Iowa Western

Community College

Academic Quality Improvement Program Systems Portfolio

November 2009

Iowa Western
caring   commitment   challenge

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INSTITUTIONAL OVERVIEW

Critical Characteristics

Founded in 1966, Iowa Western Community College (IWCC) is a multiple campus, urban, public controlled, institution with a service area population of 169,063. Adjacent to the College is the Omaha metro area with a population of 672,311. The average median income in the service area is $46,772. Transfer credits account for 68 percent of the total credits generated while 21.7 percent are technical and 10.3 percent are developmental. Current tuition is $119 per credit hour.

The College offers instruction in career education, adult and continuing education and the first two years of college and university study. Iowa Western exists to serve the needs of adults who can benefit from further education and guidance, whether by specially designed occupational programs, pre-professional college transfer programs or other types of adult education.

The Council Bluffs Campus, which includes the college administrative offices, is situated on a 282 acre site located 2 ½ miles northeast of the Council Bluffs business district. The instructional services offered at the Council Bluffs campus are administered through the departments of Business, Fine Arts, Health and Physical Education, Language Arts, Science and Mathematics, Social Sciences, Agriculture, Health Occupations and Trade and Industrial Education. In addition, Student Services and the Learning Resources Center provide supportive services for students and staff. College educational facilities include Ashley Hall, Clark Hall, Dodge Hall, Fremont Hall, Hoover Hall, Lewis Hall, Looft Hall, Stuart Hall, the Kanesville Center, Arts Center, and Aviation Technology Center.

The Clarinda campus is located on an eight acre site in east Clarinda adjacent to the city park and fairgrounds. Instruction services offered at the Clarinda Center include a comprehensive Arts and Sciences program together with two vocational-technical programs – Associate Degree Nursing and Office Management. Supportive services for students and staff are provided by Student Services and the Library.

The College is an institutional member of the American Association of Community College Trustees and the Iowa Association of Community College Trustees. All courses equivalent to college and university work are accepted by colleges and universities of Iowa and by most educational institutions outside of Iowa.

IWCC Mission Documents and Strategic Planning Goals

Item 1. Goals for student learning and shaping an academic climate

Iowa Western Community College Graduates Will Be:
Self-Directed Learners Who: • Pursue new and changing information and technology. • Create and utilize opportunities for realistic personal growth and lifelong learning.
Critical Thinkers and Problem Solvers Who: • Demonstrate proactive and visionary behaviors. • Utilize resources to analyze, interpret, and evaluate. • Demonstrate a decision-making process to solve problems.
Positive Motivators Who: • Utilize leadership skills to empower themselves and others. • Facilitate growth and achievement in others. • Foster teamwork.
Effective Communicators Who: • Analyze and synthesize information from written, oral, and nonverbal sources.

• Convey oral and written information in a concise and relevant manner.
Community Contributors Who: • Participate in government, civic, and social institutions. • Respond constructively to diversity.

Figure 1: General Education Outcomes

Future goals for student learning at IWCC are heavily influenced by assessment. The vision of Academic Affairs is to embed assessment in the teaching and learning culture.

- Processes will be developed that enable faculty to see the relevance and commit to the concept.
- Faculty will attend a variety of professional development activities that encourage, support and motivate them in this endeavor.
- The expectation of assessment will be included as part of recruiting, interviewing, orientation, and evaluation of all faculty including adjunct.
- Assessment will be tied to budget appropriation, not in a punitive manner, but by providing rationale that is recognized as valid for specific equipment, software, facilities, or other faculty needs.
- Academic leadership will participate in professional development activities that provide clarity, and focus to expectations with regard to assessment.
- The logistics of the assessment process will be streamlined making it more user friendly for both faculty and administrators.
- Assessment activities will consistently be scheduled on the academic calendar.
- Assessment will be fully utilized to elevate the level of student success.

Key instructional credit and non-credit programs include those in health related fields and business. Courses are delivered face to face, online and in hybrid formats to serve various student populations. In support of the regional importance of health care, Phase Two of the recently passed bond issue (and several additional funding sources) will fund a Nursing Center for Excellence, which will be built in 2010. The 18,000 square feet, 6.8 million dollar project will provide state of the art virtual learning using human simulators in a hospital like setting. The comprehensive course management system will include videos of student performance. This system will eventually be expanded for use in other programs on campus.

Educational systems, services and support technologies.
In addition to the main campus in Council Bluffs and the Clarinda Campus, Iowa Western has three outlying centers; Cass County located in Atlantic, Shelby County located in Harlan, and Page/Fremont located in Shenandoah. The centers serve these cities and the surrounding communities with a wide variety of programming. Credit, Continuing Education, business and industry, GED (General Educational Development), and ELL (English Language Learner) classes offer a variety of education to all types of learners.

IWCC utilizes the Angel Course Management System known on our campus as SAIL. SAIL is available to any IWCC student taking courses for credit. Through SAIL students can:

- Check daily grades.
- Pick up assignments.
- Turn in assignments.
- Take quizzes and tests.
- Use course email.
- View videos.
- View power point.
- View lectures.
- Participate in discussion boards.
- Save files.

The Student Online Services component (SOS) is also available to all credit students and provides the following online services:

- View class schedule.
- Register for classes.
- Run a program evaluation.
- Apply for graduation.
- View account and financial aid information.
- View grades by term.
- View mid-term and final grades.
- View unofficial transcripts.
- Request official transcripts.
- Update contact information.
- Update academic profile information.

Item 2. Key organizational services for students
Iowa Western offers a variety of services to support and enhance the student experience.

Key Organizational Services for Students		
Academic Advising	Disability Services	Student Activities
Academic Intervention	Financial Aid	Student Leadership
Academic Support Center	Health Center	Student Organizations
Admissions	International Student Programs	Testing
Bookstore	Learning Resource Center	Transfer Planning
Bridges for Learning in Applied Science and Technology (BLAST)	New Student Orientation	Student Support Services (TRiO/SSS)
Campus Safety	Recruiting	Veterans Services
Career Planning	Registration	
Deaf Services	Residence Life	

Figure 2: IWCC Services for Students

Under construction and slated for occupancy summer 2010 is 12.6 million dollar, 71,000 square foot, two-story student center facility. Phase One of the recently passed bond issue, the facility will house a virtual learning resource center, academic support services, expanded college bookstore, cyber cafe and the culinary arts program.

Item 3. Requirements and expectations of students and key stakeholders
The key student stakeholder groups served by the College are prospective students, current students and alumni. IWCC has determined specific expectations of these stakeholders both long and short term. They are outlined in detail in 3P2.

Primary Competitors
Unlike many community colleges, Iowa Western's student body consists primarily of traditional age students. As a result, our main competitors are not other community colleges or for-profit institutions that offer competing programs such as Kaplan or Vatterott. The University of Nebraska at Omaha (UNO) continues to be our main competitor for traditional students, and other competing schools include Northwest Missouri State University, Iowa State University, University of Iowa, and University of Nebraska at Lincoln.

The common denominator between UNO and Iowa Western is proximity. The two institutions are in neighboring states but are separated by only eleven miles. In addition, UNO offers nearly 200 programs of study, a variety of on-campus activities, athletics, and two styles of campus housing for about 1200 students.

Iowa Western attracts traditional students for several reasons, but can be described simply in a slogan used frequently by the community, which describes Iowa Western as "a two-year school with a four-year feel." With over 1,000 students living on campus, sixteen nationally competitive varsity athletic programs, more than twenty student clubs and organizations, intramural athletics, and an eighteen hole championship disc golf course on campus, Iowa Western provides students with an exciting campus life that is comparable to UNO, and many other four-year institutions. In addition, Iowa Western's state-of-the-art facilities and technology are, in many cases, superior to those offered by competing four-year colleges and universities.

Although Iowa Western predominantly attracts recent high school graduates, we also cater to a large non-traditional student population by offering a variety of course and program options at several locations, including online and hybrid courses, evening and weekend courses, and a growing number of online degrees. Metropolitan Community College (Metro) in Omaha, Nebraska is our main competitor for non-traditional students in the area, and they also attract students interested in high demand programs such as Nursing and Culinary Arts. Although Metro offers similar programs, and lower tuition costs, they do not provide on-campus housing, athletics, or the variety of activities offered at Iowa Western.

On a smaller scale, schools with heavy marketing influence in the metropolitan area such as Vatterott and Kaplan, and schools with several online options such as Bellevue University (Bellevue) and DeVry are also attracting potential Iowa Western students. Although the cost of attendance is not widely publicized for either of these institutions, the difference in cost is significant with Iowa Western providing the better value.

Item 4. Administrative, faculty and staff human resources

Employment Classification	Full-time employees	Part-time employees (including work study students)	Total
Classified	102	181	283
Faculty	140	264	404
Professional	204	20	224
Total	446	465	911

Figure 3: Current Number of IWCC Employees

Currently there are two (2) collective bargaining units that represent a portion of IWCC's employees. The Iowa Western Community College District Higher Education Association represents all full-time faculty members and librarians. The Operating Engineers International Union represents the operating engineers at IWCC. Both units currently have contracts with the College that will expire in 2010. Negotiations with the units have typically addressed salaries, health insurance and various work environment issues.

Organization and Use of Human Resources
The College organizes its human resources to align with the strategic goals of the institution. Some variables have provided natural transition opportunities.

Recent changes in Vice Presidents of Student Services (retirement 2007) and Academic Affairs (departure 2006) resulted in a review of the areas to seek opportunities for improvement. The Human Resources Department was completely redesigned in 2006 in response to feedback from the Vital Focus conducted in October 2005. The retirement of the Foundation Director (2009) opened the door for reorganization within the Foundation.

As enrollment continues to increase assessments will continue to ensure we are meeting the expectations of our growing student population.

Item 5. Align leadership with mission and values

An elected Board of Trustees (Board) comprised of nine district representatives leads Iowa Western Community College. The President reports to the Board and attends all Board meetings.

The College Foundation Board of Directors has fifteen members and works collaboratively with the Board of Trustees. The President attends all Foundation Board meetings.

The President's Cabinet, is the executive decision making group for the College and is comprised of the following: VP for Academic Affairs, VP of Operational Services, VP of Marketing/Public Relations, VP Students Services and Special Advisor Bargaining Unit. The Cabinet meets weekly and all members are present at monthly board meetings.

To provide continuity the membership of the Strategic Planning Council (SPC) was recently changed to include every member of Cabinet in addition to representative membership from across the campus. SPC meets monthly.

Quality Council (QC) is comprised of representatives from across campus including a Cabinet representative. Quality Council meets monthly.

The Director of Institutional Effectiveness (DIE) chairs both the Strategic Planning Council and the Quality Council. This position reports directly to the President in this capacity and works closely with him to align strategic and quality issues with the mission and values of the College. The Director of IE (Institutional Effectiveness) also attends monthly board meetings.

Legal and ethical and social responsibilities

The legal ethical and social responsibilities of Iowa Western are driven by our core values of Caring, Commitment, and Challenge. Iowa Western's leadership leads by example and the Cabinet also adopted an employee code of conduct that clearly outlines the expectations for employees of the College. This code of conduct is included in the policies and procedures of the College. The policies and procedures are posted on the campus intranet and are available to every IWCC employee.

Item 6. Strategies to align key administrative support goals with mission and values

The Board of Trustees develops the mission and values for the College, the Strategic Planning Council develops strategic goals which flow from them. Administrative support departments develop annual Tactical/Action Plans in alignment with the strategic goals.

Key Administrative Support Services		
Auxiliary Services	Campus Safety	Payroll
Benefits	Facilities Maintenance	Performance Review
Budgeting	Facilities Master Plan	Purchasing and Receiving
Business Office Services	Information Technology	Recruiting and Hiring

Figure 4: Key Administrative Support Services

Facilities and Equipment

The College owns and operates 31 different buildings with 884,621 square feet of space. This includes general purpose classrooms, science labs, technology labs, student services operations, housing, human resources, accounting, maintenance and general office space. All positions at IWCC requiring computer equipment are included in a four-year rotation cycle, providing for systematic updates. As the final phase of the current 23 million dollar bond issue student services, accounting, executive offices, human resources, and the foundation offices in Clark Hall are slated for renovation in 2011.

Item 7. Data information collection and distribution

Institutional research is now governed by meeting compliance requirements to state and federal agencies, and to funding sources. These needs are met, but the processes are not centralized or systemized in an efficient manner.

Institutional Research at IWCC is pressed by the demands of an institution in a steady growth mode and in the process of transitioning to an evidence-based culture. Responding to the questions for the systems portfolio has developed a heightened awareness across campus of a greater need to gather, review, and analyze data.

This awareness is a catalyst for reviewing what data is gathered now, and how it is used. An Action Team has been launched to review current practices, establishing current and future needs of the campus, and how most efficiently to meet them. Strategic Planning Council, Cabinet, and Quality Council are in agreement this will be a priority for the College.

IWCC operates Angel a product of Datatel. An extensive campus review was conducted a few years ago and it was determined this system was suited to our needs. As part of the Action Team review process current technology systems and resources will be examined specifically with regard to IR and alternative or additional resources will be considered. IWCC is preparing to submit a proposal in the next round of Title III and additional resources for IR will be a component. In the meantime, IR has purchased supplemental software and increased professional development for both the Research Specialist and the Director of Institutional Effectiveness.

Item 8. Key commitments, constraints, challenges, and opportunities

Because of its history of success in several key areas, the College is positioned to take advantage of opportunities to continue to grow and serve the community's needs. The College has earned voter approval of three construction bond referenda in recent years; the last receiving voter approval by an affirmative 87 percent.

Donor support has resulted in significant growth in the College foundation. Business leaders increasingly seek college participation in economic development efforts, and support from the Iowa Congressional delegation has provided the College with federal appropriation to support educational initiatives. All of this has occurred in conjunction with a 69 percent enrollment growth over the past six years.

With the growing population base in the metro Council Bluffs/Omaha portion of our service area, the potential for future growth and demand for services provided by the College remain strong.

Even though the College has been financially very sound, the national economic downturn and its impact on revenues for the State of Iowa budget will present challenges for the College. Approximately 35 percent of the revenues for the College budget come from State appropriations. In this current fiscal budget the College was provided flat funding from the State and based on revenue projections for the current State budget, we anticipate at least a 15 percent reduction in State funding for the next college budget.

This situation will make it difficult to provide the current level of service to students without a very large increase in tuition rates. At the same time this is happening the College is experiencing double digit enrollment growth. Therefore, we are faced with some very difficult decisions about the balance of services and costs to students. The resulting impact on our ability to continue to provide the latest technology and quality of services will no doubt create vulnerabilities for the College.

Item 9. Key partnerships and collaborations

Iowa Western has developed several partnerships that have played a critical role in the success of the College. Some of the most distinctive follow:

In 2007 Iowa Western received a gift valued at $10 million or more – a 105-acre tract of land that is adjacent to the main campus in Council Bluffs. The gift, which came from shopping center developer John A. Wiebe, of Omaha, is far and away the largest in the history of the College.

The gift is a result of a partnership developed between IWCC's president, Dr. Dan Kinney and Mr. Wiebe. Initially the relationship was contentious stemming from disputes over land erosion that evolved into legal discussions. Eventually the two developed a mutual respect which influenced Mr. Wiebe to make the generous donation.

Another partnership unique to Iowa Western is the fact that we house one of the top alternative rock, public radio stations in the Council Bluffs, Iowa, and Omaha, Nebraska metropolitan area. Radio station KIWR, 89.7 The River, broadcasts live from the campus in Council Bluffs and offers students exceptional learning opportunities in a state-of-the-art studio and production facility. In addition to on-air opportunities, the radio program offers training in sales, programming and promotions. The station's annual concert series, The River Riot, attracts thousands of visitors to the community each summer.

To complement its radio program, Iowa Western offers students a broad range of skills in the area of television production from its campus studio, CBTV 17. The station, which operates through a partnership with the City and Cox Communications, produces quality news, sports and informational programming to residents of Council Bluffs.

Iowa Western has a close partnership with the Iowa West Foundation, a local foundation dedicated to the betterment of the community. Special interests of the Foundation include education and the arts. The following college projects have been funded as a result of this partnership:

- $4 million to build Aviation Training Center
- $5.3 million to build Performing Arts Center
- $25,000 - $50,000 annual donation for Performing Arts Series at the Center
- $250,000 to College Park Project in Harlan
- $200,000 gift to scholarship endowment now valued at approximately $400,000
- $1.1 million to Nursing Center for Excellence

Most recently IWCC and the City of Harlan, Iowa collaborated in a joint effort to raise funding and construct a 24,600 square foot facility in Harlan to serve as a center location for IWCC and house Develop Source, the economic development division of Shelby County. The City and IWCC combined to raise the $3,675,334 necessary to construct the facility known as College Park. Iowa Western will occupy 9,000 total square feet and benefits from increased space to offer credit courses, continuing education and high school academy offerings (dual credit). The City of Harlan will occupy 15,600 square feet and utilize its space as a small business incubator facility. The facility was completed in June of 2009 with operations underway in both areas of the building and has been well received by the surrounding communities.

IWCC Organizational Structure

IWCC Organizational Structure

CATEGORY ONE: HELPING STUDENTS LEARN

Processes (P)

1P1 Determining Common Learning Objectives
The common or shared objectives for learning and development, called College General Education/Graduate Outcomes (see 1R2) at IWCC, directly align with the College's mission, vision and philosophy. The College General Education/Graduate Outcomes were developed as follows:

General Education Outcomes Development Timeline	
1999	The College created General Education Outcomes for the Arts and Sciences Assessment Plan as part of the accreditation process. The College dedicated several staff development days to allow all Arts & Science faculty to participate in creating the outcomes.
2000 - 2003	No further action was taken on assessment or the status of the general education outcomes.
2004 - 2006	A college-wide assessment plan was adopted and the General Education Outcomes were revisited, revised and ratified by the College faculty. All program chairs discussed and presented the General Education Outcomes to the entire faculty for approval.
2006 - 2007	The Vice President of Academic Affairs created a General Education Task Force to which she appointed a cross-section of faculty and staff. The role of the task force was to determine how to assess the general education outcomes and to ensure that all students will have the opportunity to meet all five graduate outcomes listed in Figure 1 – General Education Outcomes. Measurement attempts included a graduate exam and survey which proved unsustainable and ineffective.
2007 - 2008	No further action was taken on assessment or the status of the general education outcomes.
2009 -	Revisiting General Education Assessment through new database initiative. (See Figure 20 – Barriers to Assessment)

Figure 5: General Education Outcomes Development Timeline

1P2 Determining Program Learning Objectives
While the process for determining program learning objectives is faculty driven, the College has established the following campus-wide guidelines:

- At least one program goal must link to the general education/graduate outcomes.
- All program course objectives must link to one or more of the program goals.

Adhering to the guidelines above, program faculty set program goals, program learning outcomes and course learning objectives with input from various sources including advisory boards, industry, state articulation agreements and external accrediting mandates. Faculty are also responsible for implementation, measurements, data collection, reporting, evaluation and whatever changes or revisions are warranted.   In addition, career and technical programs are required to have their advisory boards evaluate and validate the program goals, learning outcomes and course objectives.

The process is outlined in Figure 6 - Process for Assessment of Student Learning.

Process for Assessment of Student Learning

Assessment Process Begins

PLANNING

College faculty determine **College General Education (Graduate) Outcomes** which link to College Mission Statement.

Program faculty develop **Program Goals** which link to College General Education (Graduate) Outcomes where appropriate.

No

Does the Program Advisory Board validate Program Goals – Course Objectives?

Program faculty develop **Program Learning Outcomes** which link to Program Goals.

Program/discipline faculty develop **Course Learning Objectives**, and *Competencies* and *Skills* as needed, which link to Program Learning Outcomes and/or College General Education Outcomes .

If applicable

Program/discipline faculty determine expected levels of performance on course and program assessments.

Yes

Program/discipline faculty determine instructional methods and appropriate measures to assess course objectives and program goals.

Program/discipline faculty determine what students/groups/sample to assess and an appropriate assessment schedule for courses and program.

IMPLEMENTATION

Faculty member provides appropriate learning experiences

Faculty member conducts assessments and collects data.

REPORTING/EVALUATION

Faculty member completes course/program report forms and submits to program chair.

Faculty member interprets his/her course results. Program Chair/faculty interpret program/discipline results and Chair shares information with dean and others.

Program Chair summarizes multiple section/program data.

REVISION

Faculty determine how to improve student learning.

Were course/program/college expectations met?

Yes/No

Assessment Process Continues

Figure 6: Process for Assessment of Student Learning

1P3 New Program Development
The stimulus for a new program or course may come from industry, current Advisory Boards, the community, current or prospective students, faculty and staff. The College continually monitors competitive programs through participation in state-wide organizations for administrators and faculty. Also, by reviewing all Iowa Department of Education notices of new program applications, the College stays abreast of competitive activity within the state.

Once an idea for a new program or course is presented, a needs analysis is conducted, a rationale determined, costs and benefits analyzed and transferability and/or job availability considered. Statewide articulation agreements between Iowa's Community Colleges and the Regent Universities are explored for compliance through LACTS (Liaison Advisory Committee on Transfer Students) and courses are checked against the state common course numbering system. Adoption of a new academic program or course follows the College Curriculum Process.

