Allocating and assigning resources to	HCC is at a **systematic** level of maturity in resource allocation. HCC's System Portfolio identifies that it has received an "unqualified audit

	report" each year since the 2011 Systems Portfolio. Reserve fund balances are maintained in compliance with state regulations, Board requirements, and credit rating agency ranking priorities. Planning processes are mentioned as driving resource allocation priorities. However, it seems unclear in the discussion if there is parallel effort in place to intentionally address potential adverse impacts on educational purposes. In fact, a related statement in the narrative concerning divisional leader response in the event of insufficient resource allocations appears nearly reactionary in such direction. Clarifying how the College addresses potential adverse effects may help to increase its maturity designation.
achieve organizational goals, while ensuring that educational purposes are not adversely affected.	
Other Identified Processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Although there is an indication of more data tracking and use of reports than is presented in this section, the Systems Portfolio only provides limited information in these areas and thus is at a **reacting** level of maturity. HCC is encouraged to consider ways of reflecting its specific outcomes and outcomes tracking in this section to potentially increase its level of maturity.
Summary results of measures (including tables and figures when possible)	The College appears to be at the **reacting** level of maturity as results presented do not appear to reflect the wide range of data utilized in institutional planning at all levels. In addition, summaries provided seem more ad-hoc than directed toward effective analyses of institutional progress. For example, the IT monitoring report, IT work orders, and a hot linked enrollment report are presented without context. In addition, the only summary given is a visual representation of building costs for the 2016 fiscal year. However, the visual does not include allocated budgets for context. A representation of costs without context (e.g., allocations, building size, etc.) does not indicate if money is being spent efficiently.
Comparison of results with internal targets and external benchmarks	External benchmarks, e.g., comparison with peer Iowa colleges, are discussed but not contextualized. Similarly, planning processes and regular reviews of many data reports are also discussed. This section does not identify targets used to drive regular analyses and planning efforts. For these reasons, the College is at a **reacting** level of maturity. Identifying and reporting on specific benchmarks and internal targets may increase the College's level of maturity.
Interpretation of results and insights gained	The college appears to be at the **reacting** stage of data interpretation. As mentioned above, report examples (a figure or quantitative table) are essentially presented as anecdotal evidence of the processes described. The hot linked enrollment report identifies three comparative fall terms with persistent enrollment declines but there is no related analysis of why this has occurred or what corrective action has been or will be taken. Providing this type of information in the future may aid in increasing the College's maturity level in this area.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

Improvements discussed do not seem reflective of the wider range of areas covered in introduced processes and related available data, nor do they appear to be linked to the analysis and interpretation of College data. For example, it would be helpful to clarify planning mentioned regarding the use of Plant Levy resources. Given these funds are reported as having been renewed in 2013, it seems likely there are results from previous work that can be drawn upon for providing illuminating context and driving continuing improvement plans. Finally, the College should clarify how the chosen finance development software will make monitoring and financial decision-making easier.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	HCC budgeting processes are **systematic**. Macro-level processes which include levying taxes are determined by Iowa Statutory Code, Section 260C, Iowa Department of Education requirements, and Iowa Department of Management guidelines. The working budget is developed from department and division input and data reflecting state appropriations, property tax receipts, enrollment projections, and tuition and fees. It is not clear what department and division input means and at what point in the process the departments and divisions play a role in budget development. It is also not clear when and where institutional goals are a part of the budget development process. Clarification of how institutional goals are involved in the process and how departments and units collaborate may improve the maturity level of budget development.
Monitoring financial position and adjusting budgets.	HCC's financial monitoring processes are **aligned**. The Board of Trustees receive the President's monthly Monitoring Report on the financial status of the college that shows how budgeted categories compare with current date expenditures. Cabinet division leaders meet weekly with their unit and department teams to discuss and verify that assigned resources are adequate to achieve educational purposes and related division goals. Unit and department teams use data reporting tools from the ERP system to prepare for their division's budget review. If resource allocations are insufficient to accomplish key goals, the division leader will bring a request to Cabinet for consideration of the full leadership team. The College may want to explicitly include in the narrative how unit and interdepartmental teams collaborate in monitoring and making adjustments in the budget.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	HCC has **systematic** processes for maintaining its technological infrastructure. In other areas of Category 5, Hawkeye describes using the Colleague SIS System, SQL Reporting Server and iDashboards for monitoring results in technology. Aside from helpdesk requests, it is unclear what those results might be, but the systems portfolio credits said results for driving improvements in the technology infrastructure. HCC also reports that IT continually monitors and assesses infrastructure needs and plans for computer upgrades and replacement to ensure students are using the most relevant technology in their academic environment. Security processes rely on limiting access to the data center and data closets, data backups, and security cameras at the data center. A cybersecurity audit is listed in 5P1, but there is no indication how the information has been used. It is also unclear how the infrastructure is protected from external attacks and natural disasters. Incorporating technology planning across departments and units could serve to improve the maturity of the current processes as well as documenting what processes are currently used so they can be shared across the institution.

Maintaining a physical infrastructure that is reliable, secure and user-friendly.	HCC processes for maintaining their physical infrastructure are **aligned**. The Master Facilities Team is made up of staff and faculty from all sites and departments. The committee reviews data regarding all college facilities and has used external audits to make decisions on improvements in the placement of wayfinding signage, cost savings, maintenance repairs, and facilities security. The Team meets weekly and frequently asks for feedback through surveys to determine where additional improvements are needed and satisfaction with progress on existing requests.
Managing risks to ensure operational stability, including emergency preparedness.	The processes for managing risk are **systematic**. HCC describes hiring a full-time public safety director and public safety manager, though it is unclear what data supported the decision to invest in two, new, full-time positions as an improvement. The College maintains an Emergency Response Guide that is updated annually. The Public Safety Director is in charge of emergency preparedness procedures and planning. A Liability Committee helps in determining best practices for mitigating risk. The committee has representation from across the college, an attorney, and an insurance agent. Collaboration between the Master Facilities Team, Public Safety Director, and Liability Committee could increase the maturity level of the processes for which each group is responsible.
Other identified Processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College reports monitoring its fiscal, facilities, and technology infrastructure using a number of software products. However, no outcomes or measures are provided in 5P3. The maturity level is **reacting.** Reporting outcomes/measures may aid in increasing the maturity level of this component.
Summary results of measures (including tables and figures when possible)	No summary results are provided. The maturity level for this section is **reacting.**
Comparison of results with internal targets and external benchmarks	No comparison results with specific external benchmarks or internal targets are presented. The maturity level for this section is **reacting.**
Interpretation of results and insights gained	HCC describes using data to make specific decisions and attributes improvements to the use of data, however, no evidence is provided in the portfolio to indicate that data was in fact used in the process. The maturity level for interpretation of results is **reacting.**

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC plans to improve the budgeting process by involving decision makers in the development of budget models that ensure alignment with institutional goals using SQL reporting services. Other improvements listed by the college are focused on infrastructure and security, but it is unclear if they are linked to process improvements, particularly the identification of outcomes/measures and the use of results for improvement. The College also reports that it will design and construct two new education buildings to further its educational mission but offers no information to provide context for this decision.