Curriculum Process
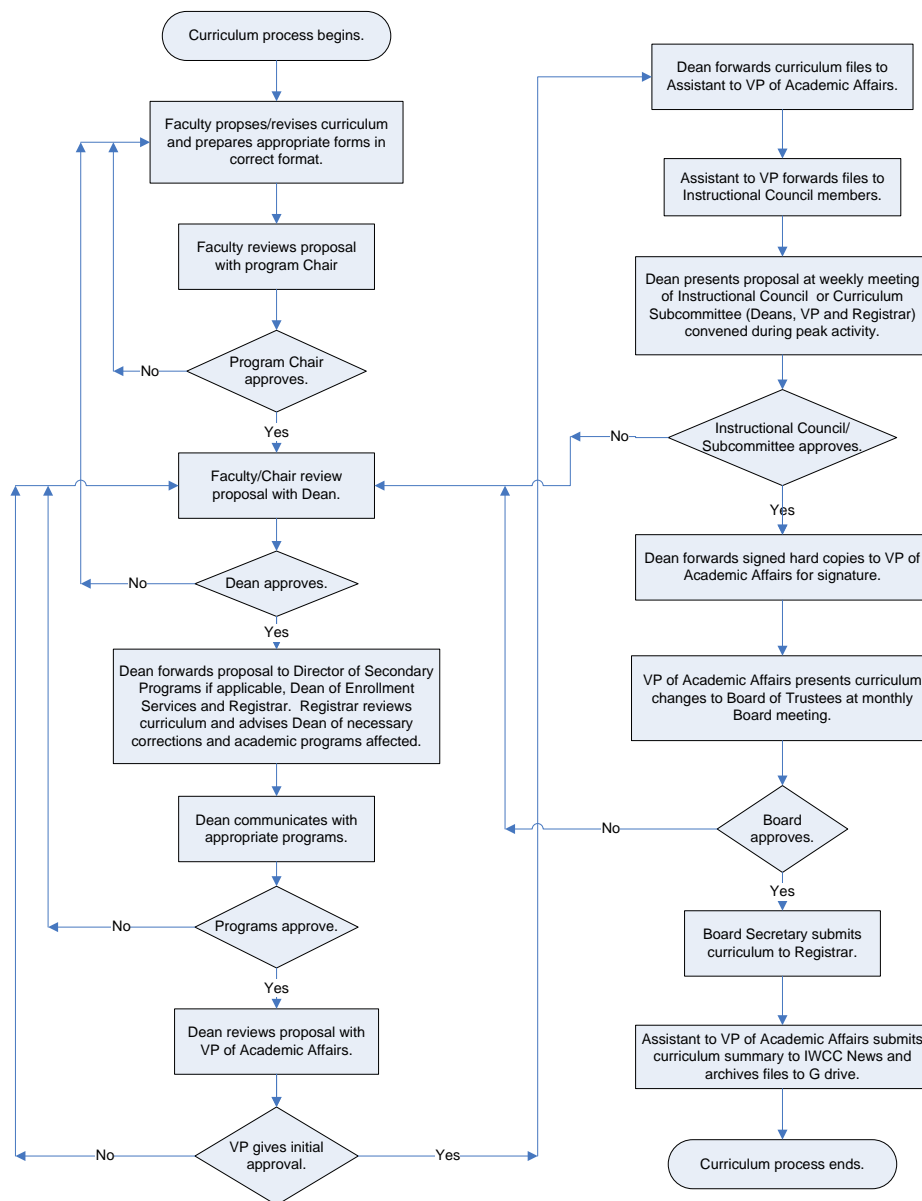
Figure 7: Curriculum Process

1P4 Balancing Learning Goals with Career Needs

The Career and Technical New Program Approval Process charts the initiation of a new technical program and its adoption. Programs are designed based on institutional research and industry needs, and their adoption follows a pre-determined process from faculty to administration and finally to the Board of Trustees.

Career and Technical New Program Approval Process
For AAS, Diploma, and AS/Career Option Programs
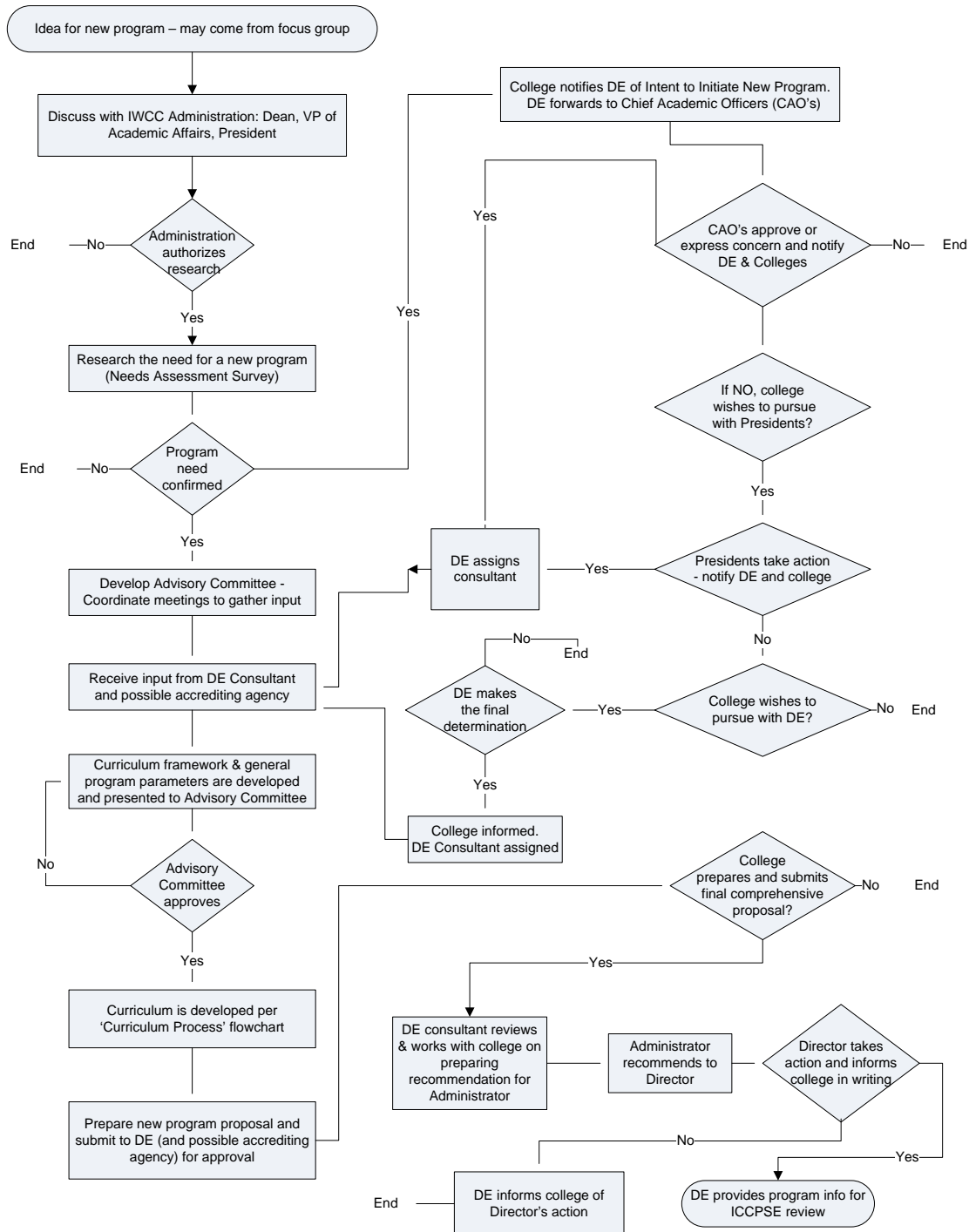
Figure 8: Career and Technical New Program Approval Process

1P5 Determining Required Skills
The Academic Division determines the preparation required of students for specific curricula, programs, courses and learning by collaborating with various academic departments and specific programs of study. Students are required to complete a placement test prior to enrolling in classes at IWCC unless they have submitted ACT or SAT scores. The placement tests consist of reading, writing and a mathematics component. The Admissions office uses these scores to place students in appropriate courses based upon the students' abilities and level of preparation. Some high demand industries or externally accredited programs have developed program specific minimum scores and/or prerequisite courses to ensure student success. Because this area is critical to student persistence and success an action team was launched to gather data regarding the appropriateness of the placement scores. The team studied five years of college placement data and its results and recommendations can be found in (1I1).

To ensure adequate preparation for dual enrollment courses offered in area high schools, seamless education workshops are conducted throughout Iowa to ensure that specific courses include appropriate and consistent curriculum. These workshops include high school, community college and four-year institution representatives who agree on 80 percent of the content of each course. This leaves room for individual schools to cover additional topics of choice while ensuring that students will cover the required material to advance no matter where they take the course.

In conjunction with Secondary Programs, career pathways for high school students have been established. These lists of specific course sequences provide seamless transition for entrance to a variety of community college programs and majors.

1P6 Communicating Expectations
The College communicates required preparation and expectations to prospective students through:

- Admissions recruiter visits to high schools.
- Student participation in concurrent enrollment.
- Campus visits.
- Reiver Visit Days for students and parents.
- The annual Program Showcase for high school students.
- The online http://www.iwcc.edu/catalog.pdf or printed version of the College catalog.
- Program web pages.

Admissions, student support and registration services communicate required preparation and expectations to current students through:

- New Student Orientation.
- Academic advising by faculty.
- Dedicated advising days.
- Online access to personal program review (degree audit).
- The online http://www.iwcc.edu/catalog.pdf or printed version of the College catalog.
- Program web pages.

1P7 Helping Students Select Programs
IWCC helps students select programs of study by:

- Use of "I Have A Plan IOWA" career planning software.
- Evaluation of placement test scores.
- Conferences with admissions advisors.
- Conferences with program faculty.

1P8 Dealing With Underprepared Students

If students' placement scores indicate that remediation is needed in reading, writing, mathematics, or English language skills, they may be enrolled in adult basic education, developmental coursework or ESL classes to obtain college level proficiency.   The College also offers tutoring services for a variety of general education courses, a learning assistance center and a Strategies for Academic Success course.

The Strategies for Academic Success course came to fruition after an academic dean and several faculty attended a workshop dealing with student success. The data show that students who are not successful in college fail for a number of reasons. For example, they may have trouble with time management, communicating with their instructors, or getting enough sleep,

One college's solution to the lack of preparedness was to implement a course for students who may have struggled academically during high school. After many informal discussions with faculty, and their frustrations over the lack of what seem to be basic skills, and realizing that many of our students come to us without those skills, we made the decision to try to increase student success by offering a course for incoming freshman. The following year, fall of 2008, Iowa Western offered five sections of Strategies for Academic Success. The course was developed by a full-time faculty member who had experience teaching a similar course at another institution. The course objectives are as follows:

1. Improve ability to recall information.
2. Manage time more effectively.
3. Read textbook with improved retention.
4. Prepare for and take tests.
5. Demonstrate effective note-taking skills.
6. Present clear written and verbal skills.
7. Demonstrate comprehension of a lecture.
8. Identify short and long term goals.

Students enrolled in Strategies for Academic Success will be tracked as one of three cohorts to monitor persistence, GPA and graduation rates. The initial results are reported in 1I1.

Another initiative came from the Vital Focus day in October 2005. Since that time placement had been discussed in focus groups, and changes had been made to improve placement for writing and math. However, student performance indicated that improvements were still needed. In addition, placement based on reading ability needed to be examined, as faculty had identified that insufficient reading skills were indicators of the lack of student success in other subject areas. An Action Team to review these issues was launched in September of 2007. The results of the team's effort can be found in 1I1.

The Iowa Department of Education provides small grants to Iowa community colleges to encourage and support efforts to make colleges inclusive, welcoming, and a supportive learning environment for all students. IWCC applied for and received two grants for the 2009-2010 year to implement strategies that retain and graduate the following targeted populations:

1. Students in Nontraditional Career Areas
2. Underrepresented Racial/Ethnic Minority Students

Data indicated two areas of need for supplemental academic support which aligned with the focus of the two grants; former ESL students and nursing students. The grants will fund two part-time Academic Mentor positions one for the ESL students filled by an adjunct IWCC communications instructor and the second for students in nontraditional career areas, i.e., a male nursing student pursuing a graduate program in nursing.

To better align efforts that provide supportive learning services to IWCC students, the Learning Resource Center (LRC) will become part of the Student Services Division. Cross training LRC and Academic

Support Center (ASC) staff in available services will enable them to quickly refer struggling students to the appropriate support they need. In the future, this partnership will enable the Academic Support Center and Learning Resources Center to integrate increased academic assistance available for students.

1P9 Differences in Learning Styles

IWCC detects and addresses differences in students' learning styles by:

- Encouraging instructors to administer learning styles inventories to their students. These inventories are made available online through the College's course management system.
- Providing faculty professional development on detecting different learning styles as well as teaching to them.
- Offering the Strategies for Academic Success course. This course develops a student's self awareness of their preferred learning style and empowers them with strategies to maximize their academic efforts.

1P10 Addressing Special Needs

There are numerous programs, committees, and services available on campus designed to address special needs of student subgroups.

Program	Students Served
BLAST- Bridges for Learning in Applied Science and Technology (BLAST)	Postsecondary students who received special education services in high school.
ESL - English as a Second Language (ESL)	Students whose native language is not English.
TRiO - Student Support Services	First-generation, low-income, and disability students.
Student Accommodations Subcommittee	Students with disabilities.
Interpreter Services	Deaf and hard of hearing students.
Nontraditional Student Orientation (NSO) - for Nontraditional Students	Adult students.
STEM - Science Technology Engineering and Math	Initiative to recruit, and retain women to graduation in IT careers.

Figure 9: Programs for Special Needs Students

1P11 Expectations for Effective Teaching and Learning

IWCC defines expectations for effective teaching and learning through:

- Criteria outlined for faculty promotion as referenced in 4P11.
- The statement of faculty excellence found in the institutional Quality Faculty Plan and the faculty handbook which reads as follows:

Faculty members at Iowa Western Community College will continuously strive to enhance and expand their knowledge in their teaching field(s). They will work to master their craft as teachers, learners and scholars. They will strive to serve as a source of positive motivation for their students regarding all aspects of college life. And, they will demonstrate their commitment to students via their accessibility to them and their support of them.

IWCC documents expectations through:

- Faculty position job description.
- Criteria listed on student evaluation of instruction.

- Criteria listed on faculty professional evaluation.
- Individual Quality Faculty Plans.

IWCC communicates expectations through:

- Recruiting, interviewing, and hiring process.
- Reiver Week New Faculty Orientation.
- Adjunct faculty feedback.
- Academy for Teaching Excellence.
- Informal classroom observation feedback.
- Department meetings.
- Published teaching tips.
- Excerpts from the college Teaching Consultant.
- Professional development opportunities.

1P12 Course Delivery Systems

Course schedule development is as follows:
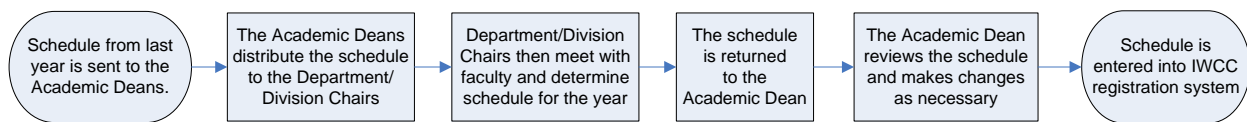
Figure 10: Course Schedule Development System

From 2003 to 2009, the College has increased the number of course section offerings from 1,082 to 2,101, which represents a 94 percent increase. This has stretched College resources in space, faculty, equipment, and supplies.

 The College has responded to this enrollment increase by:

- Moving from a faculty driven semester course schedule to a year-long schedule which is published two terms in advance, offering an opportunity for improved student planning.
- Incorporating alternative delivery methods such as online classes, hybrid or blended classes, experiential learning experiences, self paced classes and arranged classes.
- Implementing common start and end times for classes on campus to maximize classroom usage.
- Expanding course offerings in traditionally low utilization time slots - afternoons and evenings.
- Expanding dual enrollment opportunities to high school students through career academies.
- Managing class size and faculty load.

Opportunities to improve the scheduling process include:

- Expanding evening and weekend programming.
- Purchasing and utilizing scheduling software to eliminate the current cumbersome and time consuming process of building the schedule by hand with paper and pencil. Software would also help manage classrooms more efficiently.

1P13 Effective Curriculum

IWCC ensures that course offerings and academic programs are up to date and effective through the institutional Program Review and Evaluation (PR&E) process. This state-mandated process includes an in-depth analysis of a minimum of 20 percent of the programs each year ensuring that each academic

program shall be evaluated at least once every five years. The process is flexible to accommodate fluctuations in existing programs should unexpected forces impact the vitality of a program or the college.

The process is coordinated by the Associate Dean of Instruction. The review committee is comprised of equal representation from the five academic divisions.   Program Review findings are compiled and published then disseminated to the respective Academic Deans of the programs. The results are then shared with Program Chairs and faculty.

The key elements of the in-depth self study and peer review are:

- Student learning outcomes, assessment plans & documents.
- Recruitment, admissions, and placement processes.
- Curriculum scope and sequence.
- Course scheduling and availability.
- Instructional methodology.
- Student performance and satisfaction.
- Articulation, transfer and/or placement.
- Staffing.
- Learning resources (textbooks, technology, etc.).
- Fiscal resources.
- Facilities, equipment and technology resources.
- Advisory committees (when applicable).

(See Program Review and Evaluation Report)

Program Review and Evaluation Process Timeline	
Month	**Activity**
March	Schedule of programs to be reviewed in-depth during next academic year is finalized.
March – June	Program chairs and faculty complete self-study.
July - October	Annual data is collected and five-year trend lines of data elements are developed.
September	Program review and evaluation (PR&E) team membership is confirmed.
October – January	PR&E team conducts annual data review and submits program reports and recommendations.
January – March	PR&E subgroups conduct in-depth program review and evaluation and submit reports and recommendations.
April	Vice President of Academic Affairs presents summary report of recommendations to Cabinet and Board of Trustees.
May	Program Improvement Team is established as needed.

Figure 11: Program Review and Evaluation Process Timeline

1P14 Changing or Discontinuing Courses/Programs
The College may base program and course changes on input from Advisory Boards, external stakeholders, the Program Review and Evaluation process and program faculty.

Advisory Boards:

- Meet at regularly scheduled intervals.
- Are selected for their abilities, expertise and willingness to support the education of future professionals in the specific field.
- Offer the programs input regarding developing trends in professional needs of the community, upcoming regulatory developments, employment.

- Review student outcomes per program and course and discuss changes that may improve student outcomes.
- Make suggestions for curricular modifications.

External Stakeholders provide information through:

- Statewide articulation meetings and agreements.
- Transfer data reports from four-year institutions indicating the level of preparedness of IWCC students.
- Seamless education workshops which standardize content in transfer courses from secondary to community college to four-year institutions.
- Articulation conferences on specific disciplines.

Program Faculty initiate change based on:

- Professional development activities which include local, state and national conferences and workshops.
- Evaluation of trends in industry.
- Annual Program Review and Evaluation (see 1P13).
- Advice from Advisory Board.
- Feedback from external stakeholders.

When information from any of the above sources indicates a program is declining or in danger of declining the process outlined in Evaluation Process for Continuing/Discontinuing a Program will be followed.

1P15 Determining Needs
Iowa Western Community College determines the learning support needs of students through:

- Administering the Noel-Levitz Student Satisfaction Survey/Community College Student Survey of Engagement every other spring. Results from the survey assist the College in determining what services are important to students. Strengths and weaknesses of all departments and services from the students' perspectives are identified.
- Graduate Follow-up Surveys.
- Analyzing enrollment and retention data.
- Student evaluation of instruction.

Data gathered is analyzed and strategies for improvement are developed in the respective areas.

- On a formal basis Joint Council, a group consisting of vice presidents, deans and directors from Student Services and Academics, meets quarterly to address issues relevant to support student learning.
- On an informal basis information may be shared and analyzed through phone calls, email, and impromptu meetings as needed.

The College determines the learning support needs of faculty through:

- The Program Review and Evaluation process (see 1P13) which identifies program weaknesses in equipment, staff, labs, etc.
- Annual requests for program equipment, and classroom technology.
- AQIP Conversation Day results.
- Requests identified through the Quality Faculty Plan process.

- External accrediting and regulatory agencies.

The College addresses learning support needs through:

- Funding through local taxation earmarked for instructional equipment. Faculty submit requests, chairs prioritize needs and deans recommend allocation. Cabinet endorses recommendations and the Board approves.
- College's annual budgeting process.

1P16 Co-curricular Goals
Co-curricular development goals are aligned with curricular learning objectives at the program level. Program faculty align at least one program goal with a college graduation outcome and course learning objectives are aligned with specific program goals. Activities are then designed that allow students to practice classroom skills in a more universal setting.

Representative examples include:

- Business and marketing students market and conduct a community fund-raiser for the American Cancer Society.
- Children's Literature students read to children at Mohm's Place, a community homeless shelter.
- Management students help with Red Cross disaster preparedness.
- Electronic engineering technology students design, test and construct math quiz bowl buzzers for the math department high school math competition or construct model traffic signals for use at the nursing department pre-kindergarten workshop and in the campus day care center.

1P17 Measures of Preparedness
IWCC determines that graduating students have met learning and development expectations through:

- Program Assessment process.
- Graduate One Year and Three Year follow-up survey results.
- Advisory Board feedback.
- Employer Satisfaction survey results.
- Transfer Report Results.

IWCC is committed to producing community contributors. Two faculty members from IWCC conducted research on the effects of service learning. Results from the research indicated that students who participated in service learning while enrolled were more likely to continue their civic engagement and social responsibility after leaving the College than students who did not participate in service learning activities. These findings are consistent with service learning research conducted nationally.

1P18 Assessing Student Learning
During the fall of 2003 the College appointed an Assessment Coordinator and later an Assessment Task Force from the faculty. Their assignment was to combine the assessment processes which had been developed separately for career and technical and arts and science courses and programs into one unified college assessment plan.

The process began with an agreement on common terminology. There would be:

- Program Goals.
- Program Learning Outcomes.
- Course Learning Objectives.
- Competencies and Skills if necessary.

The process the College used for determining common learning outcomes for all students, College General Education Outcomes, is outlined in 1P1. Program Goals link to the College General Education Outcomes which in turn link to the College Mission. By Spring 2004, the process was fully defined. (See Process for Assessment of Student Learning Flowchart)

As the College attempted to actually measure and analyze results several flaws in the process were identified. Recent improvements are outlined in 1I1.

Results (R)

1R1 Measures of Student Learning and Development
IWCC regularly collects and analyzes the following measures of students' learning and development.

Active and collaborative learning
Student effort
Academic challenge
Student-faculty Interaction
Support for learners
Completion rates
Transfer rates
Performance at transfer institution
Next term persistence
Fall to fall persistence
Goal attainment
Retention
Developmental retention • Math • Writing • Reading
Career program completers
Retention in core academic skills courses
Institution-wide credit grades
Average credit section size
Faculty/student ratio
Faculty load
Credit/distance learning
Distance learning grades

Figure 12: Measures for Student Learning and Development

1R2 Common Learning Objectives Results
The common student learning and development objectives that were developed by the campus taskforce and ratified by the faculty can be found in Figure 1 – General Education Outcomes.

Although the Outcomes have been developed, revisited and revised in recent years, no systematic plan is in place to assess them. Recent steps have been initiated to address this gap and are outlined in 1I1.

1R3 Specific Program Learning Objectives Results
Program assessment is in varying stages of development. All programs have established goals, but some have found these goals are not measurable, and need to be revised. Other programs are collecting data successfully, but are finding the reporting process cumbersome.

1R4 Evidence of Knowledge and Skills
IWCC conducts an employer survey annually and the results are reviewed by the Program Review and Evaluation Committee as well as by the respective programs.

IWCC receives transfer reports from the Iowa Regent Schools.

IWCC also conducts a graduate follow-up survey during the year of graduation and again in three years.

1R5 Process Results
IWCC conducted the Community College Survey of Student Engagement (CCSSE) for the first time in the spring of 2009. The following are results for learning support processes.

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic Advising/planning	56%	72%	90%
Career Counseling	28%	45%	79%
Job placement assistance	12%	23%	66%
Peer or other tutoring	25%	40%	70%
Skills labs (writing, math, etc.)	39%	51%	75%
Child care	5%	12%	45%
Financial aid advising	45%	52%	79%
Computer lab	63%	73%	85%
Student Organizations	17%	29%	59%
Transfer credit assistance	28%	38%	73%
Services to students with disabilities	9%	18%	60%

Note: The services highlighted in bright blue in each column are the three highest ratings in that area while the services highlighted in orange are among the lowest rated in each area.

Figure 13: Student Services by Use, Satisfaction, and Importance
Source: 2009 CCSSE Report

Tutoring was assigned to individual departments following major state funding cuts in the early 2000's. Then in 2006, department resources were pooled to centralize tutoring services and results were tracked. There was also a statement added to the master syllabus template at this time directing students to the new tutoring lab which probably had a significant effect on usage.

Fall 2007
• Assisted 430 sessions (number down slightly from previous fall).   • Number of hours tutored: 500.   • Average tutoring session length: 1.15 hour/session.   • Hired several part-time and work-study tutors.   • Offered a minimum of twenty-five separate courses of expertise.   • Named two Lead Tutors in order to further assist in the ASC.
Spring 2008
• Assisted 500 sessions (number up significantly from previous spring).   • Number of hours tutored: 501.   • Average tutoring session length: 1 hour/session.   • Offered a minimum of thirty separate courses of expertise.
Summer 2008
• Assisted 130 sessions.   • Number of hours tutored: 150.   • Average tutoring session length: 1.15 hour/session.   • Maintained 3 tutors.   • Offered a minimum of 15 subjects.   • The number assisted throughout the summer increased by over 200% from the previous May/June.
AY 2007 - 2008
• The ASC Academic Assistants provided approximately 2,460 hours of "face time" with students. Tutoring sessions averaged a little over an hour each.   • The ASC was capable of assisting with approximately 80 different IWCC courses for the 2008-09 academic year.
Fall 2008
• The ASC assisted with approximately 950 student visits, which include tutoring, assignment help, and writing assistance. It does NOT include students who merely come into the lab to use a computer and leave.
Spring 2009
• The lab assisted with approximately 1100 student visits (same services or exclusions as above).
AY 2008 - 2009
• While there were a lot of "frequent fliers," nearly 400 different students were served by the Academic Support Center this year. By the end of the fall term 325 different students had used the ASC for help. By the end of the spring term, the ASC picked up more users for a total of 390 different students for 2008-09.   • The Academic Support Coordinator provided two presentations on study skills a week during the fall for Coach Scott Strohmeier's new football program.   • The ASC also provided assistance and guidance for new or prospective IWCC students to prepare for the COMPASS test.

Figure 14: 2007 - 2008 Peer Tutoring Highlights

The Learning Resources Center (library) has changed in recent years from a depository of books to a completely cyber resource center. Graduates of the FY 2008 graduate survey show usage by 88.8 percent of students responding with a satisfaction rating of 4.0 out of 5.0.

	2007	2008	2009
Day 1	957	1,250	1,270
Day 2	981	1,141	1,301
Day 3	1,034	1,115	1,266
Day 4	1,043	1,056	1,002

Figure 15: Start of Fall Term Door Count

1R6 Comparisons
Data from multiple sources indicate that IWCC meets or exceeds the performance results of other higher education institutions.

Proportions of Students that Completed a Degree or Certificate or Transferred within Three Years	
Completed in Three Years	
• Full-time, First-time in Fall, 2005	68 percentile National Rank
• Part-time, First-time in Fall, 2005	93 percentile National Rank
Transferred in Three Years	
• Full-time, First-time in Fall, 2005	19 percentile National Rank
• Part-time, First-time in Fall, 2005	31 percentile National Rank
Completed or Transferred in Three Years	
• Full-time, First-time in Fall, 2005	44 percentile National Rank
• Part-time, First-time in Fall, 2005	85 percentile National Rank
Student Goal Attainment	
Percent Graduates and Completers	46 percentile National Rank

Figure 16: NCCBP Student Completion and Goals
Source: NCCBP 2009 Aggregate Data Report

Figure 17: 2009 Benchmark Summary Table
Source: 2009 CCSSE Report

The Consortium includes the following Iowa Community Colleges:

- Indian Hills Community College
- Iowa Valley Community College District
- Iowa Western Community College
- Kirkwood Community College
- North Iowa Area Community College
- Northwest Iowa Community College
- Southeastern Community College
- Western Iowa Tech Community College

Improvements (I)

1I1 Improvements
Academic Affairs has made a focused effort to review processes and systematize them as needed. As a result numerous improvements in processes pertaining to Helping Students Learn have been made:

Developed Master Course Syllabus
Revised Curriculum Process
Taskforce Reviewed and Revised Program Review and Evaluation
Revised Faculty Promotion Process

Developed and Delivered New Faculty Orientation (Reiver Week)
Developed and Delivered Academy for Teaching Excellence
Developed and Implemented Adjunct Faculty Feedback System
Developed and Launched Strategies for Academic Success Course
Established Systematic Utilization of Course Management System

Figure 18: Academic Affairs Improvements

See Placement Action Team Tactical Plan for results of the Action Team Focused on Placement.

Initial results from the Strategies for Student Success Course (SDV 114) are listed below. The three cohorts are:

1. Student athletes selected as candidates for Strategies for Student Success Course
2. Random selection of student athletes
3. Random selection of IWCC students

Evaluating SDV 114 - Fall 2008 Cohort						
Persistence Data	**SDV 144**		**Student-Athlete Control**		**Random**	
Fall 2008 - Spring 2009 Retention						
Retained	59	71.08%	141	81.03%	82	82.00%
Left IWCC	24	28.92%	33	18.97%	18	18.00%
Graduated	0	0.00%	0	0.00%	0	0.00%
Total Persisted Students	59	71.08%	141	81.03%	82	82.00%
Average GPA	2.06		2.35		2.13	
GPA 2.0 or better	46	63.86%	115	66.90%	61	61.00%
Fall 2008-Fall 2009 Retention						
Retained	33	71.74%	87	62.14%	46	56.10%
Left IWCC	13	28.26%	53	37.86%	36	43.90%
Graduated	0	0.00%	0	0.00%	0	0.00%
Total Persisted Students	33	71.74%	87	62.14%	43	56.10%
Average GPA	2.63		2.52		2.26	
GPA 2.0 or better	37	80.43%	105	75.00%	56	68.29%

Figure 19: Results of Strategies for Student Success Course

Assessment was identified as an area of opportunity. The process had stalled with writing of outcomes at campus, program, and course level and routinely reporting progress.

Barriers identified:		
Reporting and data retrieval process was burdensome and ineffective.	**Faculty did not see relevance and therefore lacked enthusiasm.**	**Deans lacked clarity of vision making it difficult to provide leadership.**
Strategies developed:		
Sent a scout team to visit a campus with nationally recognized process.	Assessment consultant was featured speaker to kick off academic year Fall 2009.	Hired consultant to help develop plan of action.
Developed a new model for the data reporting and retrieval based on the visit.	Organized a core group of faculty designated as Assessment Champions.	Consultant provided leadership perspective and vision.
Designated Assessment Champions as pilot group for the new system in Fall 2009.	Provided Champions training sessions.	Developed specific goals for milestones in the assessment process.
	In return for a nominal stipend, Assessment Champions will provide peer support for revising outcomes, assessing strategies, data entry and retrieval, data review and improvement strategies.	
	Scheduled assessment activities at regular intervals throughout 2009-2010 academic year.	
	Will conduct an inventory of assessment progress by program.	

Figure 20: Barriers to Assessment

While most processes in Helping Students Learn are now systematic, assessment continues to be the greatest challenge. Recent improvements indicate positive progress; however assessment at IWCC is still in the developmental stage.

1I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

IWCC identifies an opportunity to better utilize benchmarking data from CCSSE, National Community College Benchmark Project (NCCBP) and assessment to identify target areas for improvement, develop strategies and monitor progress.

CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Processes (P)

2P1 Designing Key Non-Instructional Processes
Non-instructional processes are tied directly to Strategic Planning Goals which stem from the Mission and Values of the College.

The College has looked to outside expertise to identify key distinctive objectives. College leadership, with guidance from consultants, and based on the data gathered, develops the processes to support the objectives.

2P2 Determining Non-Instructional Objectives
The College has relied on external and unbiased assistance in determining major non-instructional options.

In 1998 IWCC hired the Clarus Corporation to conduct marketing research of constituents in the College service area to determine opportunities for enrollment growth.

Results from the research indicated the following key factors:

- Greatest opportunity growth niche was traditional students.
- Recruiting this niche would require providing more of a college campus experience.
- This niche would be attracted by opportunities to participate in a sport or activity with the possibility of scholarship.

As a result the following Other Distinctive Objectives Strategies were developed by the College:

- Focus on developing campus facilities to support athletic teams and performance activities.
- Provide sufficient on campus housing.
- Secure growth in foundation resources to fund scholarships for students in athletics, and activities as well as academics.

In 2005 IWCC hired the Clements Group to determine opportunities for growth in the foundation.

Clements conducted a feasibility study. The data in the study was based on face to face interviews with 100 of the most affluent individuals in the College service area. The focus of the study was to identify prospects with first, the capacity and then, the willingness to give to the College. It also determined projects that were most likely to garner support.

A strong interest was indicated in the following areas:

- Health Sciences
- Technology

In 2007 Victory Enterprises was hired to conduct marketing research in the College service area to determine the level of support for a bond issue and also what projects constituents were most willing to fund.

Results from the research indicated the following projects were viable:

- More classrooms to accommodate growth.
- Classrooms and science labs to train Health Care professionals.
- Expansion of the Learning Resource Center.
- Building a kitchen laboratory and additional classrooms for the Culinary Arts program.

The Board of Trustees, Cabinet, and Strategic Planning Council all participated in the process of reviewing and analyzing the consultant results and determining objectives.

2P3 Communicating Expectations
The communication of the objectives is part of the Strategic Planning process as represented in the Strategic Planning Process Flowchart in 8P1.

2P4 Assessing Appropriateness and Value
Distinctive objectives were assessed with the assistance of outside resources through telephone surveys and face to face interviews of constituents in the college service area. Results were reported and analyzed.

Once determined there is a check and balance system among several groups in the governance structure consisting of reviews and recommendations. Involved in this process are members of Cabinet, Strategic Planning Council, Board of Trustees, and the Foundation Board (on those issues pertaining to the foundation).

2P5 Determining Faculty and Staff Needs
IWCC always has an active Facilities Master Plan in operation.

One aspect of the plan addresses on-going maintenance and repair items. Another aspect of the plan addresses the following questions:

- Where can the College grow?
- Where does it need to grow?
- What current issues are most pressing?

The plan is developed through input from faculty and staff responding to a series of questions pertaining to anticipated expansion needs for growth. (See Figure 21 - Assessment of Current Facilities). These responses flow through respective Deans and VPs.

Assessment of Current Facilities (by building)
1. What is the vision for your organization or academic program? Describe in words and number, current academic programs, projected student numbers, number of faculty in the building, demand for the services you provide currently and anticipate in the future. (Include assumptions and how they were developed.)
2. How does your existing space serve your organization or academic programs? Include quantity, quality, and functionality. (Be specific; i.e. number of square feet, number of electric outlets, or the capacity of your auxiliary service.)
3. How do your specific assumptions and projections relate to the college strategic plan?
4. What is the percentage of use for each classroom in each building? Include the characteristics and numbers of students in each time segment; morning, afternoon, and evening.

Figure 21: Assessment of Current Facilities

2P6 Incorporating Feedback
The President, VP of Operations, and Director of the Physical Plant review the initial requests and work on proposals to find solutions, develop resources and secure funding.

A working plan is developed to submit to Cabinet for review and discussion and then presented to the Board for approval.

Results (R)

2R1 Measuring Success
Annual Foundation Report
- Total number of dollars given
- Total number of in-kind gifts (assigned dollar value)
- Total dollars awarded in scholarships

Annual Athletic Report
- Total number of athletes
- National Alliance of Two-Year College Athletic Administrators (NATYCAA) Annual Standings

Annual Activity Report
- Total number students in music ensembles
- Total number students in theater

Campus Housing Status
- Number of beds available
- Number of beds filled

2R2 Performance Results
There is evidence of strong growth in IWCC's endowment and fundraising for scholarships. The largest gift in IWCC's history with an estimated value of 10 million was received from John A. Wiebe in FY08. Investing in Major Gifts Campaign training with the Clements Group can be credited with being the most influencing factor in positioning IWCC to fundraise at this higher level.
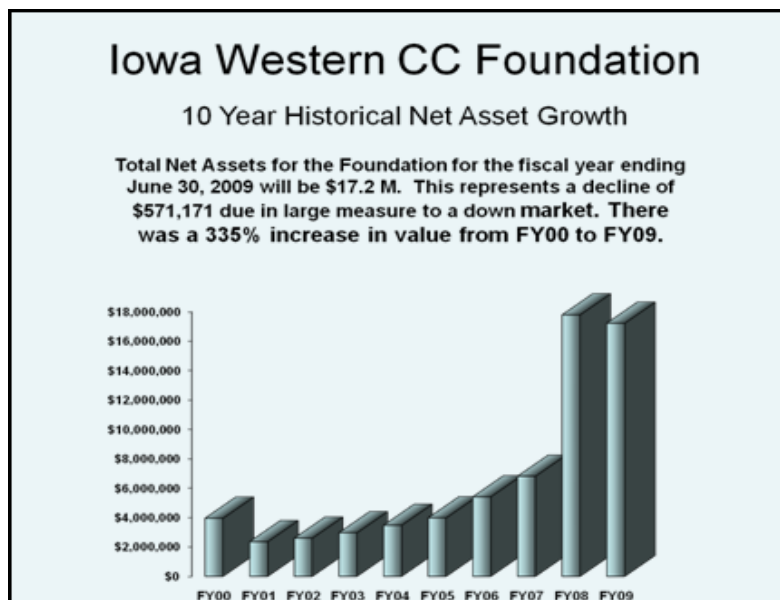
Figure 22: Foundation Bar Chart

As additional athletic programs are introduced on campus the total number of student athletes continues to rise.

IWCC Student Athletes
389% Increase
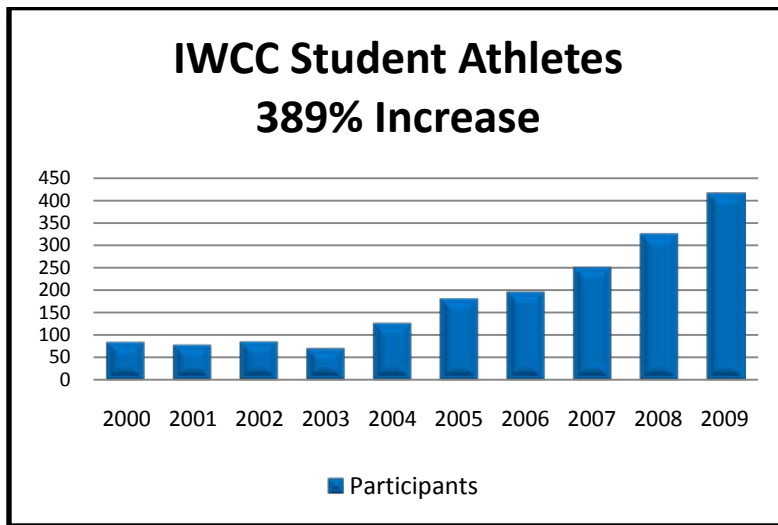
Figure 23: IWCC Student Athletes

In 2003 on-campus housing was at full capacity with 328 beds in a residence hall and 174 beds in apartments. In 2004 the first wing of the Reiver Suites was constructed with additional wings each year from 2007-2010. In addition, in 2008 the apartments were renovated and designated Reiver Village and the residence hall was designated Reiver Tower.

Beds in Campus Housing
100% Increase

*Reiver Village 174 apartments remodeled
**Under Cconstruction
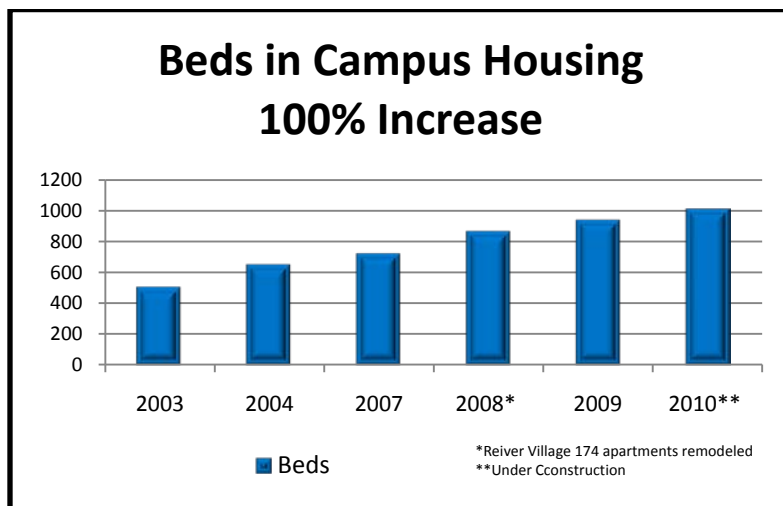
Figure 24: Beds in Campus Housing

Students involved in activities have increased particularly in theater and music. The chart below indicates the number of students active in music ensembles.

Students in Music Ensembles (Duplicated)
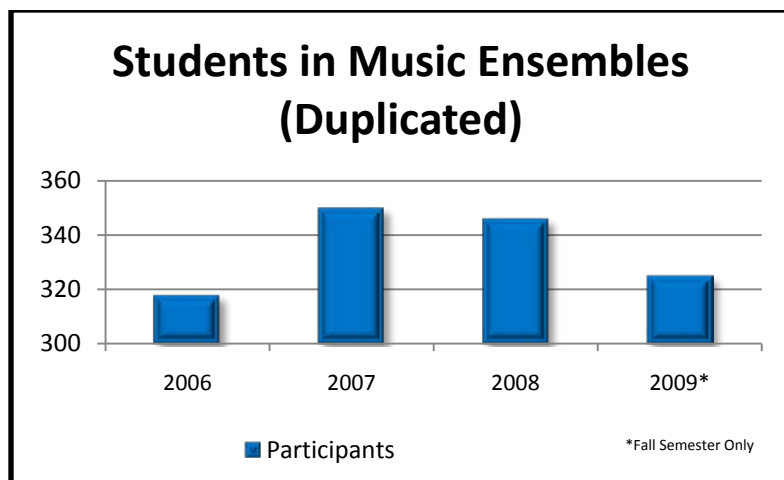
Figure 25: Students in Music Ensembles

2R3 Comparisons

The National Alliance of Two-Year College Athletic Administrators (NATYCAA) is the professional organization of two-year college athletics administrators and membership is open to all two-year institutions from throughout the country.