AQIP Category Six
Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	HCC appears to be operating at an **aligned** level of maturity concerning the deployment of quality improvement initiatives across all relevant units and individuals. Examples include CurricUNET and Proview. These provide tracking for curricular development throughout Iowa higher education and promote the program review process for all campus programs. Developing and advancing towards the general mantra "Every Student Matters" also provides an example of integrating quality improvement initiatives across the greater campus community. However, concerning the selection and evaluation processes for quality improvement initiatives, the evidence provided in the report seems reflective of a **reacting** maturity level. It would be helpful to clarify how the statement "initiatives are predicated on the initiative's ability to innovate for improvement and lead to the development of 'best practices'" is intentionally connected with the broad goal that "every student matters" to guide the selection of initiatives. Further clarity on the actual selection processes, who is involved, and what criteria are applied may advance institutional maturity in this regard. Regarding the evaluation of initiatives, the College is encouraged to provide specifics on metrics used to regularly evaluate ongoing initiatives and related projects. Very little data directly related to the evaluation of the initiatives appear to have been presented at any point in the Systems Portfolio. For example, HCC asserts that "Assessment of the PAL Action Project indicated that the program was a success." However, summary data related to differences in performance related to using/not using PAL is not included in the Portfolio. HCC is also encouraged to consider ways of presenting a more complete account of such summaries and data analysis that are regularly drawn upon to support its decisions, towards similarly advancing institutional maturity.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	HCC has adopted the unifying mantra "Every Student Matters" as an overriding guide, is collecting related data on retention and graduation rates, and anticipates being able to use corresponding trend analyses in the near future. However, the processes and evaluative methods by which connection to this mantra will be continuously strengthened throughout institutional planning appears to have not been directly addressed in the discussion. It seems information from the previous strategic planning cycle could also be included in the report as a way of connecting related background, earlier data summaries, and further context for current planning efforts. This would include the degree to which such processes and evaluative methods intentionally promote cross-campus collaborations. These directions may be worthwhile in advancing the institution beyond the current **systematic** level of maturity in this area.
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	HCC presents a number of quality improvement initiatives, however, limited analyses of effectiveness in relationship to institutional targets are provided. Targets which are discussed are described only very generally, and further refinement concerning their definition seems necessary to facilitate meaningful comparison with data analyses. Similarly, no identified targets concerning continuing improvement efforts specifically related to the highlighted examples (CurricUNET and Proview) have been presented as quantification of these as "best practices". A more complete picture of how these are indicative of institutional practice in evaluating quality improvement initiatives, including related data-based quantification of continuous improvements, may help advance maturity in this area beyond the current **systematic** level.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has implemented several new quality initiatives, including the Preparatory Academic Lab (PAL) and the Proview software system, which was developed by the college for Program Review processes and data storage/distribution. The College plans to use an "Academic Program Exemplars Study" as its next Action Project, towards identifying successful practices in 18 identified exemplar programs that may be applied to improve recruitment, retention, and completion outcomes in other college programs. Given the scope and intended impact, it may be helpful to consider ways to formulate this project in one-year stages with corresponding methods of evaluating progress. Under the auspices of the new Diversity Director, HCC intends to expand, enhance, and assess collaborations and partnerships that serve underrepresented and minority populations. Based on its assessment, the College will set new targets and metrics for measuring success in this area. It would be helpful at the beginning phase of the initiative to clarify criteria and subsequent data analyses that will be applied toward evaluating the effectiveness of existing partnerships.

6P2. **CULTURE of QUALITY,** focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	While the actual underlying processes have not been specifically discussed, HCC has supported numerous, sustained initiatives involving cross-functional groups, toward developing a culture of quality in a manner reflective of an **aligned** level of maturity. These initiatives were/are supported by the AQIP Standing Committee/Innovation Council. Since beginning the AQIP program in 2003, the college has completed 29 Action Projects. Many of these are reported as bringing about long-term changes concerning the way HCC accomplishes its goals, e.g., the Proview and CurricUNET projects. The college is encouraged to provide further details on processes related to the use of this software to support a culture of quality, which may support better understanding of how the data inform other process improvements across the institution and increase institutional maturity. Regarding process evaluations utilized, the institution appears to be at a **systematic** level of maturity. The identification of campus need to move

	away from continuous improvement as merely an accreditation requirement, lasting improvements cited as a result of AQIP Action Projects, and assertion of successful completion of 47 strategic plan items appear to be presented without corresponding data analyses or predetermined targets/goals. Toward advancing institutional maturity in this area, HCC is encouraged to consider providing a more quantifiable context for determining need, sustained improvements, and successful initiatives, which may better promote cross-campus shared understanding of these achievements and the depth of impacts experienced.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	HCC reports engagement in quality improvement projects that are wide-ranging and involve many of the College's stakeholders. In 2011, college leadership decided to refocus continuous quality improvement toward driving innovation across the College at all levels. At the same time, the strategic planning cycle was reduced in duration from five years to three-years, for the purpose of increasing agility in uncertain economic conditions. New processes are mentioned generally as providing success, and improvements implemented asserted to have "literally changed the organization". However, throughout the described evolution, there appears to have been limited effort directed to quantifying the impact of changes, improvements, and reported successes. As such, the collaborative environment for appreciating changes needed and achievements experienced seems to be reflective of a **systematic** level of maturity. The institution may want to consider ways in which evidence-based approaches can strengthen community engagement with quality improvement initiatives, toward increasing institutional maturity.
Ensuring the institution learns from its experiences with CQI initiatives.	The College indicates that it learns from operational experiences and applies these lessons to improve institutional effectiveness, capacities, and sustainability. However, an apparent lack of summary results and corresponding interpretations presented throughout the Systems Portfolio makes it difficult to determine what HCC is learning from its continuous quality improvement efforts. The college is encouraged to clarify those processes and process evaluation methods employed to better understand the depth of lessons learned from experiences in quality improvement initiatives, toward advancing beyond the current **reacting** level of maturity.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	In 2011, as part of a commitment to "real" continuous quality improvement, as opposed to improvements for accreditation's sake, HCC converted the AQIP Standing Committee into an Innovations Council with a broader charge. At least one of the current quality improvement projects (Technology Training project) is the result of feedback from employees indicating that they felt "left behind" by all of the technology changes that HCC has been making. On the other hand, clear, data-based rationale for the change from an AQIP committee to Innovations Council appears to not have been provided. Also in this section of the Systems Portfolio, HCC did not appear to indicate established processes directed at a continuous review, reaffirmation, and understanding of the role and vitality of the AQIP Pathway within the College. The resulting effect might be interpreted as a mixed message on the importance of the AQIP Pathway. The institution is encouraged to consider addressing such concerns toward advancing beyond the current **reacting** level of maturity in this area.
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement

What are the results for continuous quality improvement to evidence a culture of quality?	HCC reflects a **systematic** maturity level, as it reports some evidence of results for CQI initiatives. This includes changes in ERP software and the development of an Intranet Portal for data sharing, among others. Additionally, the college has instituted a number of system-wide technological changes (CurricUNET, Proview, Colleague, etc.) all of which increase its ability to monitor key outcomes. HCC also reports that 47 plans have been successfully completed at the conclusion of the 2011-2014 strategic plan cycle. It does not seem clear whether these asserted improvements and successes are the direct result of CQI, including AQIP programs involvement, institution of an Innovation Council model, or other influences. Further clarification and direct connection with data analyses and intentional targets may help the college advance beyond the current level of maturity.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
A 2015-2018 strategic plan was adopted, along with a referenced strategic enrollment plan developed by 65 faculty and staff across the institution, over a year ago. However, planned improvements related to expanding a quality culture to enrollment management are discussed only in general terms. Similarly, building upon the success of the Innovation Council is mentioned in broad terms. An expansion of professional development opportunities, including online options and in-house job shadowing, is additionally mentioned. These all appear to lack connection with data in the previous section as well as the degree of specificity necessary to permit understanding of their connection with institutional quality improvement initiatives, the strategic plan, and intended assessments/targets.

APPENDIX C
Criteria for Accreditation & Core Component
Evidence Screening

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
1.A. The institution's mission is broadly understood within the institution and guides its operations. 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. 3. The institution's planning and budgeting priorities align with and support the mission.	1.A.1 The current mission, adopted by the governing board in 2001 was developed following a retreat that was inclusive of Hawkeye's employees, Board of Trustees, and members of the public. It would be helpful if the College provided additional evidence about retreat attendees; e.g. how many and their representative capacity. 1.A.2 HCC's academic programs, student support services, and enrollment profile seem to be consistent with its stated mission. 1.A.3 HCC's monthly monitoring reports to the Board of Trustees are intended to ensure that HCC's planning and budgeting priorities align with and support the Board's Ends Policies and thereby the HCC Mission.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete
1.B. The mission is articulated publicly. 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities. 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as	1.B.1 The HCC mission is clearly articulated and readily available as is its strategic plan that articulates goals and institutional priorities. 1.B.2 Documents related to the mission are current and the System Portfolio describe the processes used to achieve periodic updates and revisions related to changed conditions. The vision, institutional goals, and pledge that support the mission statement explain the institution's emphasis on the various aspects of its mission which include instruction and economic development. 1.B.3 The Mission, Vision and Goals identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. The College Catalog, Board of Trustee	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose. 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	policy, and website demonstrate that HCC is transparent in communicating about its services and constituents served.	

1.C. The institution understands the relationship between its mission and the diversity of society.
 	
1. The institution addresses its role in a multicultural society.
 	
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
	1.C.1
	HCC presents clear evidence that it understands the relation between its mission and the diversity of society. Based on its mission, which contains the intent to promote a "globally informed community," and is supported by a vision to be "recognized for… responsiveness to diverse communities," HCC has an open door policy which necessarily increases the diversity of its student body.
	
	1.C.2
	Evidence that HCC's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves comes in part from the fact that a complete range of support areas exist within the college to meet the diverse needs of students. These include:
	  • Coordinators for students who have disabilities, or who are veterans, first generation students, or English language learners
	  • Mental health counselors (contracted services through the county)
	  • Center for Learning and Academic Success for students who need tutoring assistance
	  • Many developmental level courses for underprepared students (and HCC regularly evaluates the efficacy of these courses for promoting student achievement in their subsequent coursework)
	  • A mandatory student orientation that describes all of the available services
	HCC has piloted the Collegiate Assessment of Academic Proficiency (CAAP) exam which breaks data down by race, gender, age, and English as a first language.
		☒ Strong, Clear, and well presented
		
		☐ Adequate, but could be improved
		
		☐ Unclear or incomplete

	HCC's inclusion of *Community/Global Awareness* (requiring that "students will recognize and appreciate diversity, historical viewpoints, and the global perspective.") among the Institutional Learning Outcomes assessed by the college is indicative of the importance HCC places on addressing its role in a multicultural society. Further evidence comes from the fact that, among three identified strategic projects is one focusing on the appreciation of diversity and supporting inclusion of all students, staff and faculty. Beginning in fall 2016, advisory committees will be composed of a 60:40 gender ratio with minority representation equivalent to the rolling average of student minority enrollment over the last three years. Further evidence that HCC's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves comes from the following: • To ensure appropriate emphasis on diversity, HCC recently converted an associate director of diversity position within HR to a director position (Director of Diversity and Inclusion) with a direct reporting line to the Vice President of Academic Affairs. • The College Diversity Committee meets regularly to promote a campus atmosphere that values a diverse, multicultural educational environment, through visible means reflected in policies, programs, practices, and deployment of resources. • HCC's Associate Director for Multicultural Affairs was recently elected the first African American Mayor of Waterloo, providing evidence of deep college connections and impacts in the greater community. • HCC Supports a Faculty Diversity Internship program to provide members of underrepresented populations opportunities to explore teaching on a community college campus.	
Criteria 1.D. The institution's mission demonstrates commitment to the public good. 1. Actions and decisions reflect an understanding that in its educational role the institution serves	1.D.1 To promote continuing engagement with constituent groups throughout the college service area, the Board of Trustees leads strategic visioning sessions. These sessions have a focus on advisory boards, workforce development agencies, small business owners, and a range of community service groups. HCC describes a formalized schedule of monthly reports on key outcomes presented to the board. The College	□ Strong, Clear, and well presented ☒ Adequate, but could be improved □ Unclear or incomplete