The NATYCAA Cup program was begun in 2004 and was previously sponsored by Pepsi. This program recognizes excellence in two-year college athletics based on success in championship competition.

Iowa Western Community College NATYCAA Cup Rankings		
Academic Year	**Percentile**	**Total Number of Colleges**
2004-2005	80	242
2005-2006	77	282
2006-2007	92	306
2007-2008	96	321
2008-2009	88	345

Figure 26: IWCC NATYCAA Cup Rankings

Community College Weekly publishes an annual list of the top two hundred fastest growing community colleges in the country. The list recognizes fifty colleges in four different FTE Categories.

Community College Weekly Annual Fastest Growing Community Colleges List		
Year	**Rank**	**FTE Category**
2005	IWCC 27/50	2,500 - 4,999
2006	IWCC Tied 25/50	5,000 - 9,999
2007	IWCC 42/50	5,000 - 9,999

Figure 27: Fastest Growing Community College List

IWCC has no comparison data to report on Foundation growth at this time.

2R4 Strengthening the Institution

Increasing the dollars available for scholarship directly strengthens the College by making education more affordable to a greater number of students, providing an opportunity for enrollment growth and contributing to the economic viability of the institution.

Working with stakeholders in our service area to raise those funds increases their awareness level of our area's needs and the vital role IWCC plays in meeting them. Five local communities have planning committees that host annual events such as Wine and Jazz nights and golf tournaments. This increases visibility and emotional attachment with the College.

Active athletic and activity programs provide recognition at the local, state and national level. Hosting events creates economic activity for the City and serves as a marketing tool for the College. An excellent example is the National Junior College Volleyball Tournament which has been hosted by Iowa Western since 2007. This event draws athletes, coaches, families and fans from all over the country.

The extensive media coverage of events, both sports and cultural, elevates the College presence. Basketball and football games are broadcast on the radio, the football coach has a local TV show, and there is increasing coverage from the area newspapers as they follow IWCC events

A strong and vibrant educational institution is an asset to the business community and plays a key role in economic development recruiting activities.

These elements, in concert, not only strengthen Iowa Western as an institution but provide the foundation for the College's relationship with the communities we serve.

Improvements (I)

2I1 Improvements
Foundation
An accounting position was created whose sole responsibility is supporting Foundation activities. This person is a member of the accounting department but is housed in the Foundation office and works directly with the staff.

Upon retirement of the Foundation Director in June 2009 the position and responsibilities of the leadership of the Foundation were redesigned to more closely align with future goals.

The position formerly known as Director of Foundation is now Vice President of Institutional Advancement. The position is no longer responsible for coordinating The Black Tie Harvest (largest fund raising event of the year) and other foundation events; the main focus of the position is now major gifts.

Athletics and Activities
An additional sport; Football was added Fall 2009 with 170 players reporting for training camp in August.

An additional activity; Marching Band with Color Guard Corps was added Fall 2009. The band has 51 members and 13 in the color guard.

On Campus Housing
A new Reiver Suite wing is under construction. It is slated to be occupied Fall 2010 and will provide 144 additional beds.

FUTURE

As part of the most recent bond issue an addition of educational space will be made to the Performing Arts Center.

Bond Issue Funding for Activities	
Arts Center	• 8,000 square feet additional educational space.
Art and Photography	• Macintosh lab for digital media. • 3D studio workspace. • Projection classroom.
Music Technology	• Recording studio. • Additional space in computer/piano keyboard lab. • Space for audio equipment.
Music	• Marching/concert band rehearsal space. • General purpose classroom. • Two soundproof faculty offices to double as teaching studios • 15 student practice rooms. • Storage for instruments, uniforms, and libraries.
Theater and Technical Theater	• Dedicated classroom rehearsal space. • Storage for lighting equipment and risers.

Figure 28: Bond Issue Funding for Activities

Processes in Accomplishing Other Distinctive Objectives are systematic and comprehensive.

2I2 Culture and Infrastructure Support
Because the strategies for Other Distinctive Objectives have been executed successfully the resulting growth and financial viability has allowed the College leadership to be more aggressive and pursue opportunities that would otherwise not be feasible.

Employee opportunities to select specific processes to improve are discussed in 8I2.

CATEGORY THREE: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Processes (P)

3P1 Identifying Changing Student Needs
The continual process of investigating, surveying, identifying and responding to the changing needs of our students is key to the success of IWCC. Needs are identified through the use of advisory groups, surveys, stakeholder relationships and their communication, plus reviewing community and demographic changes.

Representative of the processes are graduate follow-up surveys and employer surveys. Graduate follow-up surveys are conducted every semester in one of three ways. In cohort programs the Research Specialist visits classrooms and administers the survey. In non-cohort programs faculty are encouraged to either administer the survey in class or notify students that the survey can be completed online and finally staff are present at graduation practice and students are intercepted and asked to complete the survey. Students are contacted again in three years for follow-up data via mail. Students that do not respond will be contacted via telephone and email.

After a six month period, employers indicated on student surveys will be contacted via mail with a survey. Those not responding receive a follow-up telephone call and email.

Data is analyzed through group discussions at department and campus leadership levels. Key data elements utilized in this process include: assessment and placement, retention, program review, demographics, student success, graduation rates, enrollment statistics, financial sustainability, and stakeholder engagement.

Strategies for improvements are developed from the data analysis and review.

3P2 Building Student Relationships
We build and maintain relationships with the students and other stakeholders at Iowa Western Community College by meeting their expectations and needs.

Characteristics	Outreach	Expectations/Needs
Prospective Students		
• Open enrollment institution • Programs for various backgrounds, abilities and goals	• High school visits • Visit days • Tours • WEB access • High school dual enrollment • Emails • Letters • Phone calls	• Timely current information • Accessible • Affordable • Ease of admissions • Meet their individual needs
Current Students		

• Residential/Commuter, Traditional Non-Traditional
• Full-time/Part-time
• Degrees/Skills Upgrade
• Intent to Transfer/Workforce
	• Orientation
	• Advisors
	• Development Hours
	• Faculty and Staff
	• Programming
	• Student Services
		• Course delivery flexibility
		• Diverse course selection
		• State of the art instruction, facilities and equipment
		• College life/experience including:
		  o Leaderships opportunities
		  o Music
		  o Athletics
		  o Housing
		  o Theater
		  o Other student activities
		• Academic support services
		• Financial support services
		• Personal needs
		• Safety and health
		• Transferability of credit
		• Employment
		• Student success programming including:
		  o Tutoring
		  o Counseling
		  o Orientation

Alumni		
• Community members • Foundation donors • Staff	• Activities • Membership • Newsletters	• Recognition • Social events • Networking

Figure 29: Building and Maintaining Relationships

3P3 Identifying Key Stakeholder Needs
The current process for analyzing the changing needs of key stakeholder groups is decentralized. Data is gathered and disseminated by a variety of groups on campus including Action Teams, Councils, Committees, Departments and Divisions. The data gathered may be reviewed and analyzed and strategies developed as a result of the analysis and discussion. However, a cohesive, seamless method of gathering and sharing data is not currently in place.

3P4 Building Stakeholder Relationships
Many variables contribute to the positive relationship IWCC maintains with key stakeholders.

The College is one of the largest employers in the Council Bluffs area and recognized as having a significant economic impact on the local economy. IWCC maintains a strong presence in the business community as a key member of the local chamber of commerce and is active in various other civic organizations. Employees at all levels are encouraged to be active community members and to seek out leadership roles in a personal and professional capacity.

In an effort to reach out to the campus centers, every year one board meeting is held at each location. Foundation alumni fundraising events are held in various locations within the College service area, rather than centered only at the main campus. All construction and remodeling at the campus centers is consistent with the architectural look of the main campus to present a unified and consistent image. The College also utilizes local media in the service area such as newspapers and radio stations to disseminate information.

A series of community, political, cultural, and sporting events are hosted at the College and its campus centers providing a hub of activity. The diverse nature of these events brings a wide variety of people to our main campus and outlying centers.

3P5 Determining New Groups
The College has a focused strategy for growth in place at this time. Any action deviating from that strategy requires data, analysis and risk assessment. Data is gathered through need surveys, feedback from present stakeholders and environmental scanning. Analysis is conducted at the faculty, dean, director and executive levels.

The current economic climate and resulting federal incentives have provided opportunities for additional programs and student targets. As a result IWCC developed and offered a certificate in Wind Energy Technology in the Fall 2009, with plans underway to expand the curriculum to an AAS Degree.

3P6 Handling Complaints
IWCC outlines the following in the student handbook:

- Formal Student Complaint Procedure
- Discrimination Complaint Procedure
- Grievance Process for Students (Academic and Non Academic)

A formal complaint log is maintained and each situation is reviewed and action determined by the VP of Student Services. Once each semester the contents of the log are shared with the members of the presidents' cabinet.

The Dean of Student Life reviews, determines action, and issues a written response to any harassment complaints within ten working days from receipt of the complaint.

Academic Grievances flow through the chain of command up to the Vice President for Academic Affairs.

Non Academic Grievances flow through the chain of command up to the Vice President of Student Services.

Common concerns or issues reflected in surveys, exit interviews and evaluations are disseminated to the pertinent areas for fact finding and resolution. Informal complaints received are logged and shared with the appropriate parties.

Results (R)

3R1 Determining Satisfaction
Stakeholder satisfaction is determined by reviewing and analyzing survey results, focus group responses, evaluations and complaint logs including:

- Advisory Board Feedback
- CCSSE (every other spring)
- Employer Follow-Up Survey
- Foundation Reports
- Graduate Follow-Up Survey
- Integrated Postsecondary Education Data System (IPEDS)
- NCCBP
- Noel-Levitz Student Satisfaction Survey (until 2009)
- Student Faculty Evaluations

3R2 Student Satisfaction Results
Students indicate they would choose IWCC again in significant numbers in the graduate follow-up survey as seen in Figure 30 – Current Student (Graduate) Satisfaction FA07 SP08 SU08 Graduates.

CURRENT STUDENT (Graduate) SATISFACTION Based on FA07 SP08 and SU08 Graduates CAREER TECHNICAL PROGRAMS				
	Would you choose Iowa Western again?			
	Number	**Yes**	**No**	**Not Sure**
Administrative Assistant	4	4.0		
Advanced Building Trades	12	12.0		
Agribusiness Management	6	6.0		
Application Specialist	1	1.0		
Applied Business and Industrial Technology	2	2.0		
Applied Electronic Media Studies: Graphic Comm.	8	7.0		1.0
Applied Electronic Media Studies: Radio Broad	3	3.0		
Applied Electronic Media Studies: Video/TV Broad	1	1.0		
Architectural Engineering Technology	5	1.0		4.0
Associate Degree Nursing	43	33.0	5.0	5.0
Associate Degree Nursing Advanced Placement	1	1.0		
Automotive Technology	17	11.0		6.0
Aviation Maintenance	6	5.0		1.0
Civil Engineering / Construction Technology	4	3.0		1.0
Computer Programming	1	1.0		
Computer Science Networking	1	1.0		

Culinary Arts, Restaurant, and Hospitality Mgmnt	9	5.0	1.0	3.0
Dental Assistant	11	10.0		1.0
Dental Hygiene	15	11.0	4.0	
Diesel Technology	11	5.0	3.0	3.0
Early Childhood Education	1	1.0		
Early Childhood Studies	2	2.0		
Electronic Engineering Technology	7	6.0		1.0
Electronic Media Studies: Radio / TV / Video	1			1.0
Information Mgmnt / Office Info Systems Tech	2	2.0		
Management and Human Resources	4	3.0	1.0	
Marketing (Including Fashion, Lodging, Sales)	4	4.0		
Marketing Management	4	3.0	1.0	
Medical Assistant	12	12.0		
Medical Transcriptionist	1		1.0	
Microcomputer Support Specialist	1		1.0	
Network Support and Administration	4	3.0		1.0
Para Accounting	1	1.0		
Paralegal Studies	1	1.0		
Practical Nursing CB	56	46.0		10.0
Practical Nursing CL	24	19.0	2.0	3.0
Practical Nursing HAR	1	1.0		
Sign Language Interpreting	13	13.0		
Software Programming	1			1.0
Surgical Technology	12	7.0	1.0	4.0
Technical Support	1	1.0		
Turf and Landscape Management	4	3.0		1.0
Veterinary Technology	3	1.0	2.0	
Totals	**466**	**374.0**	**31.0**	**61.0**
Percentage		**80%**	**7%**	**13%**

Figure 30: Current Student (Graduate) Satisfaction FA07 SP08 SU08 Graduates

See [Three Year Employer Satisfaction Survey 2005-06, 2006-07, 2007-08](#)

According to CCSSE 2009, IWCC students have a very favorable impression of the College.

Question 26: Would you recommend this college to a friend or family member?	
Yes	92%
No	8%
Question 27: How would you evaluate your entire educational experience at this college?	
Excellent	30%
Good	55%
Fair	13%
Poor	2%

Figure 31: CCSSE Results on Student Satisfaction
Source: 2009 CCSSE Report

11. Mark the number that best represents the quality of your relationships with people at this college.

Your relationship with:

a. **Other Students**

Friendly, supportive, sense of belonging	7	6	5	4	3	2	1	Unfriendly, unsupportive, sense of alienation
	24	27	25	17	4	2	1	

b. **Instructors**

Available, helpful, sympathetic	7	6	5	4	3	2	1	Unavailable, unhelpful, unsympathetic
	27	33	22	11	5	1	0	

c. **Administrative Personnel & Offices**

Helpful, considerate, flexible	7	6	5	4	3	2	1	Unhelpful, inconsiderate, rigid
	19	26	19	21	8	4	3	

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	26	44	26	3
b. Acquiring job or work-related knowledge and skills	25	28	31	15
c. Writing clearly and effectively	17	35	39	10
d. Speaking clearly and effectively	18	34	35	12
e. Thinking critically and analytically	21	41	30	8
f. Solving numerical problems	19	27	36	18
g. Using computing and information technology	25	33	30	12
h. Working effectively with others	20	37	32	10
i. Learning effectively on your own	26	41	26	7
j. Understanding yourself	21	30	31	18
k. Understanding people of other racial and ethnic	15	23	37	25
l. Developing a personal code of values and ethics	15	27	34	24
m. Contributing to the welfare of your community	10	16	38	35
n. Developing clearer career goals	24	33	28	15
o. Gaining information about career opportunities	22	31	30	17

Figure 32: CCSSE Performance Results
Source: 2009 CCSSE Report

3R3 Student Relationship Results
Student relationship results are measured in the following ways:

Prospective Students - Enrollment Numbers

Student Enrollment Numbers

	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Returning	381	391	369	366	374	354
New	1,422	1,456	1,524	1,593	1,638	1,810
Continuing	1,499	1,728	1,814	1,832	1,823	1,975
Total	3,302	3,575	3,707	3,791	3,835	4,139
HS Students	1,136	1,291	1,385	1,584	1,465	1,516
Total w/ HS	4,438	4,866	5,092	5,375	5,300	5,655

Figure 33: Enrollment Numbers

Returning Students: Those who have attended IWCC but were not enrolled the previous semester.
Continuing Students: Those who have enrolled continuously since starting at IWCC.
New students: First semester at IWCC.
High School students: Concurrent enrollment or taking classes on IWCC campus while still in high school.

Current Students - Retention/Persistence Rates

Course Persistence 2007 Fall, 2008 Spring, & 2008 Summer
Percent of Students Who Received a Successful Transfer Grade of C or Better

07/FA, 08/SP, 08/SU Persistence in All Courses								
	A	**B**	**C**	**D**	**F**	**P**	**W**	**Total**	**% ABCP**
Ten Day Count	13,021	9,411	6,126	1,894	3,969	64	2,985	37,470	**76.4 %**

Figure 34: Retention/Persistence Rates

Alumni - Graduation rates, Employment/placement rates, Transfer rates

Graduation Rates

Cohort Began During Academic Year of:	Cohort Total / New Enrollment in Programs	Still in Current Academic Year 08/FA	Withdraw Program & College	Graduate or Complete	Change Program
00/01	2,111	0	1,161	608	342
01/02	2,113	0	1,112	637	364
02/03	2,046	0	1,058	611	377
03/04	2,380	7	1,181	683	509
04/05	2,526	17	1,284	789	436
05/06	2,576	63	1,263	739	511
06/07	2,650	274	1,196	638	542
07/08	2,743	1,137	984	247	375

Figure 35: Graduation Rates

Compilations include students with Career and Technical and Arts and Sciences majors; the compilations do not include students with Adjunct Studies, Deciding, General Studies, Tech Prep, and Visiting majors.

Employment Rates for
Graduates from 07/SU, 07/FA & 08/SU

Division	Employed	Employed Related Area	Not Employed	Grand Total
Arts & Sciences	105	47	49	154
Career	255	208	83	338
Grand Total	360	255	132	492

Figure 36: Employment Rates

Employment Placement
Data is based on those graduates who responded to the graduate follow-up survey. Students not employed may have continued their education rather than seeking employment at this time.

Transfer Rate
315: Students received an AA or AS degree in 2007/FA, 2008/SP or 2008/SU.

209: The number of matching first-school records at four-year institutions (transfer records), as reported by National Clearinghouse, with start dates between 1/07/2008 and 2/19/2009

66.3 percent: Transfer rate (number of transfer records / number of students in measurement)

3R4 Stakeholder Satisfaction Results
The Victory Enterprises Telephone Survey data gives an indication of strong stakeholder satisfaction with the College.

Question 5: Thinking specifically about Iowa Western Community College do you generally have a favorable or unfavorable opinion or do you not have a strong opinion about the college?		
Favorable	507	83.8%
Unfavorable	21	3.5%
No opinion	77	12.7%

Figure 37: Victory Enterprises Telephone Survey September 2007

The constituents of Iowa Western have shown increasing support through the passage of bond issues.

IWCC Bond Issues Passed		
1996	3.5 million	62% approval rating
2003	6.5 million	74% approval rating
2007	22 million	87% approval rating

Figure 38: Bond Issues Passed

3R5 Stakeholder Relationship Results
In addition to the positive response from constituents in the passing of bond issues noted in 3R4 there is evidence of building strong relationships with stakeholders by the growth of IWCC's endowment and fundraising for scholarships.

- **335 percent -** Foundation Endowment Increase FY05 to FY09
- **46 percent -** Total scholarship monies increase FY05 to FY08
- **$60,897 -** Seven new scholarships FY07
- **$350,000 -** Matching scholarship fund pledge FY07
- **2,116 -** New donors making first gifts FY07

3R6 Comparisons

Iowa Western's performance is slightly higher, (.6), than those colleges in the Iowa Consortium* and only one tenth of a percentage point below the 2009 CCSSE Cohort which compares institutions similar in enrollment size. This benchmark measures the student's response to support for learners. (See Figure 39 – Support for Learners)

- Iowa Western Community College
- Consortium
- 2009 CCSSE Cohort
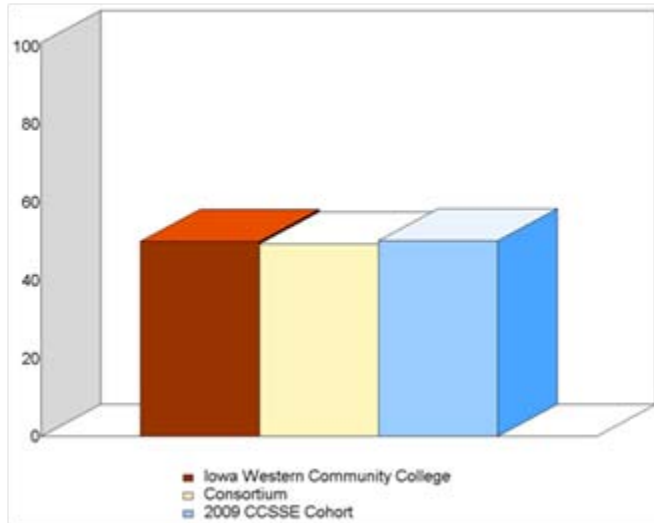
	Benchmark Scores		
	Iowa Western Community College	**Consortium**	**2009 CCSSE Cohort**
All Students	49.9	49.3	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you success at this college.	2.92	2.97		2.97	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.32	2.35		2.49	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.91	1.9		1.94	
9e. Providing the support you need to thrive socially	2.16	2.12		2.14	
9f. Providing the financial support you need to afford your education	2.59	2.59		2.43	
13a1. Frequency: Academic advising/planning	1.81	1.72		1.76	
13b1. Frequency: Career counseling	1.39	1.37		1.43	

Figure 39: Support for Learners
Source: 2009 CCSSE Report

*IOWA CCSSE Community College Consortium

- Indian Hills Community College
- Iowa Valley Community College District
- Iowa Western Community College
- Kirkwood Community College
- North Iowa Area Community College
- Northwest Iowa Community College
- Southeastern Community College
- Western Iowa Tech Community College

Improvements (I)

3I1 Improvements
Investing in Major Gifts Campaign training with the Clements Group is a significant recent improvement that can be credited with positioning IWCC to fund raise at a higher level by strengthening relationships with stakeholders.

At the advice of Clements, the Foundation provided multiple opportunities for the President to be more visible and accessible throughout the service area, as well as scheduling face to face meetings with key individuals. This strategy was very successful in developing stronger relationships.

The retirement in 2007 of the VP of Student Services offered an opportunity to reevaluate Student Services. Under new leadership policy, procedural and process improvements have occurred as well as restructuring of the departments within the division.

The Division decided to discontinue using Noel-Levitz Student Satisfaction Survey and adapted CCSSE because this instrument is more applicable to all facets of the college in that it assesses institutional practices and student behaviors that are correlated highly with student learning and student retention, rather than merely student satisfaction of college services.

The College collects a significant amount of data with regard to student satisfaction on a regular basis and reviews this data to identify areas for improvement.

The College does not have a formalized process for identifying other key stakeholders' needs.

3I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

Targets are set based on review of benchmarks provided in IPEDS, CCSSE, and NCCBP.

CATEGORY FOUR: VALUING PEOPLE

Processes (P)

4P1 Identifying Staff Requirements
Specific credentials, skills and values for potential hires at IWCC are ascertained in a variety of ways.

When a job opening occurs HR pulls the job description and sends it to the supervisor or administrator over the position. They collaborate on reviewing and updating it to meet the current needs of the College. During this process the following questions are answered:

- What is the immediate impact on the department?
- Have the responsibilities of the position changed since the last time it was posted?
- What caused this change?
- If the changes are "significant", is reclassification required?
- If so, can the budget support this?
- What is it that the College requires from this position?
- What credentials, skills, and values will be required to accomplish it?

Iowa State Department of Education requirements must be considered in addition to specifications of the High Learning Commission.

In some cases HR may put out a request on the Consortium of HR Directors for Iowa Community Colleges list serve for comparable positions, including - credentials, skills, salaries and benefits to use as a benchmark. HR may also review the *Chronicle of Higher Education* for current trends.

When vying for the same labor pool the College must remain competitive. This means some positions will require reviewing trends in the Council Bluffs/Omaha metro area and a comparison with organizations outside education.

Values of potential IWCC employees are expected to align with the values of the College.

4P2 Ensuring Credentials, Skills and Values
Hiring processes at IWCC make certain candidates possess the credentials, skills and values needed by following a prescribed process.

The search committee screens applicants for minimum requirements, knowledge, skills and abilities as they relate to both the minimum requirements and preferred qualifications listed in the job description. Candidates are required to provide documentation of their credentials.

To verify skill levels testing may be used as another part of the application process. Departments may not formally test individuals unless they obtain approval in advance from HR. Testing is defined as any test that is scored. This includes verbal or pen and paper tests, such as composition or writing and skill tests such as typing or word processing.

At a minimum, references must be checked on the successful candidate. However, checking references on other applicants may also be done. For all candidates considered for employment a minimum of three references/supervisors are contacted. A written record of reference checks, which includes questions, response and identities of individuals contacted, is maintained.

All faculty applicants are asked to provide a sample of their teaching during the interview process.

Ascertaining values is a more intuitive process on the part of the committee. The process is designed to help determine if there is a match between a qualified candidate and the College culture, through questions asked in the interview and reference checks.

4P3 Recruiting, Hiring, Retention Practices
Processes used in recruiting, hiring and retaining employees are as follows:

Job openings are posted in local media, especially for the Centers and Clarinda Campus. Main Campus Openings are posted in *Omaha World Herald*, *Council Bluffs Daily Nonpareil*, online posting at Careerlink (national), and on IWCC's website. Executive level administrative positions are posted in the *Chronicle of Higher Education*.

Specific professional positions will be posted in professional networks i.e. National Junior College Athletic Association (NJCAA) for coaches and The Nursing Consortium in Iowa and Nebraska for nursing instructors.

The Human Resources department has developed a systematic process for hiring.

IWCC has several initiatives that support valuing people and encourage retention.

Competitive Benefits
Farm Fund – Supports individual professional development and advanced degree attainment
IWCC tuition waiver for employee, spouse and dependent children
Professional Development Activities – (see 8P8)
Admission to all IWCC events for employee and family members
10 percent Discount at Cafeteria
Onsite Child Care
Access to Fitness Center

Figure 40: Valuing People Initiatives

IWCC also hosts a series of social events for employees. These social events are designed to encourage a sense of tradition and community.

New Employee Luncheon with President	
Family BBQ	September
Recognize Faculty Promotions	September
Recognize Outstanding Faculty Member	September
Recognize Outstanding Professional Staff Member	September
Recognize Outstanding Classified Staff Member	September
Years of Service	September
Holiday Party	December
All School Picnic	May
Retirement Receptions	May

Figure 41: Annual Social Events

4P4 Employee Orientation
IWCC has identified a gap in its processes to address this issue. While it was assumed that the supervisor or mentor of the new employee would cover these items it was not specified or clarified in an orientation checklist and was left wide open to oversight.

There was no process in place to determine if all employees were receiving the same and accurate information as well as retaining any of it.

As a result a tactical plan submitted for the Academic Year of 2009-2010 was to develop IWCC 101. A joint effort between Human Resources and Professional Development, IWCC 101 will be an online tutorial covering the history, mission and values of the institution.

Online delivery was selected so every employee could access the information during their first few days of employment. The course will incorporate various forms of media to make the tutorial interactive and engaging including a video streamed message from the President. There will be an assessment component to document learning.

4P5 Changes in Personnel
The process currently in place for recruitment and hiring works well for anticipated openings. It allows Human Resources lead time to systematically follow the process steps in a timely manner. Unanticipated openings present a greater challenge depending on the sense of time urgency for filling the position. Due

to the cyclical nature of turnover in education the bulk of attrition comes in the spring/summer months. Human Resources prepares for heavy periods of recruitment, hiring, and orientation during that time.

4P6 Contributing to Productivity and Satisfaction
Becoming an AQIP institution and examining our processes and systems has been an enlightening experience. The College had a system of policies and procedures in place, but upon review it was determined that many were outdated, and obsolete. In other cases while there may have been a prevailing precedent on campus there was no formal documentation of the process, and finally in some cases no process was in existence. The same was held to be true for work processes and activities.

While the College has evidence of organizational productivity it was determined a more systematic process should be developed.

An Action Team was launched in 2009 to develop a systematic process for ongoing review, updating, and communication of policies and procedures. This will serve as the model for work processes as well.

A systematic and more clearly defined process will contribute to employee satisfaction.

4P7 Ensuring Ethical Practices
IWCC encourages ethical practices. First, when the College recruits and hires faculty and staff, the search is focused on candidates who are consistent with the core values of the College.

Second, the employee handbook addresses the topic of professional ethics and important areas related to these issues, i.e. sexual harassment, FERPA, Sunshine Law, academic integrity, and EEO.

And finally, the Cabinet approved a code of conduct that outlines to all faculty and staff the expectations of the College.

4P8 Determining Training Needs
Training at IWCC is very much on a "Just in Time" and as needed basis and is very decentralized. Some areas are more developed i.e.

Training	Employees Involved	When
Reiver Week	New Faculty	August
AQIP Modules	All Staff	Ongoing
Faculty Advisor Training	All Faculty	October and February
New Employee Orientation	New Hires	As Needed

Figure 42: Employee Training

The College recognizes a need for a more systematic process to determine and address the training needs of its employees.

4P9 Training and Development
An extensive outline of professional development philosophy and activity at IWCC is provided in 8P8.

4P10 Evaluation Performance
The evaluation system used for professional and classified staff was identified as an opportunity for improvement in the Vital Focus held on campus in October 2005.

As a result, The Valuing People Action Team used work groups with stakeholders to design new evaluation forms for both classified and professional support staff. These forms were developed to align with the instructional and non-instructional objectives of the College. The forms were reviewed by several campus councils for changes and suggestions before being presented to the Cabinet for final approval.

4P11 Rewards and Recognition

The faculty at IWCC is unionized and compensation and benefits are negotiated. Compensation and benefits for classified and professional staff are usually aligned with the faculty package.

Because annual compensation and benefit increases are typically "across the board" the recognition and reward systems are merit based designed to honor individuals for outstanding achievement.

Individual faculty and staff are recognized by their peers for exemplary achievements in an annual award process. Any member of the staff can nominate a staff member for employee of the year in their respective categories. The categories are:

- Outstanding Professional Staff
- Outstanding Faculty
- Outstanding Classified Staff

The Cabinet reviews the nominations and makes a selection based on the following criteria:

- Professionalism
- Collegiality
- Interpersonal Skill
- Professional Growth

The President announces the winners of these awards annually at the Fall "Welcome Back" Picnic. The winners are presented with a certificate and their names and stories are published in the *IWCC News*. This program has proven very successful and is well received by College employees. In addition, years of service milestones and faculty promotions are acknowledged and celebrated during the same event.

The faculty promotion process is systematic and designed to closely align with instructional objectives.

Academic Affairs also recognizes excellence in instruction. Each May one or two faculty members are honored as Outstanding Professors and awarded NISOD medals at the annual Convention in Austin TX. Locally the Instructional Council submits a nominee for the Council Bluffs Rotary post secondary educator of the year award.

Review of the current recognition process was slated as an outcome of the Valuing People Action Team. As the team determined the original outcomes were too ambitious this was one of the items dropped for review at a later date.

4P12 Determining Motivation Factors

Since becoming an AQIP institution IWCC has made concentrated efforts to offer employees opportunity to provide feedback in numerous formats. The group charged with analysis does so by review and open discussion and reaches a consensus on action steps.

Method	Date	Analyzed and Action Determined
Vital Focus	October 2005	Quality Council
Quick Fixes	August 2007	Quality Council and Cabinet
Faculty Appreciative Inquiry	May 2008	Instructional Council
Employee Survey	December 2008	Quality Council
New Employee Survey	December 2008	Valuing People Action Team

Figure 43: Employee Feedback Opportunities

4P13 Ensuring a Healthy Workplace

Much of the data gathered in 4P12 indicates levels of employee satisfaction (or dissatisfaction) and is analyzed for that purpose.

To advocate employee health and well-being the College provides free access to the Wellness Center and encourages the use of tuition waivers for campus exercise and self-help classes. The College also sponsors a variety of wellness activities available to employees.

Employee Wellness Activities	
Lighten Up Iowa	Winter 2008
Wellness Fair	August 2008
Smoking Cessation Classes	Summer 2008
Wellness Fair	August 2009
Campus Weight Watchers	Spring 2009
Campus Weight Watchers	Fall 2009

Figure 44: Employee Wellness Activities

The Cafeteria supports these efforts by posting nutritional information on daily selections.

Processes addressing employee safety on campus can be located in 6P3.

IWCC currently has no systematic process for evaluating health, safety and well-being of college employees.

Results (R)

4R1 Measures of Valuing People

The College has selected two key data elements to measure progress towards Strategic Goal #7:

Iowa Western Community College will promote a professional work culture that is aligned with AQIP Category 4, Valuing People.

1. The departure rate of the staff as compared to the NCCBP benchmark. (median)
2. Developmental/training expenditures per FTE employee at or above NCCBP benchmark. (median)

4R2 Results in Valuing People

IWCC made significant progress towards our target of a departure rate at or below the mean of the NCCBP in 2007-2008, as indicated in Figure 45 – Employee Departure Rate, and expects that trend to continue due to continued improvements in processes in Valuing People.
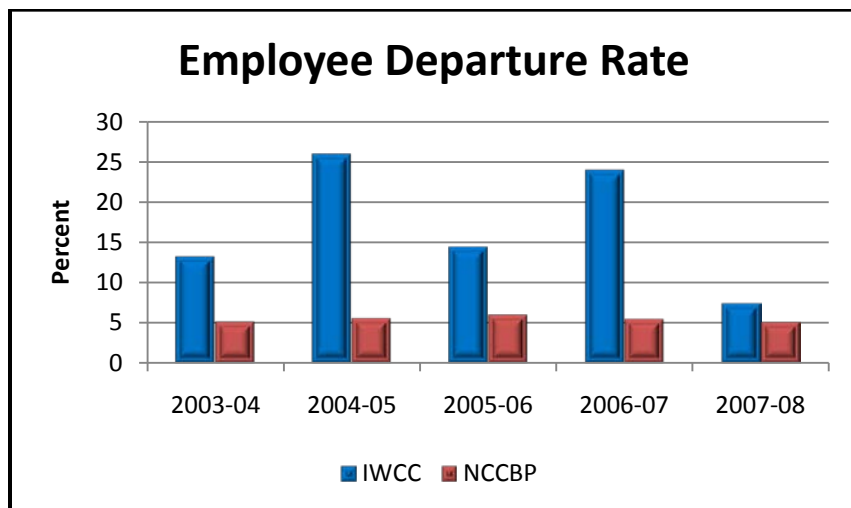
Figure 45: Employee Departure Rate

IWCC has made a concerted effort to invest in the professional development and training of employees as results indicate in Figure 46 – Professional Development Expenditures.
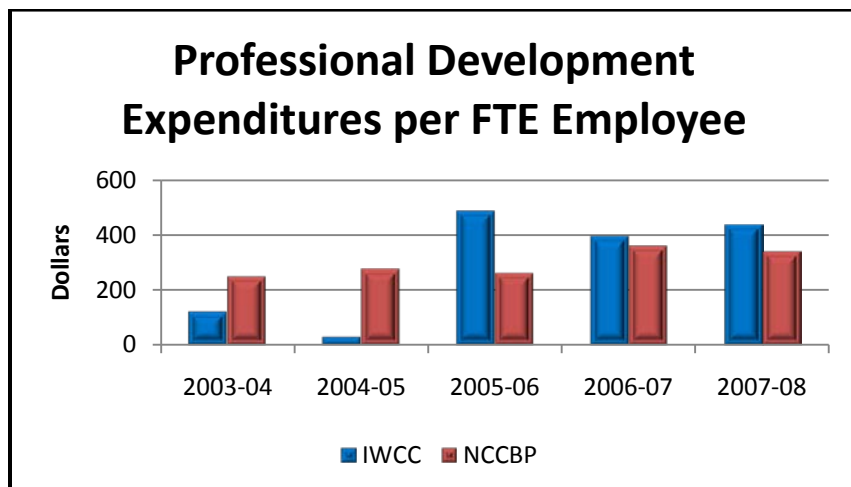
Figure 46: Professional Development Expenditures

4R3 Achieving Its Goals

The comparison of headcount growth and number of employees for the time period 2002-2009 indicates supporting and sustaining significant growth while operating with virtually a constant number of staff.
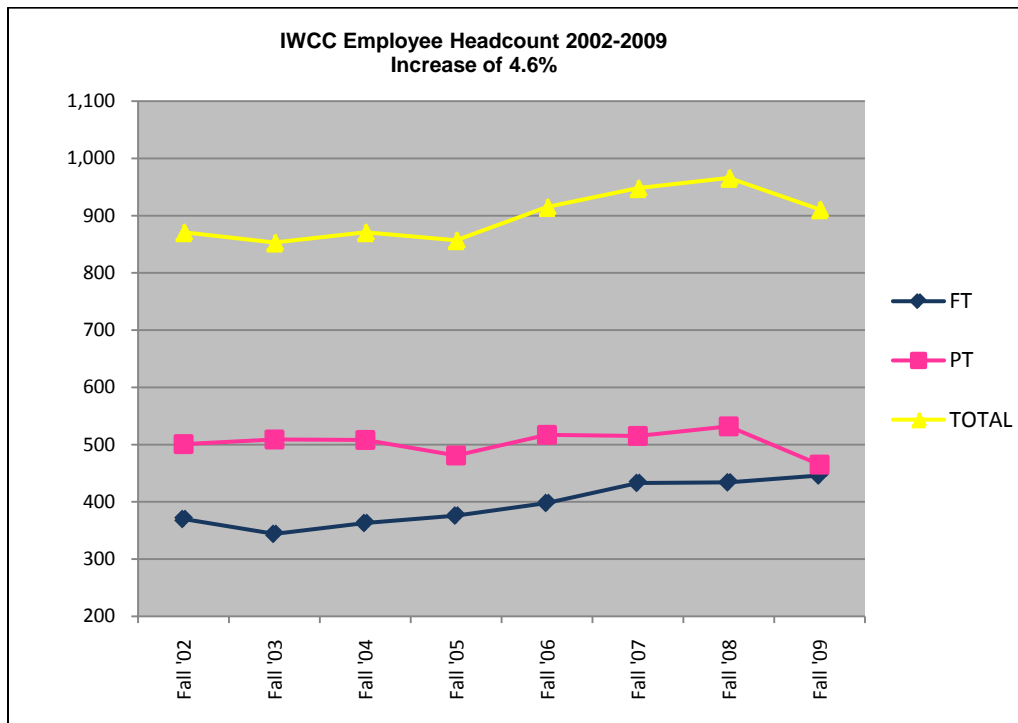
Figure 47: Employee Headcount
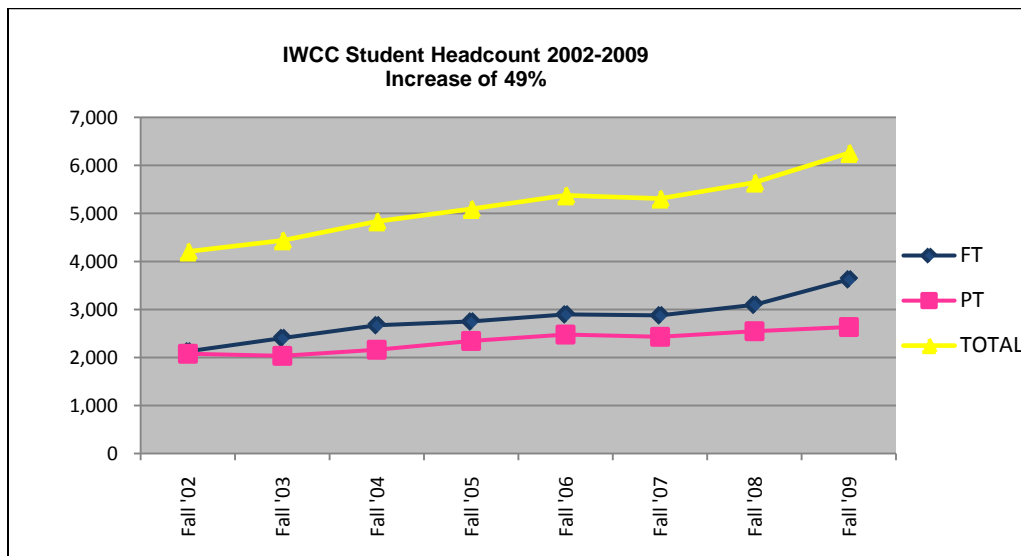
Figure 48: IWCC Student Headcount

4R4 Comparisons

The College departure rate showed a significant drop due to increased efforts in the Human Resources Department in 2008.

As indicated in Figure 49 – IWCC Percentile Rank in NCCBP, Iowa Western has shown significant progress in dollars contributed to developmental and training activities for employees as compared to other institutions in the NCCBP.

	2005	**2006**	**2007**	**2008**
Departures	98 percentile rank	94 percentile rank	98 percentile rank	70 percentile rank
Dollars for Training and Development	9 percentile rank	74 percentile rank	56 percentile rank	59 percentile rank

Figure 49: IWCC Percentile Rank in NCCBP

Improvements (I)

4I1 Improvements

IWCC has made significant improvements in Valuing People. Results from the Constellation Survey and Vital Focus (October 2005) conversations indicated the Human Resources department was not meeting the needs or expectations of employees at IWCC.

One of the first four Action Teams launched was focused on Valuing People issues.

The team developed a new employee orientation checklist and a flowchart for the process of new employees hired to be followed from hire date until the ninety day probationary period ends.

The team also developed new evaluation forms for classified and professional staff. (See 4P10)

Serious improvements resulted, but by Fall 2008 it was determined the initial scope of the proposal was too broad and ambitious. In the spirit of continuous improvement adjustments were made. One remaining outcome (comparison of salaries and benefits) was determined not to be feasible and another (review of professional development and recognition) was handed off as a new Action Team in Spring 2009. The original Valuing People team then retired.

Changes on campus outside of the activities of the Action Team but in response to the Vital Focus follow:

A Director of Human Resources was hired. The department has been completely reorganized, and the staff was increased from 2.5 to 4 FTE positions.