	states in the systems portfolio that regular tracking of the key outcomes drive strategic planning and connect with what HCC labels as its institutional role for public service.	
the public, not solely the institution, and thus entails a public obligation.		
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	1.D.2 Annual budgets are developed with the input of all college departments and divisional units, as elicited by corresponding members of Cabinet. According to a rotating schedule, all departments and divisions are involved in monthly Board Monitoring reports. Program advisory boards for career/technical and liberal arts programs provide oversight of academic programming and alignment of support services. It is not clear how educational responsibilities take primacy over other purposes.	
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	1.D.3 Through three-year cycles corresponding to strategic planning, the Board gathers input from identified external constituencies and communities of interest. This serves the dual purpose of informing long-range strategic vision for the college and providing opportunities for responding to community needs as mission and institutional capacity allow.	

Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.	2.A. Through individualized orientation provided by Human Resources Services and the Personnel Handbook, all full-time employees are informed about the college mission, values, and ethical standards for the workplace. All new employees are required to review the Personnel Handbook and provide an electronic confirmation of this review, which is tracked for compliance by HCC. An online ethics training system, including required test completion, is planned for implementation by the end of 2016. The college operates under the Statutory Code of Iowa and the Administrative Rules of the Iowa Department of Education. It also adheres to all rules, guidelines, and regulations of state and federal agencies. HCC's commitment to integrity and professionalism throughout the institution is visible in the consistent deployment of personnel policies, application of admissions criteria,	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

	affirmative action policies, and the work of the Equity Committee. Starting with the PACE 2015 survey cycle, the college has initiated a benchmarking process to monitor open and ethical communication and has identified initial areas for improvement based upon available benchmark comparisons.	
2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.	2.B. HCC's website contains all of the information required to present itself clearly and completely to its students and to the public with regard to its programs, requirements, costs to students, control, and accreditation relationships.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete
2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity. 1. The governing board's deliberations reflect priorities to preserve and enhance the institution. 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to	2.C.1 The responsibilities of the Board of Trustees are clearly defined under Iowa Code, Chapter 260C.11. Chief among these responsibilities is the requirement to oversee the mission, vision and institutional goals of the college. To accomplish this, the Board of Trustees receives one or more monitoring reports each month regarding the achievement of Ends. Executive Limitations also ensure that the President's work reflects Board priorities to preserve and enhance the institution. 2.C.2 The Board conducts strategic visioning sessions so that the interests of external constituencies are considered during their deliberations. The President is responsible for providing the link to internal constituencies. 2.C.3 The Board's Governance Process Policies direct and regulate board members' behavior to preserve its independence from undue influence of external parties. This is through a formal Board Members' Code of Conduct Policy. In addition, Trustees monitor their own legal and ethical behavior with an agenda item that requires notification of any conflicts of interest with specific agenda items. 2.C.4 Under Board Policy Governance, the Board of Trustees has empowered the President, and subsequently her subordinates, to make all decisions affecting the achievement of the college mission, Board Ends and day-to-day management duties. In addition, the faculty exercise oversight over all academic matters through the Academic Affairs standing committee structure.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

	oversee academic matters.		
2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	2.D. While faculty induction and mentoring are used to establish good practices, the Systems Portfolio does not make specific mention of HCC's commitment to freedom of expression. The institution's Systems Portfolio only describes the students' FERPA rights.	□ Strong, Clear, and well presented □ Adequate, but could be improved ☒ Unclear or incomplete	
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. 2. Students are offered guidance in the ethical use of information resources. 3. The institution has and enforces policies on academic honesty and integrity.	2.E.1 The College has an academic integrity statement in the Faculty and Student Handbooks, as well as published on the college website. There is no mention of any mechanism (such as an Institutional Review Board) to ensure best practice in faculty research. HCC does not report tracking violations related to academic integrity for students, faculty or staff in the Systems Portfolio. Consequently, it is unclear how academic integrity guidelines impact faculty research and scholarly practice or student and staff behavior. 2.E.2 An online guide about copyright basics was developed by the library in 2015 for students and faculty. Librarians provide an average of 101 information literacy sessions per academic year. 2.E.3. The Academic Standards Committee regularly reviews all policies related to integrity for both students and faculty to ensure ethical practices are relevant and current for all information resources used at the institution.	□ Strong, Clear, and well presented ☒ Adequate, but could be improved □ Unclear or incomplete	

Criterion Three. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
3.A. The institution's degree programs are appropriate to higher education. 1. Courses and programs are current	3.A.1. All liberal arts and career/technical programs are designed to meet Iowa Code guidelines. Every new course or program proposed is developed through a statewide CurricUNET system and subject to oversight by the curriculum committee and electronic approval process. As new programs are developed, faculty and	☒ Strong, Clear, and well presented □ Adequate, but could be improved