Human Resources Organizational Chart
October 2005
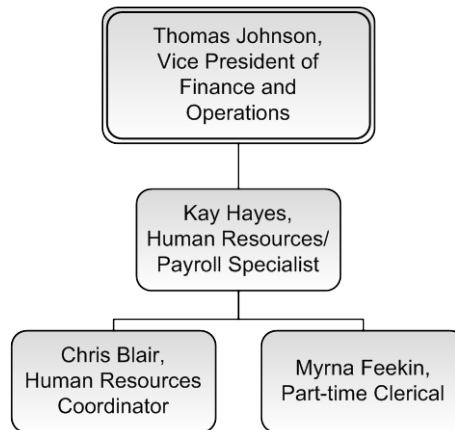
Figure 50: Human Resources Organizational Chart October 2005

Human Resources Organizational Chart
August 2009
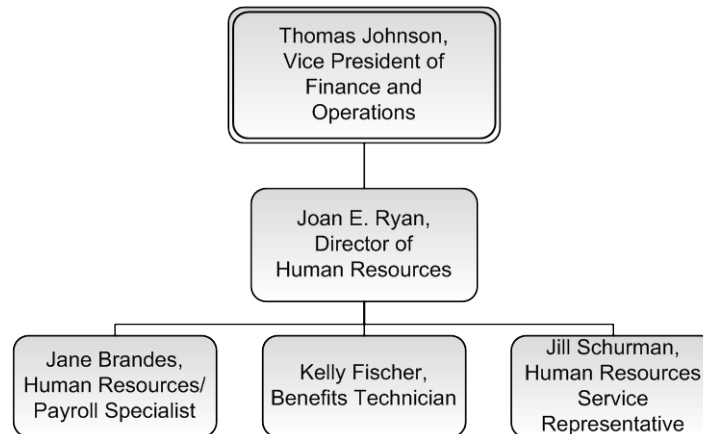
Figure 51: Human Resources Organizational Chart August 2009

The reorganized Human Resources department has completed the following projects:

- Updated and revised Employee Handbook.
- Created a more customer service oriented HR.
- Developed an Affirmative Action Plan.
- Created and updated HR Policies.
- Developed and conducted educational sessions on the following topics:
  - HR Processes Departments Need to Know
  - FMLA
  - Long-Term Disability
  - Health Insurance
  - Sexual Assault Survival
  - IWCC Benefits

Data for the NCCBP indicated the departure rate at the College was well above acceptable. After careful review of the data and drilling down to specifics it was determined turnover in the Nursing Faculty was a major contributing factor.

A telephone follow-up with each of the departed employees indicated the following reasons for leaving:	The following strategies were adopted in the fall of 2008:
• New opportunities	1. Full-time faculty shared the goal to increase communication with and recognition of each other and the adjunct members.
• Full-time employment	2. The Dean, acting as interim director, included adjuncts in all program notices and updates.
• Lack of communication	3. Adjuncts were encouraged to participate in faculty meetings.
• Better salary	4. The benefits of staying with Iowa Western as we were near a major Nursing expansion with increased opportunities were emphasized.
	5. Coordination was available for adjuncts who needed a full-time job to continue adjunct teaching while they worked full-time.
	6. Adjuncts who were not needed for one term received a personal letter at home telling them we wanted them back next term and kept them in the mail distribution list.
	7. Faculty increased efforts to keep adjuncts oriented, engaged and recognized.
	8. Efforts were consistent and sincere.

Figure 52: Nursing Turnover Strategies Table
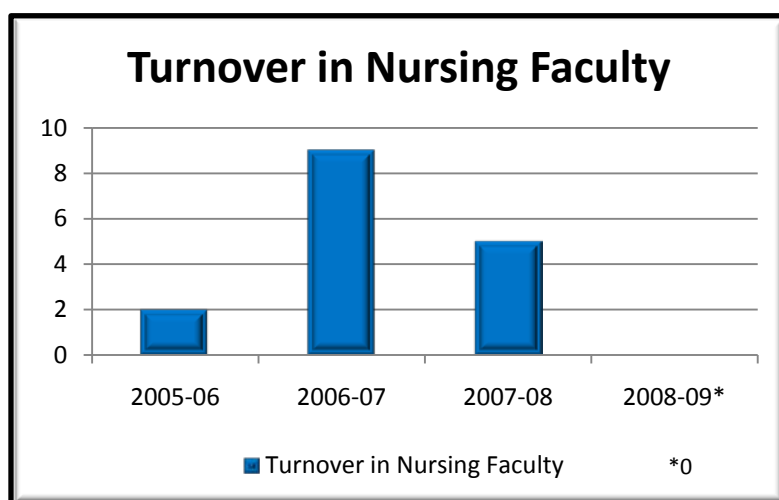
Figure 53: Turnover in Nursing Faculty

The Human Resources Department at IWCC has made significant progress in systematizing processes in the Valuing People Category.

4I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

IWCC is only beginning to define and determine targets.

CATEGORY FIVE: LEADING AND COMMUNICATING

Processes (P)

5P1 Missions and Values
Initially responsible for creating the IWCC mission statement and values, the Board of Trustees works in collaboration with the Cabinet to ensure that both remain timely, viable, and congruent with key stakeholder needs and the strategic goals of the College. The mission and values are reviewed annually by the Board of Trustees during a winter retreat usually in January. IWCC mission and values are listed below in Figure 54 – IWCC Mission Documents.

IOWA WESTERN COMMUNITY COLLEGE

Mission Statement

Iowa Western Community College is a learning community committed to excellence in meeting the educational needs and improving the quality of life through programs, partnerships and community involvement.

Vision Statement

Iowa Western Community College will be recognized as a premier educational leader and partner, with student learning and success being our highest priority.

Beliefs

These statements of Beliefs support and clarify the Mission Statement of Iowa Western Community College.

- *Faculty, students, staff and community partners are equal stakeholders in the culture of our learning community.*
- *Each and every individual has dignity and worth.*
- *Community support depends upon identifying and meeting the diverse and changing needs of the people in Southwest Iowa.*
- *Each person deserves opportunities for lifelong learning and growth.*
- *Open, honest communication, through word and action, builds credibility and trust.*
- *Striving for excellence is worth the effort of all college employees.*
- *Cooperative partnerships, foster college and community growth.*

Core Values

Caring

We believe creating an environment where people treat each other with a sense of dignity and self-worth and where people convey genuine concern for helping others to achieve their goals will add value to student learning experience.

Commitment

We believe acting with a sense of purpose, vigor, and passion and merging of our personal and work values will enable us to fulfill our pledge to provide opportunities, which encourage students to reach their full potential.

Challenge

We believe articulating and promoting academic and personal standards focused on raising self-expectations in striving for excellence will provide an environment, which leads to success.

Figure 54: IWCC Mission Documents

5P2 Setting Direction
The IWCC Board of Trustees is also responsible for the development of the ten end statements that guide the creation of strategic goals for the College. Campus leadership is active in the planning process cycle outlined in 8P1. This cycle acts as a guide and sets direction for the campus.

5P3 Anticipating the Needs of Students and Stakeholders
As referenced in 8P1 planning activities are based on data gathered from a variety of sources including environmental scanning, research, surveys, benchmarking, and market trends. This data represents expectations from various key stakeholder groups. (See Figure 63 – Strategic Planning Monthly Reports Schedule)

5P4 Seeking Future Opportunities
The leadership at Iowa Western has been very successful in seeking and identifying growth opportunities evidenced by a building and growth mode for the past decade.

This growth and expansion strategy, outlined in 2P2, was developed with the assistance of outside experts and is based on extensive data.

Key to its success has been a systematic and continuous effort to build external relationships so the community appreciates and supports not just the perception but the reality of the institution.

Most of the visionary planning for the campus takes place at the executive level and, executive level leaders also sit on the Strategic Planning Council.

While most visionary planning is done at higher levels, potential visionary ideas can come from any level on campus and be submitted for consideration. Opportunities are reviewed, analyzed and either discarded, tabled, or researched for feasibility.

One component of the feasibility research is the impact on students and learning.

5P5 Making Decisions
As part of the transition from PEAQ to AQIP the President charged the Quality Council with the challenge to review, evaluate and redesign the College governance structure. After a period of review and discussion by the Council each existing council or committee on campus was asked to submit a self evaluation. This evaluation included the following elements:

- What are the current responsibilities?
- How is the membership determined?
- How active is your committee/council?
- How effective is your committee/council?
- What recommendations would you make for the future?

Based on this feedback and with a vision for the future needs of the College the current governance structure was developed. The final product was submitted to Cabinet for review and approved. (See Figure 55 – Governance Structure) Any requests for changes are now submitted through the Quality Council.

Formal decision making at IWCC is done through the governance structure. This structure includes sitting committees, and councils charged with specific campus responsibilities. These groups strive for consensus but occasionally rely on majority voting to make decisions.

AQIP GOVERNANCE STRUCTURE
Iowa Western Community College
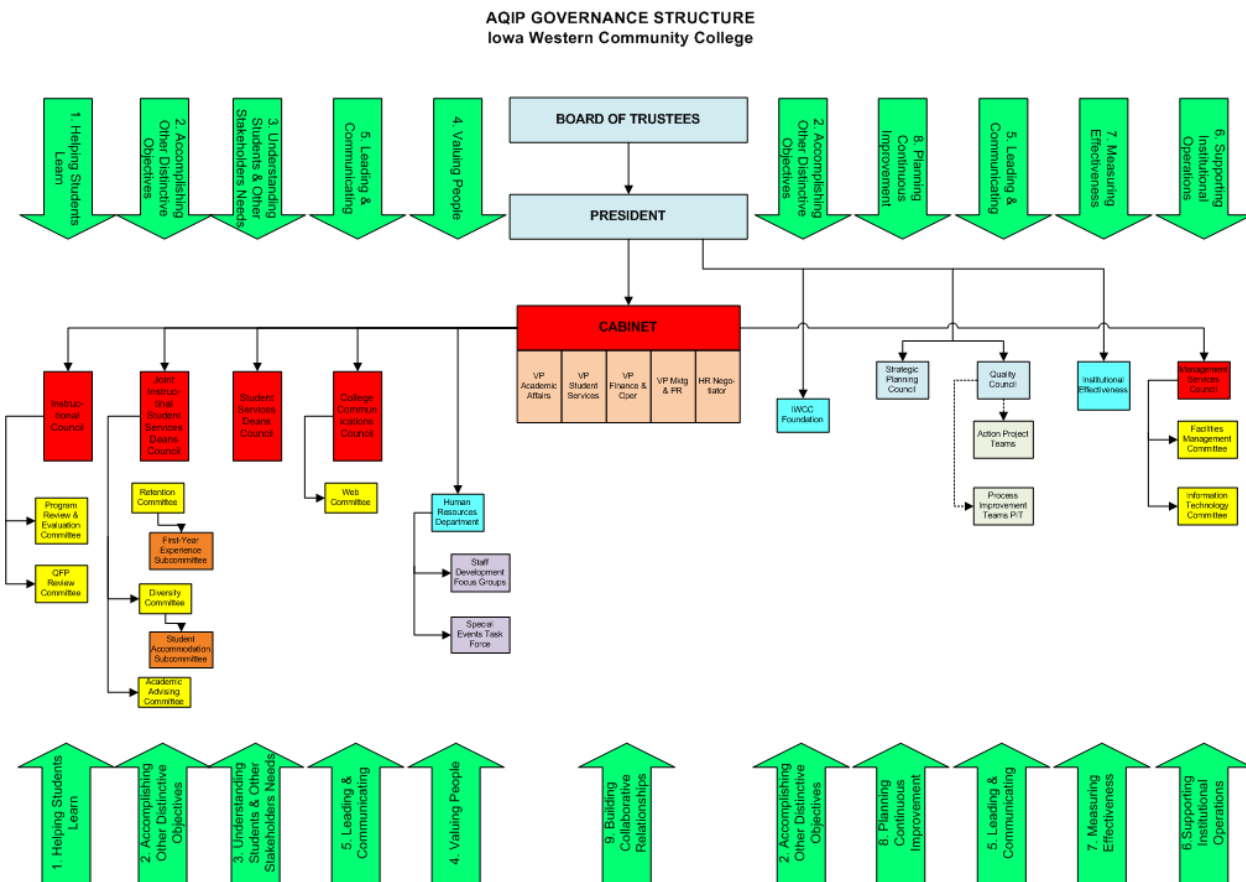
Figure 55: AQIP Governance Structure

Project Teams and Task Forces (Process Improvement Teams PITs) may also make decisions and recommendations. These are forwarded to the Quality Council for review. Upon QC approval they are passed to the Cabinet for review. If the Cabinet approves the recommendation, it becomes institutionalized either in the form of policy or precedent. Items that originate from Action Projects are usually monitored by the QC for implementation.

5P6 Using Information and Performance Results
While in many areas the College is quite effective in this regard, it is recognized that an opportunity exists to develop systematic processes for using data, information and performance results. There is a need to make data driven decision making a campus-wide practice which is firmly embedded in the culture.

5P7 Communication Strategy
Communication at Iowa Western occurs through several mechanisms**.**

The President's Cabinet meets on a weekly basis to review operations/issues of the College and to prepare for the monthly Board meeting. College personnel often are invited to attend Cabinet meetings to share ideas/issues that have been brought up within their areas. VPs update their respected areas as to Cabinet activities and the minutes are posted on SAIL and available to any staff member.

The President keeps the campus population updated on budget, legislative, and other key campus issues at semiannual staff development days, which are kicked off by his address.

Other key group meetings include:

- Academic Deans' Instructional Council
- Student Services Deans' Council
- Joint Council
- Campus Communications Council
- Management Services Council
- Quality Council
- Strategic Planning Council

Members of these groups are expected to share information back to their respective areas, and/or subordinates. Minutes are posted on SAIL and available to any staff member.

The College uses a daily posting called "IWCC News" to disseminate information to employees and students. Employees receive a daily email for this news item and students see the news items as part of the student portal system. All faculty and staff can submit news items to this system. This information can also be accessed via the College's intranet "ReiverWeb". News items can also be submitted to the Student Senate to be posted to LCD Monitors in various hallways throughout the college as well as the "Toilet Tabloid" posted in all restroom facilities.

Iowa Western faculty and staff also communicate individually and in groups via the campus email system.

5P8 Leadership Communication
It is tradition at Iowa Western for each new employee to meet the President and spend a few minutes in his office. During this time the President gives a brief overview of Iowa Western and outlines its mission and vision. He always concludes this visit by giving the new employee their Iowa Western lapel pin and welcomes them on board.

A more formal communication is the President's address to everyone on staff in August and January. It is the time the entire campus gathers as one to hear an update on the state of the College. The address typically contains news on building projects, legislative issues, budgetary challenges, and success stories. Usually the President opens the floor to questions and discussion at the end of each address.

5P9 Encouraging Leadership
Leadership abilities are encouraged, developed, strengthened, communicated, and shared through a variety of opportunities. First, faculty, staff and administrators are encouraged to attend and participate in their respective professional organizations, clinics, and conventions. Employees are encouraged to serve in leadership roles in these organizations. While no formal process exists it is expected that knowledge, skills and best practices gained from these experiences be shared back within the institution. In addition, the College provides many internal opportunities for all faculty and staff to serve on various committees, task forces, or other program-specific development where their leadership skills can be developed. The College provides several staff development days each year for all employees for their professional development. In addition, one component of new employee orientation matches employees with mentors to help them transition to the College as well as to provide guidance and opportunities for leadership development.

IWCC also sends a representative each year to the Council Bluffs Chamber Leadership Program, as well as Leadership In a New Century (LINC) and Community College Leadership Initiative Consortium (CLIC), leadership programs sponsored by Iowa State University. LINC and CLIC provide upper level and mid-management administrators with an excellent staff development experience by training them with the skills necessary to lead community colleges in the 21st century.

5P10 Succession Planning
IWCC recognizes an opportunity to develop a systematic leadership succession plan.

Results (R)

5R1 Measures of Success
Historically performance measures in this area have been collected on an as needed or ad hoc basis.

The Strategic Planning Council identified this as an opportunity and researched and discussed alternatives.

AQIP Examiner and Pace were reviewed. It was determined that an in house instrument would be most cost effective at this time and will be developed by the IR department with oversight from the SPC and Quality Council. This survey will provide baseline data and be conducted every two years**.**

5R2 Leadership Results
Iowa Western has no results to report at this time*.*

5R3 Comparisons
IWCC has no data to report at this time.

Improvements (I)

5I1 Improvements
Feedback from the Vital Focus indicated that while campus leadership was strong and consistent, employees placed a high priority on more communication from that leadership.

Several steps have been taken to improve campus communication:

- Addition of a Communications Council to the Governance Structure.
- All Governance Groups now post minutes on SAIL and are available to everyone on campus.
- The QC monitors to ensure updates are timely.
- Membership of QC was reorganized purposely to be cross campus representative.
- Oversight of the College website transitioned from IT to Marketing.

In preparation to submit the systems portfolio it was determined there was no centralized process for updating and housing the campus organizational chart. Each division maintained its own chart and there was no consistency in format, software etc. The campus organizational chart is now housed with Institutional Effectiveness and any changes within the Divisions are to be reported. The chart is also posted on the Reiver Web.

5I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

CATEGORY SIX: SUPPORTING ORGANIZATIONAL OPERATIONS

Processes (P)

6P1 Identifying Student and Stakeholder Needs
IWCC identifies the needs of its students and stakeholders through a variety of qualitative and quantitative methods in order to be agile in best serving those from varying backgrounds and abilities. Such as:

- Analyze trends in traffic and usage of support services.
- Review student performance and persistence.
- Study enrollment and demographic trends.

We also gather qualitative or anecdotal information about the needs of students that cannot be completely demonstrated in numbers. We can determine the needs of our students by student satisfaction surveys as well as groups and committees established to voice students' needs and concerns. Many needs are determined through close working relationships with our student staff and student leaders. We identify needs of our students by conducting:

- Focus groups
- Planning retreats
- Committee initiatives
- AQIP action projects

6P2 Identifying Administrative Needs
The service needs of faculty, staff and administrators are identified through several information and data collection methods. Some of these methods include planning processes, work reviews, committee work, discussions and surveys. Processes are detailed in Figure 56 – Service Needs.

Planning Process	Data Collected From	How Often Collected
Instructional Equipment Levy Procurement	Academic Departments Credit and Non-Credit	Annually
IT AQIP Technology Updates	All Non-Faculty Employees	Annually
Facilities Master Planning	All Institutional Departments	5 year planning process with annual review
Program Evaluation	All Credit Programs	Annually
Budget Planning	All Institutional Departments	Annually
COMMITTEES/DISCUSSIONS		
Cabinet Meetings	President and Vice Presidents	Weekly
Board Retreats	President, Trustees, Vice Presidents	Annually
WORK REVIEWS		
Daily/Monthly Review of Work Order Completion	Physical Plant Engineers	Weekly and Monthly
Review of Help Star Requests/Completions	Physical Plant Maintenance Staff	Weekly and Monthly
Review of Help Desk Requests/Completions	Information Technology Staff	Weekly and Monthly
SURVEYS		
Food Service Operation Surveys	Employees, General Public Who Dine On Campus	Annually
Bookstore Textbook Purchasing Process	Instructors and Division Deans	By Semester

Figure 56: Service Needs

From trends identified as a result of data analysis, the IWCC Administration is able to identify potential service needs in the following areas:

1. Technology needs including computer equipment, software and staff development.
2. Facility and space requirements, repair and maintenance issues and facility expansion.
3. Financial and personnel resource allocation.

6P3 Physical Safety and Security

Iowa Western Community College is committed to the ongoing safety and security of all its stakeholders and the general public that utilize the College's facilities and grounds on a daily basis. At the direction of the Board of Trustees the Administration has developed and implemented a comprehensive security plan.

Security for the main campus is provided through the use of a contracted security guard firm that provides staffing for continuous 24 hour presence every day of the year. The College provides a dedicated security vehicle for use in patrolling campus, traffic control and parking enforcement.

In addition to the contracted guard service, IWCC also employs off duty police officers during late evening and early morning hours at student resident facilities. The presence of these officers on campus improves safety and security at student housing facilities and provides an immediate response capability for issues that arise during hours when the majority of staff are off campus.

The Administration is emailed a daily security report detailing security forces activities and responses from the previous day. The Vice President of Finance and Administration and the VP of Student Services also receive copies of incident reports that involve either emergency medical or police involvement.

Recognizing the continued growth of the on-campus student population the Administration hired a full time security director in 2007 whose sole responsibility is to direct day-to-day safety and security.

Over the past several years the College has been developing and installing an extensive security camera system that enables the housing and security staffs to remotely monitor facilities. Utilizing dedicated funding provided by the State of Iowa, the College now has more than 350 digital cameras in place. These cameras provide monitoring and recording capabilities for the vast majority of the Council Bluffs facilities.

The College has also developed and implemented an emergency response plan that will enable reaction and response to various types of natural disaster events, campus security issues and public health concerns. To create this emergency response plan a Crisis Management Taskforce was created that included personnel from the following departments:

- Student Services
- Security
- Physical Plan
- Information Technology
- Faculty
- Administration
- Local Police
- Campus Centers

This taskforce met and utilized examples of other institutions emergency response plans to establish a framework that would fit IWCC's operations. The plan identifies key campus personnel who will respond on behalf of the college and outlines the procedures these personnel, college employees, students and

the general public should follow in the case of an emergency.   The Administration met with local emergency response officials and solicited their review, analysis and critique of the plan. The city police, fire and emergency response teams also conducted a training exercise on campus during 2008. These teams used the simulation exercise to familiarize themselves with campus facilities in response to a possible campus shooter occurrence.

In addition to the development of the emergency response plan this taskforce also solicited suggestions and comments from the campus population that would improve the overall safety and security on campus. As a result of this input the College has implemented several improvements including:

- Installation of telephones in every classroom. Faculty believed it vitally important that in the case of an emergency a faculty member and students have a means of communicating with security and administration from inside the classroom. IWCC has completed this security enhancement and now has a phone in every classroom. All new construction being completed by the college includes this function in final blueprints.
- The College has also established the Reiver Alert System that enables the College to communicate immediately and directly with students and staff via cell phones, text messaging and email. This system can deliver information to the individual within minutes notifying students and staff of a campus emergency or provide campus closing information in case of severe weather. In the event an emergency situation has occurred and the Administration has determined it should notify students and staff, the President or the VP of Finance and Administration can initiate and send a message via the internet or through their cell phone.   All students and staff are encouraged to sign up for this service at no charge. Information regarding this service is found on the IWCC webpage and all new students and staff receive information about this service during orientation. The system is tested at least once each semester.