and require levels of performance by students appropriate to the degree or certificate awarded. 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs. 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).	administration work with an advisory committee and consultants at the Iowa Department of Education to ensure the curriculum meets the code requirements. 3.A.2. The College has been awarded accreditation by the National Alliance of Concurrent Enrollment Programs, which ensures consistency and quality of programming for any courses offered to high school students by high school teachers. The assessment committee has revised and updated requirements related to the assessment of student learning. 3.A.3. To provide for a more comprehensive online strategy, the college has recently implemented an Online Learning Consortium Quality Scorecard and is an institutional member of Quality Matters. Another initiative for ensuring program quality and consistency across modalities is through professional development programs, wherein all faculty are required to develop "Quality Faculty Plans" and new faculty are required to participate in a two-year new faculty induction and mentor process. For every course, specifically designated course level learning outcomes are archived in CurricUNET and a standardized syllabus template has been recently implemented. All concurrent enrollment faculty are required to attend annual professional development. Regular class visits are scheduled and faculty engage in individual consultations. All concurrent courses taught in the high schools must meet the same standards as courses taught on the college campus, as evidenced by common syllabi, textbooks, and learning outcomes assessments.	☐ Unclear or incomplete
3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	3.B.1. The Systems Portfolio did not include discussion of the general education program at Hawkeye Community College with the exception that a reference to the ILOs on page 4 states that "…ILOs support the mission of the college by providing students with general education…." Hawkeye asserts that "[t]he inclusion of appropriately distributed general education courses and sequencing of courses (pre-requisites and co-requisites)" is part of the program approval process. Given the limited information available, the team is unable to determine whether the general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. 5.The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	That said, HCC has established eight ILO's (seven that apply to all students, and one that applies only to the CTE students) that support the Mission of the College, to which course level student learning outcomes are mapped. The ILOs are assessed in many classes throughout a student's tenure of study. Every new course and program must have well-developed student learning outcomes that are measurable and stated using Bloom's Levels of Understanding Taxonomy. All learning outcomes remain consistent across sections of a course no matter who teaches them, where they are taught, or in what format. Any changes or modifications in the courses or programs must be reviewed before being approved. 3.B.2. HCC did not provide sufficient evidence to show that regular and repeatable processes had been established to articulate the purposes, content, and level of achievement of the ILOs to the campus community. Although it is clear that HCC is working, via the ILOs, to develop skills and attitudes that it believes every college-educated person should possess (for example, the ability to think critically), it is not clear that HCC has articulated the content knowledge that every college graduate should possess (for example, how to calculate a meaningful average). Rather, HCC appears to rely on career and technical advisory committees for input regarding general education requirements. The team interprets this to mean that the general education requirements for each student are driven primarily by a student's choice of major, and not drawn from a philosophy or framework developed by the institution describing its understanding of the general education needs of a competent world citizen. HCC regularly seeks external stakeholder (employer) perceptions of academic program adequacy through surveys and its academic program advisory committees. The HCC non-credit to credit crosswalk identifies which non-credit offerings are comparable to which, if any, credit-bearing courses. 3.B.3. Because the PLOs have not yet been mapped onto the ILOs and we don't know whether completing a program guarantees students have met all of the ILOs, it is not possible for the team to know whether every degree program offered by HCC engages students in collecting, analyzing, and communicating information; in mastering	

	modes of inquiry or creative work; and in developing skills adaptable to changing environments. Because, collectively, the seven ILOs that are required of all students do meet this requirement, it is likely that once HCC completes the intended mapping, it will be able to demonstrate that its programs meet this requirement. 3.B.4 HCC seems very vested in supporting diversity, for example • The Board of Trustees End Policies and the 2015-2018 Strategic Plan include HCC's commitments to inclusiveness and diversity. • Upgrading a support position to Diversity Director demonstrates the institutional priority regarding diversity in all aspects of HCC programming. • Both HCC's mission and vision recognize life-long learning within a diverse global environment. A recommendation from the diversity committee regarding class start times (related to the public bus schedule) has been implemented, evidence suggesting that HCC's staff and administrators recognize the human and cultural diversity of the world in which students live and work. Further evidence comes from the wide array of placement and student support services available. Oriented toward workplace success and innovation in technology, Board of Trustee Policy and the 2015-2018 Strategic Plan both incorporate opportunities for faculty and students to contribute appropriately to HCC's academic program and academic work. 3.B.5. Intentionally left blank.	
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student	3.C.1 Each week the Vice President of Academic Affairs meets with the academic deans to discuss a number of topics related to the requirements needed to support teaching and learning. Academic deans are charged with hiring adequate numbers of faculty to meet classroom and non-classroom needs. However, it is not clear how HCC has established policies and practices to determine those needs for faculty and staff to ensure that they are in sufficient numbers to meet the needs of students, academically and in regard to co-curricular activity. 3.C.2 The human resources department oversees the process of identifying the qualifications required	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. 5. Instructors are accessible for student inquiry. 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.	for all faculty positions. The qualifications are based on the specific credentialing standards listed by the Iowa Statutory Code and Higher Learning Commission. The Iowa Statutory Code lists separate, specific qualifications for faculty teaching career and technical programming. The credentialing criteria apply to all full-time, adjunct, and dual credit faculty teaching transfer and/or career and technical courses. Deans are required to complete a verification form for each faculty member hired to ensure the appropriate credentials are held. HCC Human Resources, in collaboration with academic and service units, uses external data (e.g. US Census, Iowa Workforce information) to analyze utilization by personnel category and establish hiring goals. Minimum qualifications are established and there is a Faculty Recruitment Committee. Ultimately, hiring to meet qualifications and utilization analyses is the responsibility of the Deans and other administrative leaders. 3.C.3 Institutional policy for evaluation of faculty is based on Iowa state statute and codified in the HPEA master agreement. Probationary faculty are evaluated at least twice per year in the first three years of employment. Non-probationary faculty are evaluated at least once every five years through a portfolio process. Each evaluation cycle includes an instructional observation, the compilation of student perception surveys collected throughout the evaluation cycle, and evidence of professional obligation achievement, and Quality Faculty Plan progress. The relevant dean and faculty member meet annually to review progress toward goals identified as part of the portfolio review. 3.C.4 A title and rank promotion process addresses teaching experience, institutional service, academic achievement, professional growth and development, support for the educational philosophy of the college, and length of institutional service. All instructional departments have professional leave and training budgets for faculty to participate in webinars and attend workshops and conferences. There are also a variety of on-campus events supported by the Faculty Development Committee and the Brobst Center for Teaching and Learning. All full and part-time faculty are eligible for tuition reimbursement for credit and non-credit courses. A President's faculty fund is available for unique	

	activities such as international study and is supported through the college foundation.

3.C.5
The only evidence HCC describes for instructor accessibility is an open lab environment in the math and sciences where faculty and students can meet and tutoring support in close proximity to faculty offices in the business division. Faculty in the CTE programs also serve as advisors. It is unclear whether a faculty member who is not a student's advisor has any responsibility to be available outside of the classroom to answer questions.

3.C.6
All professional staff in Student Services have a graduate degree and/or several years of experience. Ongoing training takes place during monthly staff meetings. Professional development opportunities are supported by the college with tuition reimbursement.

Staff are required to have appropriate, advanced degrees, or comparable prior experience, before being hired. All staff are invited to join the week of professional development activities in the fall and the full day of such activities in the spring. Staff with responsibility for interacting with non-native English speakers receive training in both language and culture to assist them in performing their responsibilities. HCC identifies that there are new hires specially qualified to deal with some of its identified student groups, e.g., the Veteran's affairs coordinator.

HCC's Systems Portfolio discusses, but does not provide evidence of on-site professional development (two days per year) for staff members providing student support services. HCC also indicates that some off-site professional development for the staff is reimbursed by the College although the magnitude of this investment is not presented. | |
| **3.D.** The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations. | **3.D.1.**
HCC has identified a number of student subgroups, e.g. veterans, first-generation college students and ELL students, and has staff who are assigned primary responsibility for each subgroup and recently hired 7 specially-prepared individuals to meet subgroup needs. HCC's staff with primary responsibility for English language learners have been provided with language and culture training to assist them in supporting those students.

3.D.2. | ☐ Strong, Clear, and well presented

☒ Adequate, but could be improved

☐ Unclear or incomplete |

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared. 3. The institution provides academic advising suited to its programs and the needs of its students. 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings). 5. The institution provides to students guidance in the effective use of research and information resources.	HCC identifies students who lack preparation for particular courses. Placement testing and advising provides direction for new and continuing students to successfully complete courses and programs. Both Admissions and assigned advisors help direct students either to programs and courses for which they are adequately prepared or to developmental courses that will help them to prepare for the courses in their chosen program. 3.D.3. HCC uses a combination of faculty and professional advising to support students throughout their enrollment. CTE students are assigned faculty advisors. Other students are advised by professional staff. No data regarding how well-suited the current advising structure is to the needs of the students was provided in the Systems Portfolio. 3.D.4. HCC is engaged in a collaboration with UNI to build a state-of-the-arts 3D printer at UNI's downtown campus. There is a Tutoring Center available to students and a mid-term early alert system to identify students who may require intervention and academic support. The Brobst Teaching and Learning Center provides professional development for faculty in support of effective teaching. Through the Brobst Teaching and Learning Center, new faculty have mentors. 3.D.5. The Library presents workshops to students regarding academic integrity. The Library provides students study space, materials, short courses and guides regarding appropriate use of materials and resources in successfully completing academic requirements. Policies regarding academic integrity are regularly updated and communicated to students.	
3.E. The institution fulfills the claims it makes for an enriched educational environment. 1. Co-curricular programs are suited to the institution's mission and contribute to the	3.E.1. Until now, the primary purpose of the co-curricular programs has been to increase student engagement (and thereby increase retention and graduation rates). HCC is pivoting from that model to a model in which extra-curricular activities will also support the achievement of ILOs. An initial step in the effort has been to map existing, regular co-curricular activities to the ILOs and to determine which activities could be identified as supporting which of the ILOs. A	□ Strong, Clear, and well presented ☒ Adequate, but could be improved □ Unclear or incomplete

| educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development. | second step has been to create a matrix that lists the ILOs on the x-axis and the co-curricular activities that are associated with at least one ILO on the y-axis and to use this crosswalk to identify gaps in the co-curricular assessment of the ILOs. A next step has been to begin discussing plans for modifying the procedures for bringing co-curricular activities online such that the process will address support for the ILOs (and the mission) much earlier in the approval process. All of this suggests that HCC is progressing toward the point where will it will be able to demonstrate that its co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

3.E.2.
HCC has pledged that "As a college we will provide focus, meaning, and the skills necessary for qualified individuals to live competently in their communities." HCC presents evidence regarding the truth of this statement using, as appropriate, employment data (Percent graduates employed, Salaries one and three years post-graduation), post-transfer GPAs, licensing exam scores, employer feedback, advisory committee input, and graduate exit surveys. | |

Criterion Four. Teaching and Learning: Evaluation and Improvement

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews. 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.	4.A.1. All liberal arts and career/technical programs are required to complete a five-year academic program review. Process oversight is provided by the assessment committee, institutional research, and an institutionally-developed electronic management and documentation tool called ProView. During the program review, enrollment trends, retention and employment, articulation agreements, and learning outcomes assessments are among the range of data considered. The process has been recently presented at the Higher Learning Commission conference as an example of effective institutional practice. 4.A.2 The College uses the CurricuNET system to examine all credit that it transcripts. CurricuNET examines academic program and general education requirements.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

3. The institution has policies that assure the quality of the credit it accepts in transfer. 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes. 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).	4.A.3. Students work with advisors to prepare and review a transfer credit plan. However, it is not clear how HCC awards prior learning and transfer credits. Describing the processes for deciding upon and evaluating acceptance of transfer and prior learning credits would strengthen HCC's response to this criterion. 4.A.4 The College was awarded accreditation by the National Alliance of Concurrent Enrollment Programs (NACEP) as a means to ensure consistency and quality of programming for any courses offered to high school students by high school teachers and maintains faculty credentials consistently. 4.A.5 Ten college programs are accredited by external agencies. These include nursing, dental, emergency medical, and clinical laboratory sciences agencies. The college has also received accreditation for a natural resources management program through the North American Wildlife Technology Association. 4.A.6. The college tracks the success of graduates either following transfer to one of three regent universities or beginning employment. Data on degree attainment and major, successful employment and salary are reviewed annually. Methods of improving response rates on post-graduation student surveys are being investigated by the college.	

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

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

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

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

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | 4.B.1.
Student learning outcomes are clearly stated. However, it is not clear that HCC has set internal targets (goals) for student learning. The college describes a variety of tools and instruments used to assess the achievement of curricular outcomes.

4.B.2
HCC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. Among the processes that HCC has in place are:
- HCC has an active Assessment Committee (twice monthly meetings) with regularly scheduled assessment of course- and institutional-level student learning outcomes.
- Teaching faculty are engaged in course-level assessment activities.
- HCC is engaged in an AAC&U pilot project to evaluate its co-curricular opportunities (including mapping student organization activities to learning outcomes, and participating in professional development activities to improve its assessment work in this area).
- HCC requires that all outcomes be measurable and stated using Bloom's Levels of Understanding taxonomy and that they represent the skills and knowledge students from particular programs should possess after successful completion and award attainment (this knowledge is often derived from advisory boards).
- HCC reviews program outcomes at a minimum of once every 5 years through the annual program review processes using *ProView,* and all programs are assessed on a 5-year cycle.

HCC is progressing toward a process that will allow it to assess achievement of the learning outcomes that it claims for its co-curricular programs.

4.B.3.
It was not clear if HCC uses the information gained from the assessments to improve student learning.