6P4 Day-to-Day Management
All key student support processes operate within an organizational department structure that ensures similar processes either operate in conjunction with each other or have open communication lines.

- Regular staff meetings
- Multi-department initiatives
- College-wide committee work
- AQIP Action Teams

6P5 Documenting Support Processes
Departments have procedural manuals that are updated on an annual basis and available for review. Most widely used processes have either a step-by-step process or flowchart and are communicated to all who are directly involved. Many departments hold regular staff meetings and cross-train or share process information with their staff to increase overall awareness. This can be seen in the multi-department initiatives stated in 6P4.

All employees participate in Staff Development days which dedicate time to cross divisional knowledge sharing. Additionally all staff are encouraged to serve on a committee. Our AQIP committee governance supports not only those with a vested interest, but also college-wide representation.

And finally, college publications, such as *IWCC News*, AQIP governance meeting minutes, Administrative Policy Manual, Academic Catalog and the Student Handbook facilitate knowledge sharing.

Results (R)

6R1 Process Measures

Within the Student Services Division, there are three main areas that work collaboratively to provide support services in order to meet the overall goals of the division and the College. The initiatives, measures and results are listed below.

Department	Initiatives / Measures / Results
Enrollment Services Academic Advising Admissions Career Planning Financial Aid International Student Programs Recruiting Registration Testing Transfer Planning Veterans' Services	Various Enrollment Services Activities & Documentation reflecting: • High School Visits • Recruiting Territories • College Fairs • Campus Tours • Group Visits • Program Days • Admissions Office Traffic Numbers • Applications • Testing Traffic & Placements • Advising Workshops • Online Registration Numbers • Graduation Participation • Graduation Percentages • Transcripts • Drops/Withdrawals • Enrollment Verifications • Grade/GPA Reports • Registration Campaigns Financial Aid Documentation such as: • Distribution Reports • Probation/Termination Totals • Default Rates • Scholarships Awarded Intercultural & International Programs Activities & Documentation reflecting: • Recruiting • Enrollment • Programming
Student Life Campus Safety Health Center Judicial Affairs Residence Life Student Activities Student Organizations & Clubs Student Senate	Housing Documentation such as: • Occupancy Data • Contract Return Rates • Violations Summaries • Program Reports Student Activities Documentation such as: • Activity Reports • Club Transfer Reports • Student Senate Agendas & Minutes • Student Senate Survey Results • Student Activity Survey Results Student Health Center Documentation such as: • Revenues

	• Expense Reports
	• Patient Reports
	Crime Reports & Judicial Review Cases/Trends
Student Success Programs Academic Intervention Academic Support Center BLAST Counseling Deaf Services Disability Services New Student Orientation Student Leadership TRiO/SSS	Student Services Programs Documentation such as: • Academic Alerts Summaries • Mid-Term Progress Report Summaries • Academic Probation Lists • ASC Usage Reports • BLAST Student Performance Reports • Student Assistance Usage Reports • Interpreter Evaluations • Disability Services Surveys • NSO Evaluations • TRiO Semester Surveys • TRiO Student Performance Reports

Figure 57: Student Services Initiatives/Measures/Results

Through the use of the Datatel Colleague Enterprise Resource Planning (ERP) and supplementary software systems, IWCC can collect and analyze a great deal of operational data. This data can be accessed, sorted and compiled for various reports that are utilized institution wide. Uses of this data and reports include:

- Monitoring and identifying needs and trends of student enrollment including demographic and geographic data
- Course enrollments
- Program enrollments
- Grades
- Institutional assessment of student learning
- Contact hours
- Faculty course loads
- Student satisfaction
- Course retention
- Student persistence
- GPA
- Transfer data
- Graduation data
- Employment data
- Market penetration by age group
- Budgetary data
- Facility and maintenance expenses
- Use of educational space

This data and their associated reports are monitored on a weekly, monthly, semester or annual basis as determined by need.

Planning Process	Data Collected From
Conduct a comprehensive series of custodial, grounds, mechanical, electrical and safety inspections for the College in addition to providing scheduled safety training for all physical plant employees.	Facilities Personnel
Decisions regarding receipt and disbursement of financial resources. Measures used to make decisions include: monthly reviews by source, tuition and fees, federal appropriations, state training programs, auxiliary services, state general aid allocations, property tax revenues and interest income on investments and monthly expenditures by source: salary and benefits paid, equipment, materials and supplies, energy costs, debt service and construction costs.	Business Office
Collects and monitors data that address hiring processes, use of benefits, and compliance with state and federal legislation such as affirmative action complaints against the College, staff and faculty units.	Human Resources
Collects data on usage of all the technology systems at the College, rotation schedules for computers and phones and information from users about satisfaction with technology.	Information Technology

Figure 58: Operational Data Table

6R2 Results for Student Support Services Processes
See 6R1

6R3 Results for Administration Support Services Processes
Results are provided in the following categories: Business Office, Human Resources, Facilities and Information Technology.

Business Office Results:

The results of the Business Office processes are reported to the Trustees monthly in form of a monthly financial report and operations summary prepared by the Vice President of Finance. In addition, an annual financial audit is conducted each year and presented to the Board of Trustees for their approval. Copies of the annual report can be found in the Office of the Vice President of Finance at IWCC.

Results of the ongoing financial management processes at IWCC are evidenced by an expanding institution in excellent fiscal condition. Within the last five years, IWCC's bond rating has been raised from A1 to Aa3 citing the College's long-term satisfactory financial operations, stable reserves, broad and modestly expanding tax base and average debt profile.

The continued growth of IWCC over the past ten years provides further evidence of successful management results. The following graph depicts credit hour production for the fall semester from FY00 to FY09 and illustrates an increase of 31 percent over the multi-year period.

**IWCC Credit Hour Production
Growth Trend FY00 to FY09**
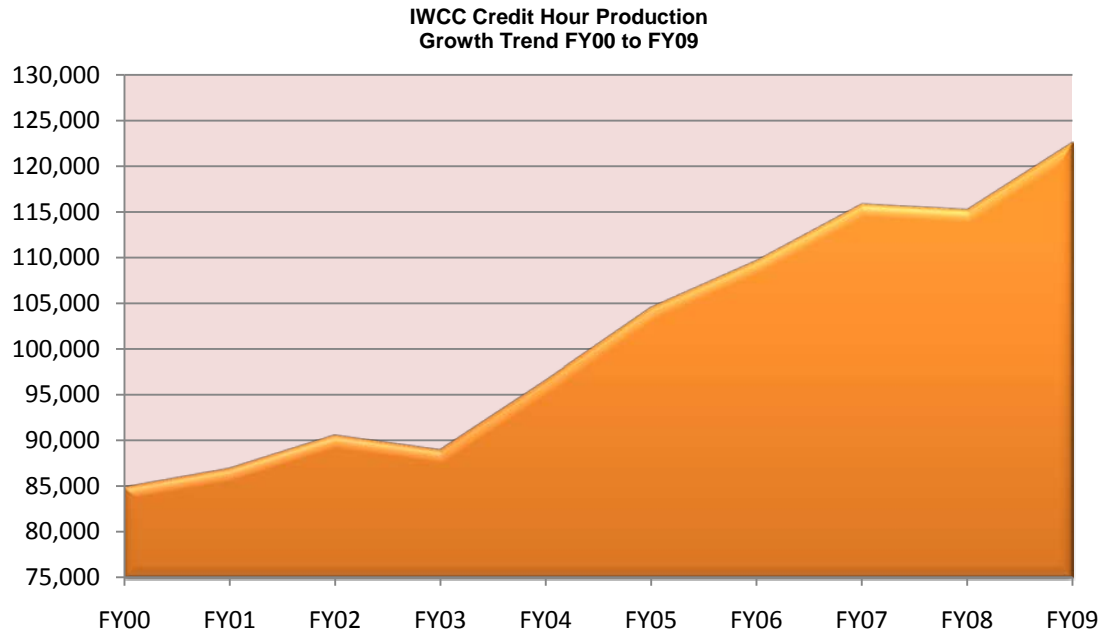
Figure 59: Credit Hour Production Growth Trend

The Credit Hour Production Growth Table for FY01 to FY09 shows the information utilized for the graph above displayed in table format. The data also includes positive trends for full-time and part-time headcounts.

As a direct result of the growth depicted above, IWCC's General Fund operating budget has also increased over the past five fiscal years as shown below.

Iowa Western Community College General Fund Operating Budget					
Income	**FY05**	**FY06**	**FY07**	**FY08**	**FY09**
Student Fees	$615,896	$668,385	$717,914	$751,339	$744,701
Tuition	11,593,572	12,550,885	13,653,761	13,890,433	15,882,776
Local Support	1,122,289	1,143,346	1,207,571	1,251,208	1,343,301
State Support	8,298,918	8,819,900	9,379,224	10,401,636	10,829,800
Federal Support	519,865	529,213	535,388	540,712	510,967
Sales & Services	406,816	506,403	401,984	650,728	420,521
Other Income	555,119	784,215	686,020	576,716	584,559
Total Income	**$23,112,475**	**$25,002,347**	**$26,581,862**	**$28,062,772**	**$30,316,625**
Expenditures					
Salaries	15,934,001	17,301,790	18,447,732	20,137,806	21,526,454
Contracted Services	3,917,139	3,870,514	3,826,973	3,760,336	4,228,903
Mat., Supply & Travel	1,521,758	1,794,158	1,683,895	1,617,303	1,721,765
Other Expenses	1,355,642	1,585,763	2,112,437	2,397,017	2,328,562
Capital Outlay	292,346	359,050	262,931	162,017	188,404
Total Expenditures	**$23,020,886**	**$24,911,275**	**$26,333,968**	**$28,074,479**	**$29,994,088**

Figure 60: General Fund Operating Budget FY05 to FY09

Human Resources Results:

The Human Resources Department continues to recruit, hire and orient new staff to meet the demands of a growing institution. The growth in credit hour production depicted above and increase in student life activities requires added staff. In the past three years, the department has recruited 198 employees to fill positions.

The department has also successfully dealt with a high number of early retirements over the past three years as thirty eight (38) long-term employees left the institution.

In 2008, the Department conducted the first annual IWCC Employee Health Fair. More than 160 employees took advantage of free health screenings, blood pressure readings and health information seminars.

Facilities Results:

Iowa Western's physical plant continues to expand to meet the growing demand for its educational offerings. The College's facility footprint has nearly doubled in the past fifteen years and now totals 884,621 square feet compared to 392,038 square feet in 1994.

In the last fiscal year, the Facilities staff completed the oversight of three major construction projects totaling 109,500 square feet. Strong demand for student housing continues at IWCC as housing capacity has doubled since 2004 with the addition of 576 beds and 94,761 square feet of facility space.

IWCC continues to receive strong support for the management of its facilities and grounds from its thirteen county service district. Voters in the merged area have strongly supported bond issue referendums in 2004 and 2007. In addition, the same voters reauthorized tax levy authority for it physical plant operation.

The College has also completed one phase of its long-term master facility plan dealing with its remote center locations. During FY09 IWCC completed the College Park project in Shelby County. All three remote center locations and our branch campus now have up-to-date facilities that enable the College to deliver educational offerings throughout the district.

Informational Technology Results:

Iowa Western has made a concerted effort to keep its information technology capabilities updated with current software and equipment. Three different funding sources have enabled IWCC to achieve currency in technology. The Instructional Equipment Replacement Levy provides more than $625,000 annually to improve technology in the classroom. With more than 1,200 personal computers in 25 labs no machine is more than three years old. The levy, authorized through 2016, will provide over $4.4 million in additional funds to upgrade technology.

Repair Iowa Infrastructure Funds (RIFF) has provided funds over the last four fiscal years (FY06-FY09) for safety, security and accessibility improvements. Totaling just over $465,000 ($116,500 annually) these funds have been used for two primary purposes that include a digital security camera system and ADA accessibility enhancements.

6R4 Improving Services
The information provided in 6R1 details the information and results. The reactions to this data, in conjunction with organizational (see 6P4) and student feedback, helps determine if and how and when a process should be changed, added or eliminated. Many times, student support areas base improvements or modifications to services on direct feedback from students or other stakeholders.

All key student support processes operate within an organizational department structure that ensures similar processes either operate in conjunction with each other or have open communication lines.

Similar to student support services, the administrative and organizational support services operate within a departmental structure that encourages inter-departmental cooperation and open communication. Following are the various means of communication used by institutional departments to review process effectiveness and results.

- Regular staff meetings
- Weekly department/division head meetings with appropriate Vice Presidents
- College-wide committee work
- Multi-departmental initiatives
- Cabinet meetings

6R5 Comparisons
We have no comparisons to report at this time.

Improvements (I)

6I1 Improvements
The three examples stated below are only a few of the initiatives that were presented in the Student Services area within the last year. In each case the system or process that had been utilized was inadequate, nonexistent or ineffective. The process was reviewed and with qualitative and quantitative information decisions were made to precipitate the necessary improvements. It should also be stated that each case was the result of collaboration of several departments across two different divisions.

- Student Intervention Process (see Student Intervention Threat Process): This effort not only results in the collaboration of several departments college-wide, but also combined several reports and processes into one, making the reporting more friendly and efficient. The net result being more effective for student intervention and support.
- "Lost Student" Process (see Student Services Communication Process): Data collected, telephone contacts initiated, collection, and analysis of the information will help determine how many students register but never attend, or stop attending, the reason(s), and our reactions.
- The Enrollment Services Department, which includes Admissions, Financial Aid and Registration, constantly makes decisions based on data collected. Many staff members were spending a significant amount of time answering frequently asked questions that did not need to be directed to them. By analyzing face toface, telephone and electronic inquiries/traffic staff were able to allocate the appropriate resources, hours and training to better serve students.

One of the priorities in the Vital Focus was current technology for employee offices. An Action Team was launched to address the problem. The team conducted an inventory and needs assessment, developed a plan of action, and estimated resources required to support the initiative for a continuous process to update and replace office technology. The proposal was approved by the Cabinet and the Board and the process was institutionalized. Office technology is now replaced on a four year rotation. In spite of recent budget cuts the resources to continue the program remain intact.

6I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

CATEGORY SEVEN: MEASURING EFFECTIVENESS

Processes (P)

7P1 Selecting, Managing and Distributing Data

Historically institutional research at IWCC has primarily focused on meeting state and federal reporting requirements. (See Figure 61 - Institutional Research Projects and Reports) The bulk of reports are generated from the Institutional Effectiveness office and MIS department with some specialized reports done in respective departments. Additional reports were developed in response to specific internal requests. Transitioning to a quality culture brought the added challenge of providing data, research and analysis needed to make data driven decisions.

IWCC Institutional Research Projects and Reports
Transfer Reports
• IWCC to Regents Universities
• IWCC to Regional Universities
• National Student Clearinghouse Transfer Report
Developmental Education
• Course Success
• Sequential Course Success
• Background of Graduates
Retention
• Program/College Retention
• Course Retention
• e-College/Distance Education
Entrance Academic Placement Test Profile
• Academic Year – High School Graduates Enrolling at IWCC
• Academic Year – Area XIII Graduates Enrolling at IWCC
Program Evaluation and Review Reports
• Graduate Follow-up
• Graduate Placement
• Employer Follow-up
• Current Student Satisfaction
• Student Entrance/Exit Goal Attainment
• Program Costs Trends
• Program Enrollment Trends
• Course Enrollment Trends
• Perkins Performance Indicators
Specialized Reports
• IPEDS Peer Analysis
• National Community College Benchmarking Project
• Kansas Study of Faculty Productivity
• Career Projections for Economic Development and Iowa Value Fund Applications
• Program Specific Statistical Analysis
• Title III Reports
Workforce Investment Act Approver Annual Updates
• Iowa
• Nebraska
• Missouri

Figure 61: IWCC Institutional Research Projects and Reports

Typically reports are presented or distributed to the pertinent leadership groups and the material is disseminated from the top down. Non-confidential reports are posted on the IE link of the IWCC website and are accessible to anyone.

In some cases a taskforce will be assigned a specific research problem for review. Academic Affairs had been struggling with developing an effective assessment process. Instructional Council initiated a taskforce to address this issue that consisted of two Academic Deans, two Faculty members, Director of Institutional Research, Director of Information Technology, and an Academic Division Secretary. As an outcome of the taskforce IWCC elected to be a beta client of Cyber Learning Lab's Angel Assessment Module.

A taskforce was also developed for Program Review with members from Faculty, Deans, Research, and Accounting.

The following factors are being considered:

- What is required for state and federal compliance?
- Beyond compliance what information is most relevant to the programs?
- How can the information required most accurately be gathered, most effectively reported, and in turn used to best support continuous improvement in our programs?

As an outcome of the taskforce a new reporting process was developed. The new process was distributed to Department Chairs and will be used starting Fall 2009. (See Figure 62 - Program Review and Evaluation Report)

IOWA WESTERN COMMUNITY COLLEGE
PROGRAM EVALUATION REPORT

To align the State Program Evaluation process with the seven sections of the Iowa Administrative Code #46.7(4), *Statewide vocational education evaluations states*:
"The department of education shall review at least 20 percent of approved vocational education programs within the state annually, to ensure that the programs are":

CODE REF#	DATA INFORMATION REQUIREMENT	

1	1. Programs have Articulation Agreement?
	   a) Secondary Articulation(s)?
	        - Statewide articulation for a specific course(s)
	        - AEA 13 articulation for a specific course(s)
	        - Out of area articulation for a specific course(s)
		☐ YES ☐ NO ☐ NA

		☐ YES ☐ NO ☐ NA

	b) Postsecondary (Four-year college)?
	        - Articulation agreement for entire program
	        - Articulation for specific course(s)
	2. Transfer of graduates to institutions of higher learning?
	   a) Current initiatives affecting programs: Have Action Plan to respond to Program Review Team findings?
		☐ YES ☐ NO ☐ NA

	3. All program faculty (full and part-time) meet minimum credential standards?	☐ YES ☐ NO ☐ NA

	1. Programs have an active advisory committee?
	        - Membership list updated annually (use new IDE program form)
	        - Meeting agenda & minutes available: 1-2 per year (incl. 5 yrs)
	2. Curriculum has been revised to meet market needs in the last _____ years.
		☐ YES ☐ NO ☐ NA

		☐ 2 ☐ 3 ☐ 5 ☐ NA

2	- All program curriculum revision forms available: include 5 years enrollment trends
	3. New equipment has been purchased to stay current with needs?
	    - Maintain continuous list of equipment items purchased exceeding $500
	    - Maintain continuous list of unique smaller equipment items that represent advances in technology
	4. Develop additional courses to meet job needs?
	    - Maintain list/detail of short-term, non-credit offerings
	5. New software was introduced to programs' curricula?
	    - Maintain continuous list of major <u>new</u> software purchased exceeding $500
	    - Maintain continuous list of unique, less-expensive <u>new</u> software that represent advances in technology
	6. Changes (#2 – 5) were consistent with Advisory Committee recommendations.
	    - Where possible, annotate changes within minutes from advisory committee meetings
		☐ YES ☐ NO ☐ NA
		
		☐ YES ☐ NO ☐ NA
		☐ YES ☐ NO ☐ NA
		
		☐ YES ☐ NO ☐ NA

3	1. Graduates of programs were surveyed within the last _____ years.
	    - College-wide graduate follow-up information available?
	    - Program administered graduate follow-up available?
	2. Employers of graduates were surveyed within _____ years.
	    - College-wide employer follow-up information available?
	    - Program administered employer follow-up available?
	3. Number/percent of students successful in the programs (graduation/completion).
	    - Maintain annual list of student names who were graduates
	    - Maintain annual list of student names who were completers
	4. Number/percent of students placed in jobs related to programs (placement data).
	    - College-wide graduate follow-up information available?
	    - Program administered graduate follow-up available?
		☐ 2 ☐ 3 ☐ 5 ☐ NA
		
		☐ 2 ☐ 3 ☐ 5 ☐ NA
		
		____ # _____ % ☐ NA
		
		____ # _____ % ☐ NA

4	1. Students were capable of mastering 90% of required program competencies.
	2. Students demonstrated competency proficiency via approved third part assessment?
	    - Maintain annual list of concentrators, completers, and graduates' success on the approved third party assessment instrument
	3. Percent of graduates passing required minimum state or national competencies will meet or exceed benchmark.
	    - Maintain annual list of names of graduates passing required board certification tests
		____ # _____ % ☐ NA
		☐ YES ☐ NO ☐ NA
		
		☐ YES ☐ NO ☐ NA

5	1. Curriculum is integrated with other college programs?
	    - Maintain annual program of study document that highlights general education core classes
	    - Maintain annual program of study document that highlights linkages with other departments
		☐ YES	☐ NO	☐ NA

6	1. Enrollment trend of secondary school CTE students increased? - Maintain annual list of new program students – CTE vs. non-CTE background	☐ YES	☐ NO	☐ NA
	2. Programs have articulation agreements with secondary schools? - See section 1(a) above: maintain copies/lists of agreements	☐ YES	☐ NO	☐ NA
	3. Programs provide advanced standing for students' high school coursework? - Maintain annual list of concurrent enrollment offerings in specific AEA 13 schools	☐ YES	☐ NO	☐ NA
	4. Programs have Tech Prep, Regional Academy or other high school partnerships? - Maintain annual list of specific partnerships & describe collaborative efforts	☐ YES	☐ NO	☐ NA
7	1. All students (traditional and nontraditional) have access to program? - Maintain annual list of students compatible with DE requested information	☐ YES	☐ NO	☐ NA
	2. Support services exist to provide quality education to all students? - Example: TRiO, BLAST, Developmental Studies Courses	☐ YES	☐ NO	☐ NA
	3. Internal processes are in place to reduce access barriers to educational and employment opportunities for traditional and non-traditional students? - Example: TRiO, BLAST, Developmental Studies Courses	☐ YES	☐ NO	☐ NA
	1. Review of internal indicators has been completed - Example: enrollment, financial & credit hour data	☐ YES	☐ NO	☐ NA

Figure 62: Program Review and Evaluation Report

7P2 Data Supporting Planning and Improvements

Data selection is aligned with Strategic Goals, Tactical and Action Plans. The annual calendar for the Board of Trustees and Strategic Planning Council includes a detailed listing of reports requested by these groups. In each case the requested reports are completed and a presentation is delivered with an overview of the results and a question and answer period. All members of Cabinet and Instructional Council attend board meetings. The President and all VP's are members of the SPC.