4.B.4.
HCC's processes and methodologies to assess student learning reflect good practice by including substantial participation by many stakeholders. However, this good practice could be enhanced | ☐ Strong, Clear, and well presented

☒ Adequate, but could be improved

☐ Unclear or incomplete |

	by demonstrating how the assessment information is used to improve student learning.	
4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs. 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but	4.C.1. HCC has defined goals (internal targets) for persistence (term-by-term; 70%), retention (year-by-year; 50%), and completion (40%). It is unclear how HCC arrived at these values and this makes it difficult to evaluate their appropriateness. It is also not clear if these targets apply to both degree and certificate programs. The only example that was provided in the Systems Portfolio was for a degree program. HCC did not describe any external benchmarks for persistence, retention or graduation, although it did provide data from the IPEDS Feedback report showing HCC's full-time, first-time retention rate and program graduation rates comparing HCC's results to those of a comparison group. The Systems Portfolio did not identify specifics about the comparison or describe how the comparison group was chosen. It is unclear whether this is an aspirational or similarity-based or some other kind of comparison. 4.C.2. HCC describes a process and reporting for tracking by cohort student persistence and completion. A newly formed Strategic Enrollment Planning committee has used data from these reports for developing internal persistence targets and an Exemplar Program Study. HCC has a Retention Committee with responsibility to evaluate retention information, identify unmet needs and propose improvements to benefit student success. A faculty student referral website to support getting assistance to students is under development. 4.C.3. Currently, the HCC Strategic Planning Committee has identified that 18 programs have demonstrated best practices on at least one of the established program retention and graduation targets. HCC reported that faculty from the 18 programs were interviewed. The HCC intention is to find out from the faculty interviews programs what is working so well and to use faculty from those programs to mentor faculty in less successful programs. No data regarding the findings were presented. Extension of the internal retention and graduate targets beyond the 18 programs and further analysis of the positive outcomes of student referrals for assistance on retention and	□ Strong, Clear, and well presented ☒ Adequate, but could be improved □ Unclear or incomplete

	graduation would support HCC meeting this core component.	
institutions are accountable for the validity of their measures.)	**4.C.4.**	
	HCC collects data regarding persistence, retention and completion of its students. It produces a program cohort report as soon a program's cohorts reach 150% of the expected time to completion. The report directly lists the completion (graduation) rate for the program but does not do so for program persistence or retention. This makes it difficult to determine whether the programs are meeting these goals or not.	
	Further lack of clarity comes from the potential multiple referents for the terms "year-by-year" and "term-by-term" retention. Year-by-year retention could mean retention from year 1 to year 2 or retention from year 2 to year 3 (etc.) and in a two-year period, term-by-term retention could refer to any of five potential sequential terms (fall1 to spring1, spring1 to summer1, summer1 or spring1 to fall2, fall2 to spring2, or spring2 to summer2). It is not clear whether HCC is referring to averages of these values across the cohort's tenure in the program or to specific rates, e.g., persistence from term1 to term2 or retention from year1 to year2. It is also not clear if the completion goal is 40% completers within 100% of expected time to degree, 150% of expected time, or ever.	

Criterion Five. Resources, Planning, and Institutional Effectiveness

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient	5.A.1 HCC has the fiscal, human, technological, and physical resources to support its operations based on processes described and tools available. It reviews its resources and infrastructure through Cabinet oversight, internal monitoring reports required by the Board of Trustees, and audits by external agencies. Additional evidence of capacity includes the College's maintenance of a reserve fund balance in excess of Iowa Code mandate and Board requirements, the renewal of a Physical Plant Levy in 2013, and the recent upgrade in the College's Moody's Bond Service rating from AA2 to AA1. The College maintains a	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

to support its operations wherever and however programs are delivered. 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. 4. The institution's staff in all areas are appropriately qualified and trained. 5. The institution has a well-developed process in place for budgeting and for monitoring expenses.	database in connection with the Master Facility plan to continually update and prioritize facility projects. The annual budget process in Academic Affairs includes consideration of training needs and corresponding allocations for student services and all other departments considered non-instructional. A variety of training and professional development options are provided to all staff on Employee Development Day, an event held annually in March. Similarly, all employees are encouraged to participate in workshops and presentations during "Welcome Back" activities in August. The College asserts that Academic Deans are charged with hiring adequate number of faculty to meet classroom and non-classroom needs for their departments. However, the College gives no indication of how faculty support is measured or how the hiring of different faculty levels (full-time, adjunct) influence the ability to fulfill classroom, and especially non-classroom, requirements. The Dean of Students is required to have a sufficient number of staff to provide sufficient student support services. However, based on a Noel-Levitz assessment of Student Services, this is not the case. As such, the College will institute a new Students Services Model in fall 2016. 5.A.2. The Board of Trustees receives a monthly Monitoring Report on the financial status of the College that shows budgeted categories compared with current date expenditures. It is unclear how the monitoring report affirms the infrastructure and human resources are sufficient. In December 2015, the Cabinet held a special planning session to consider enrollment trends, budget reductions to non-personnel expenditures, and necessary tuition increases. The College sets allocations to ensure adequate funding is available to meet faculty professional development needs. However, "adequate funding" is never defined." Training budgets for student support services are also discussed and set. Finally, budget targets are set for non-instructional staff to participate in webinars, training sessions, and attend workshops and conferences. The definition of adequacy is important for all of these areas but is not discussed. It is also not clear how the training budgets are affected by other resource allocations.	

The College allocates resources for substantial on-campus development opportunities including workshops during Welcome Back Week, a teaching and learning center, educational reimbursement, a dedicated faculty fund to support diverse learning opportunities and promotion in rank and title.

5.A.3
The Board of Trustees End Policies are monitored monthly and the Board seeks input on the End Policies through strategic visioning sessions with external constituents. The sessions provide feedback to the board regarding institutional resource usage and addressing needs. Cabinet leaders also meet with their teams in order to assess if allocated resources are sufficient to accomplish institutional and department goals. It is unclear how the goals are realistic in light of the organizational structure, resources, and opportunities. The strategic planning process is aligned with the mission and includes both internal and external stakeholders.

5.A.4
HCC has formalized processes related to hiring, orientation, evaluation, and professional development that provide for a qualified and trained staff. The College has established consistent procedures to promote employee satisfaction and engagement.

The HCC Human Resources staff develop qualifications regarding education, experience, certifications, skills, and, if appropriate, physical requirements. Employment databases are consulted to verify the currency of the criteria developed through this process. HCC credentialing standards and qualifications for faculty and administrators teaching and/or supervising academic processes and services are based on the specific credentialing standards listed in the Iowa Statutory Code and/or Higher Learning Commission Criteria for Accreditation. The credentialing criteria apply to all full-time, adjunct, and dual credit faculty teaching transfer and/or career and technical courses for the College. HCC Deans are required to complete a verification form for each faculty member hired to ensure appropriate credentials are held.

HCC Deans meet annually with the Vice President of Academic Affairs to discuss budget needs and to ensure adequate funding is available to meet faculty professional development needs. The same process is used to discuss training budgets for student support

services such as tutoring, advising, and developmental studies. Non-instructional departments follow a similar process. HCC encourages all faculty and staff to seek professional growth. It is unclear how the college determines if their staff are appropriately trained.

Because the hiring process begins with the HR Executive Director reviewing all applications to ensure that applicants meet all minimum criteria for positions before screening committees review applications, all of HCC's staff meet or exceed the minimum criteria for their jobs. Qualifications are set by HR with the assistance of people most closely associated with positions. For academic positions, credentialing standards are based on specific credentialing standards listed in the Iowa Statutory Code and/or the Higher Learning Commission Criteria for Accreditation's Assumed Practices. Credentialing criteria apply for all full-time, adjunct, and dual credit faculty teaching transfer and/or career technical courses for the College.

5.A.5
All members of the President's Cabinet seek input from all departments and units of their division. Current and future budget needs are discussed for each division and allocations are set. Cabinet division leaders meet weekly with their unit and department teams to discuss and verify assigned resources are adequate to achieve educational purposes and related division goals. If resources allocations are insufficient to accomplish key goals, the division leader will bring this request to Cabinet for the consideration of the full leadership team.

The institution follows a formal "certified" budget process adhering to Iowa Statutory Code, Section 260C, Iowa Department of Education requirements, and Iowa Department of Management guidelines.

This process is designed to allow public input and requires Board approval to set each year's property tax levied rate and maximum spending authority for the college. As pertinent budget-related information is received or developed (e.g., State General Aid funding allocations are set, tuition and fees amounts are approved by the Board, and up to date enrollment projections are finalized) a "working budget" is developed with input from all units, departments and divisions of the college. This working budget is then continually updated and monitored and is the main tool for assessing resource allocation for the

	many needs of the College. The Board of Trustees receives a monthly Monitoring Report on the financial status of the college that shows budgeted categories compared with current date expenditures.	
5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. 1. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance. 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.	5.B.1 The Board's Governance Policies include Ends Policies that identify expected outcomes for meeting the mission and vision and Executive Limitations for the President. The work of the President's Cabinet is to ensure alignment of decisions and actions with Board Policy, mission and goals, legal requirements and core values. HCC reports the Cabinet members reach decisions by consensus and these decisions are formally reported to all employees in the "Cabinet Notes" section of the College's weekly electronic newsletter. Each Cabinet member also meets with their leadership team to communicate key information after each executive session. The President's Council is also an advisory group that is made up of all college administrators and managers from all college sites. The Council meets quarterly and considers a broad list of current issues. Decisions are also determined by group consensus and communicated through meeting minutes. It would be helpful if the College provided further information about how the Student Leadership Council is involved in the institution's governance. 5.B.2 HCC describes in 4P1 a Board Ends Policies monitoring report that follows a month by month schedule. All divisions are involved in the development of a report at some point during the year and each month the College Budget Status Report is submitted by the Administration and Finance division. Further clarification of who and what is included each month would help strengthen the evidence for Criterion 5B. 5.B.3 At HCC, the faculty exercise oversight of all academic matters through the Academic Affairs standing committees, such as the Curriculum Committee, Assessment Committee, and Academic Standards and Issues Committee. The College has several cross-functional committees that are endowed with decision-making authority as described in their operational by-laws. These	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

	cross-functional committees collaborate across all units to ensure that the highest academic standards are maintained. Decisions are communicated through minutes and through other institutional means. The Student Leadership Council is also involved in setting academic policy and standards.	
5.C. The institution engages in systematic and integrated planning. 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	5.C.1 To report on progress toward the 2011-2014 strategic plan and support planning for the next cycle, HCC states the President provided a summary of over 60 three-year plans created by all departments and divisions of the college. 5.C.2 The institution did not describe how it links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 5.C.3 In preparation for the 2015-18 planning cycle, the President hosted forums with all faculty, staff, and students, at which time recommendations for strategic initiatives received from the Innovation Council were discussed. Other areas of the portfolio describe a process consisting of three-year cycles corresponding to strategic planning where input from identified external constituencies and communities of interest is gathered. 5.C.4 A Firestarter facilitation team worked with departments and divisions to develop three-year plans which align with college strategic initiatives. An assigned Cabinet "Champion" continues to work with department and divisional planning to identify innovative ways of achieving success. 5.C.5 The systems portfolio does not describe how HCC anticipates emerging factors in its planning processes. Technology is addressed broadly in initiative 3 and diversity and inclusion are addressed in the goals of initiative 2 of the 2015-18 strategic plan. However, no clear link from planning processes to these emerging factors was provided within the evidence cited in the systems portfolio.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete
5.D. The institution works systematically to improve its performance.	5.D.1 HCC provides evidence of a high Moody's Rating (A1++), and audit reports indicate that the college is in good financial standing. HCC is collecting data related to persistence, retention,	☐ Strong, Clear, and well presented

1. The institution develops and documents evidence of performance in its operations. 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts	and completion rates and soon will have trend data on which to base judgments regarding the success of its new and on-going initiatives. The college has documented a number of practices such as Mandatory Orientation and Registration, document imaging across departments, and online videos produced by faculty to promote programs. The report also notes an increase in completed department plans occurring in the 2011-2014 Strategic Plan cycle as compared to the 8 years prior. 5.D.2 The report asserts the institution learns from its operational experiences and applies that learning. However, improved data summaries along with relevant interpretations and target comparisons used to support decision making would promote better understanding of the extent to which (a) HCC is evaluating its operational experiences and (b) the way(s) in which those evaluations are leading to institutional improvements in effectiveness, capacities, and sustainability. The College has updated its technology structure to make information dissemination easier, and development of an Intranet portal has facilitated information sharing, resource management, and operational oversight.	☒ Adequate, but could be improved □ Unclear or incomplete