7P3 Determining Data Needs

Other than the reports outlined in 7P1 the current system relies on individual departments to determine their own needs. If the department does not access the data base directly requests are made for information from either the MIS specialist, or the Research Specialist. These two collaborate and determine how best to respond. Currently the storage of data is not centralized. It has also been recognized that more benefit could be gained from data in the Datatel system if staff had additional training.

As IWCC matures as an AQIP institution the IR needs of the College have changed dramatically. An Action Team Proposal to launch an IR team was submitted in the spring of 2009. The current system is neither systematic nor comprehensive and will be addressed by the Action Team.

7P4 Analyzing Performance

Data coming from the Institutional Effectiveness office is reviewed, analyzed and an executive overview is developed by the Director. This overview is conveyed to the President during their weekly meeting. The information flows to the Cabinet and to respective councils within each Vice President's area. It is also shared with the Board as needed. At any time groups may drill down to closer examine information as needed.

Data is analyzed and discussed at each leadership level and decisions are made regarding continuous improvement. Pertinent analysis is shared with specific individuals and some reports are posted on the IE Link on the IWCC website which is available to all IWCC employees.

7P5 Determining Comparative Data

IWCC seeks to maintain a balance of internal data collection and comparative data. The needs and priorities stem from the Mission and Values of the College and are dictated by the Strategic Goals.

Selection of comparative data sources is based on recognized acceptance and credibility in the higher education community, relevance to IWCC specific needs, and budgetary availability. Examples of comparative data include, IPEDs, National Community College Benchmark Project, Kansas Teachers Study, and CCSSE Survey of Student Engagement.

IWCC does not formally utilize any comparative data outside of the higher education community at this time.

7P6 Ensuring Alignment

While most department and unit analysis of data and information aligns with institution goals, no systematic process exists to ensure that is the case.

7P7 Ensuring System Effectiveness

The Information Technology Center (ITC) ensures the timeliness, accuracy, reliability, and security of our information system(s) and related processes through the following:

Security

- Any sensitive/secure data transmitted off the network is Secure Sockets Layer (SSL) encrypted.
- Anti-virus software protects our client desktops and system servers.
- System accessibility is based on an employee's position.
- Firewall servers have been installed to control network access.
- Email is filtered through an anti-spam/anti-virus appliance.
- Passwords are complex, requiring certain characteristics in order to be accepted, and are required to be changed on a regular basis.

Timeliness

- Students have 24/7 access to all data residing on the campus portal.
- Faculty and staff have 24/7 access to their institutional email accounts and to administrative and student information which pertains directly to them.

Reliability

- Network and application systems are patched and upgraded in an efficient manner to ensure accuracy and reliability.
- All systems are protected by Uninterruptible Power Systems (UPS), with critical systems having generator backup.
- Data is replicated electronically to four off-premise backup sites on a nightly basis. Tape backups are also conducted on a nightly basis with off-site rotation of tapes.
- Virtual servers have been put in place to increase availability and reliability. If a physical server fails, its virtual servers are restarted on other physical hardware.
- Network and system administrators are automatically notified electronically in the event of a hardware failure.

Accuracy

- Data entry controls are built into the data entry screens of the administrative software package, Datatel Colleague.
- Various reports are compiled to check for inconsistencies in data.
- A core data team is currently being formed in order to review and revise our standards for administrative system data entry standards.

Results (R)

7R1 Measuring Effectiveness
- Student and HR data is submitted annually to the Iowa Department of Education, where it is compared to data submitted in previous years, as well as with data from other community colleges in Iowa. It enables us to detect and, if necessary, correct any data that may be out of alignment with the data of the other colleges.
- The College also participates in the National Community College Benchmark Project, which compares our data to other community colleges throughout the country.
- Financial and student enrollment data are audited by an independent agency on an annual basis, as required by the state of Iowa.
- The use of our on-line registration system is tracked and analyzed each semester.
- A network monitor is used to measure and analyze our network resources and bottlenecks.
- ITC maintains a work order/help desk database in order to track requests and problems related to any of our systems. The data is used, as needed, to determine the effectiveness of our systems and processes.

7R2 Evidence of Effectiveness
IWCC has no data to report at this time.

7R3 Comparisons
IWCC has no data to report at this time.

Improvements (I)

7I1 Improvements
Transitioning to a culture driven by data acted as a catalyst to review current practices and expand the role of IR. The following improvements have been made:

- All DIE reports now assigned to Research Specialist.
- Purchase of Tableau and ArcView Software.
- Research Specialist will office next to IE Department when remodel of building occurs in 2010.
- Action Team Focused on IR launched Fall 2009.

Areas specifically identified:

- Develop a process for data requests.
- Centralization of data.
- Systematization of data dissemination.
- Review and purchase Dashboard Software.

Measuring Effectiveness is not systematic and comprehensive at this time.

7I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

Developing the portfolio created an awareness of the gaps in current research processes. As we mature as an AQIP institution, needs will be more clearly defined and met.

CATEGORY EIGHT: PLANNING CONTINUOUS IMPROVEMENT

Processes (P)

8P1 Key Planning Process
The Iowa Western Board of Trustees, as elected representatives of their districts, are charged with determining the mission and vision statements for the College. These statements are reviewed annually. The Strategic Planning Council (SPC) (which is comprised of the Cabinet, representation from faculty, professional staff and the community) meets monthly and utilizes environmental scanning to gather data for review and analysis as indicated in the Strategic Planning Monthly Reports Schedule.

<table>
<tr><td colspan="3" align="center">IOWA WESTERN COMMUNITY COLLEGE
Strategic Planning Process
Annual Calendar
2009-2012</td></tr>
<tr><td>Month</td><td>Strategic Planning Timeline</td><td>Strategic Planning Council Activities</td></tr>
<tr><td>August</td><td>President presents the annual goals and tactical/action plans and status report to the IWCC staff.</td><td>Council reports:
   a. Economic Development M. Stanley
   b. Adult and Continuing Ed P. Southworth</td></tr>
<tr><td>September</td><td>Review external/internal assessments, assumptions and strategic goals and recommend adjustments if needed.</td><td>Strategic Planning Council reviews external/internal assessments, assumptions and goals and revises assumptions and goals as needed.
   a. Student Satisfaction J. Larsen, C. Cool (2010, every other year)</td></tr>
<tr><td>October</td><td>Review strategic goals and selected external and internal data trends. Revise strategic goals as applicable.</td><td>Strategic Planning Council reviews strategic goals in relation to revised assumptions.   Council reports:
   a. Foundation Assets Report (Goal 4) R. Coughlin
   b. Service Learning Report   (Goal 6) Dr. Duran</td></tr>
<tr><td>November</td><td>Review environmental scanning reports. Submit revised goals to Board of Trustees.</td><td>Council reports:
   a. Valuing People Report (Goal 7) C. Wellhausen</td></tr>
</table>

December	Review selected external and internal data trends.	Council reports:
		    a. IWCC Student Profile *J. Larsen*
		    b. Graduate Follow-Up Report *Troy Vermeer*

January	Review selected external and internal data trends.
	 Distribute Strategic Goals to Divisions and Departments.
		Council reports:
		    a. IWCC Enrollments *J. Larsen*
		    b. Employment Profile Trends *J. Nissen*
		    c. Unemployment Rates *J. Nissen*

February	Review selected external and internal data trends.	Council reports:
		    a. Population Trends *(every 5 years; next report-2014) M. Keiner*
		    b. Age Trends *(even years; next report 2009-10) J. Nissen*
		    c. Program Retention Report *T. Vermeer*

March	Review selected external and internal data trends.	Council reports:
		    a. Educational Trends *(even years; next report 2009-10) C. Wellhausen*
		    b. Assessed Tax Valuations *T. Johnson*
		    c. High School Market Share Report *(Goal 1) J. Larsen*
		    d. High School Partnership Report *(Goal 2) J. Larsen*
		    e. K-12 Enrollments *(even years; next report 2009-10) J. Larsen Area XIII and Omaha*

April	Review selected external and internal data trends.	Council reports: a. IWCC Competition *J. Larsen*

May	Director of Institutional Effectiveness compiles annual progress report.
	
	Review campus tactical/action plans.
	
	Confirm tactical/action plans correlate to strategic goals.
		Council reviews annual progress report from reporting units. Council reports:
		    a. Community Perceptions *M. Keiner, D. Kohler, H. Kinney (2011, every 3 years)*
		    b. Physical infrastructure/plant *(Goal 5) T. Johnson (2011, every other year)*
		    c. Program Evaluation Report *(Goal 3) D. Duran*

June	**No Meeting**	**No Meeting**
July	President reports previous year annual progress to Board. Annual Tactical/Action Plan report is reviewed by SPC.	Council conducts organizational and planning meeting for next academic year.

Figure 63: Strategic Planning Monthly Reports Schedule

Each fall that data gathered is used to develop Planning Assumptions. Using the assumptions as a foundation the SPC then develops Strategic Goals (see Figure 64 – Strategic Planning Goals 2010 - 2012) that align with and support the mission and vision statements of the College. The Board reviews both the assumptions and goals annually. The Board may make changes or suggestions and the finalized goals and assumptions are formally approved at the following monthly board meeting. Using the Board approved Strategic Goals, departments and divisions develop their Tactical/Action Plans for Improving Processes and submit them through their respective Vice President to the SPC by March of each academic year.

Iowa Western Community College
STRATEGIC PLANNING GOALS
2010-2012

Goal #1—Iowa Western Community College will increase the number of recent high school graduates who choose to attend to 1128 students by 2012 (which is a 30percent increase over fall of 2006).
- Data Element: Number of students enrolled who graduated in the previous May

Goal #2—Iowa Western Community College will strengthen partnerships with area high schools.
- Data Elements: Number of high school students enrolled in college credit courses for fall term
    Percentage of high school students taking college credit courses who matriculate to IWCC

Goal #3—Iowa Western Community College will provide relevant, quality, learning experiences that prepare students for the workplace, transfer, or to meet other personal goals.
- Data Elements: Fall to fall retention rate at or above the NCCBP* study benchmark
    Goal attainment rate at or above the NCCBP* study benchmark
    Fulltime transfer rate at or above the NCCBP* study benchmark

Goal #4—By 2012, Iowa Western Community College will increase fund-raising to annually fund $1.3 million of scholarships and increase Foundation assets to $10 million.
- Data Elements: Annual gifts in total dollars
    Scholarships funded in total dollars
    Foundation assets in total dollars

Goal #5— Every other year Iowa Western Community College will assess the quality of campus life to determine how services and activities affect student success.
- Data Elements: Percentage of students ranking their educational experience at IWCC good or excellent (CCSSE**)
    Percentage of students indicating they would recommend IWCC to a friend or family member (CCSSE**)
    Percentage of students indicating their satisfaction with IWCC services as somewhat or very satisfied (CCSSE**)

Goal #6—Iowa Western Community College faculty, staff, and students will remain engaged in partnerships reflecting our shared commitment to both civic engagement with community service and the needs of our diverse global community.
- Data Elements: Number of students active in service learning activities in the previous academic year (duplicated headcount)
    Number of faculty incorporating service learning in their curriculum in the previous academic year (duplicated headcount)

Goal #7—Iowa Western Community College will promote a professional work culture that is aligned with AQIP Category 4, Valuing People.
- Data Elements: Departure rate (does not include retirements) at or below the NCCBP* study benchmark
    Development/training expenditures per FTE employee at or above NCCBP* benchmark

Goal #8—Iowa Western Community College will constantly scan the environment for emerging technologies and evaluate those that we can adopt to provide services to and from the college.
- Data Element: Total budget dollars allocated to technology

*National Community College Benchmark Project
**Community College Survey of Student Engagement

Figure 64: Strategic Planning Goals 2010-2012

All submissions are reviewed to ensure alignment with Strategic Goals and collectively become the College plan for the coming year. The plan is reviewed by the SPC in May, presented by the President to the Board in July and to the entire staff in August.

Each May departments and divisions submit an annual summary of their progress from the previous year to the Cabinet through their respective VP's. The progress is reviewed and analyzed and the Director of Institutional Effectiveness compiles the campus annual status report. The annual report is reviewed by the SPC in June and is then presented by the President to the Board in July. The annual status report is presented by the President at the all campus staff meeting in August. It is also posted in *IWCC News* and on the intranet.

The annual planning cycle then repeats. This process is represented in Figure 65 – Strategic Planning Process flowchart.
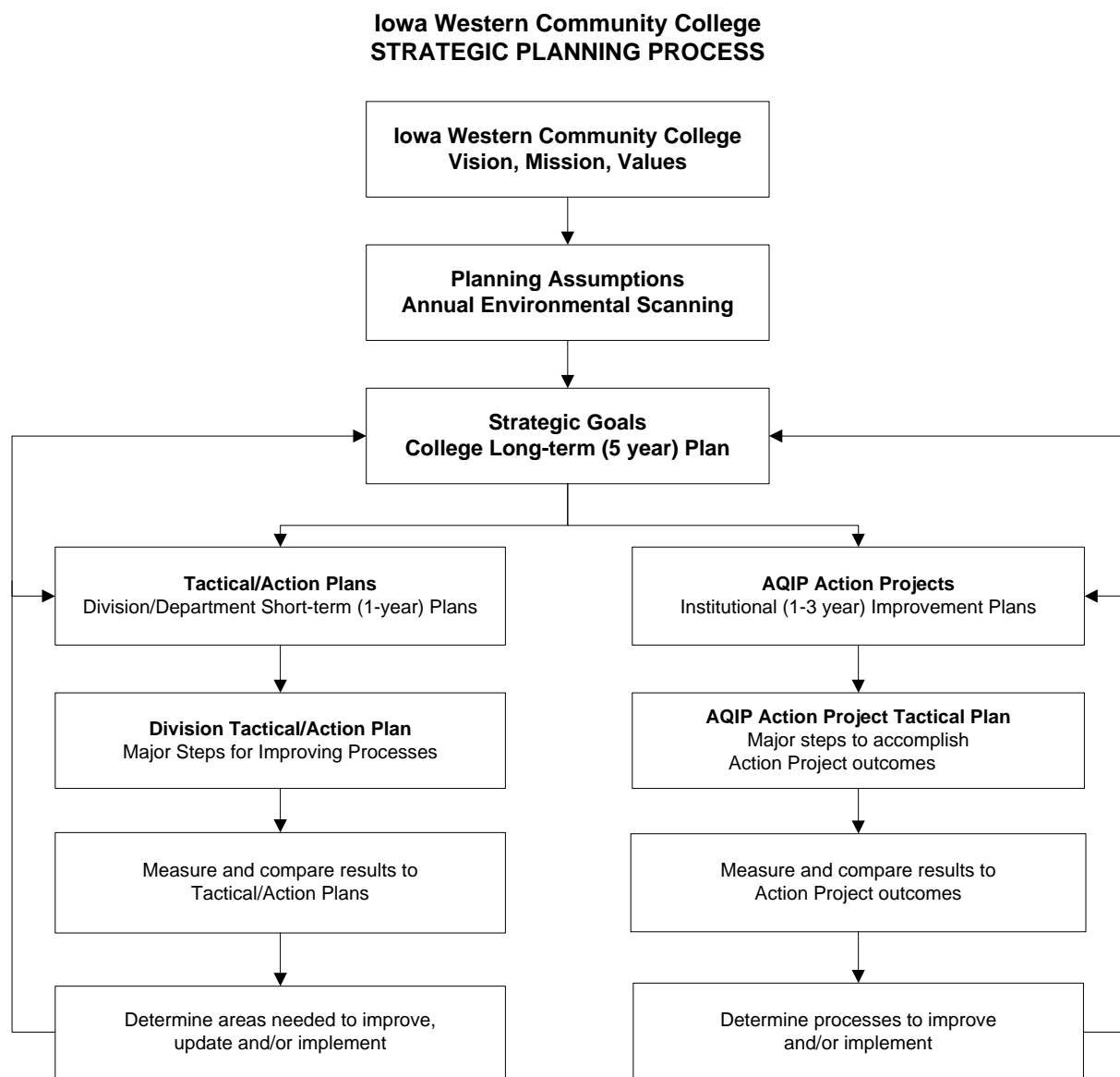
Iowa Western Community College
STRATEGIC PLANNING PROCESS

Figure 65: Strategic Planning Process

8P2 Strategy Selection

In keeping with the College mission, planning assumptions and strategic goals, the divisions of the College annually hold a series of meetings to discuss, and develop, short- and long-term tactical/action plans and action projects. It is at the discretion of each division how these plans are selected. The plans are usually derived from Quick Fix submissions, survey results, research review and analysis (including benchmarking) findings and Action Project proposals. Tactical/action plans are part of the formal planning cycle and are submitted each spring. (See Tactical/Action Plan Planning Process)

Additional Quick Fixes, PIT Teams, and Action Teams can be launched at anytime during the planning cycle on an as needed basis.

8P3 Developing Key Action Plans

Once strategic goals have been finalized, each division identifies internal processes that, if improved, would contribute to attaining the goals. Improving these processes then become the tactical/action plans. The tactical/action plans include information regarding funding, human resource needs, institutional resources and personnel responsibilities. They become the main areas of focus for divisional/departmental performance during the upcoming fiscal year.

If a specific tactical/action plan is determined to have a significant positive institutional impact that transcends departments or divisions it will be elevated in status to an Action Project that is monitored by the Quality Council.

Action Projects progress updates are included in Professional Development meetings held in August, October, January and March. A formal annual report is made to the Board each October.

8P4 Aligning the Planning Process

In 1995 IWCC established the Strategic Planning Council that meets monthly to establish, quantify, review, modify, and justify those strategic goals, assumptions, using environmental scanning data. This ensures the College is meeting ever-changing educational requirements while concurrently maintaining those values on which the institution was founded.

The SPC is the guiding force for planning on the campus. The Council is representative of the leadership on campus as well as individual divisions and members are expected to share information in their respective areas. Minutes from each SPC meeting are posted in a timely manner and available to every IWCC employee.

The annual planning cycle is a systematic process, in place to coordinate alignment and dissemination of planning processes throughout the institution. This cycle is detailed in 8P1.

8P5 Selecting Measures and Setting Targets

At each level in the planning process objectives are defined, measures selected and targets set through group meetings and discussions. The group meetings include reviewing research analysis, benchmarking results, and current strategic goals. The College is transitioning to a new model that is more process oriented and attempting to be effective in viewing planning more conceptually rather than siloed. The College has identified an opportunity to focus on determining more measureable components with specific targets.

8P6 Linking Strategy and Resources

Strategic goals are used as the foundation for developing Tactical/Action Plans**.** The funding and allocation of resources are considered at each level as tactical/action plans are developed and given due consideration as part of the Cabinet review.

The decision to add football in 2009 as a growth strategy is an excellent example of how IWCC takes into account levels of resources and plans for future needs. Launching football was the result of several years of research, analysis, projections and planning. This process included all divisions on campus, student services, academics, administrative services, and athletics.

8P7 Risk
As the strategic plan is reviewed and updated, the SPC reviews data to assess challenges to the stability and growth of the institution. Environmental scanning occurs on a continuous basis and is reviewed at the monthly Strategic Planning Council meetings. Strategic planning and institutional goals may be revised accordingly.

All action/tactical plans are submitted for review through respective VP's. The Cabinet reviews the plans as a whole and in this process consider risks.

8P8 Developing Capabilities
The College provides two professional development days each semester to cover new technology, student issues, personal growth topics, teaching and learning and special presentations. The College also sets aside funding to support outside professional development activities as well as tuition waivers for employees who wish to take classes at the College. All full-time faculty are required to complete an Individual Quality Faculty Plan annually, setting professional development goals and providing documentation of progress. Two professional development programs representative of the activities available on campus are the Academy for Teaching Excellence and the AQIP Employee Training Initiative.

The Academy for Teaching Excellence was established initially to meet the professional development needs of the ever growing adjunct faculty. The Academy is focused on issues related to teaching and learning. Offered each semester, it is scheduled on a Saturday to meet the needs of most adjunct faculty who work full-time. It was expanded to include attendance by full-time faculty in Fall 2008. The Academy includes a keynote speaker followed by a series of short breakout sessions sharing best practices. One critical component is department luncheon meetings. These luncheons provide an opportunity for full-time as well as adjunct faculty members to share and discuss issues and concerns and have strengthened department ties.

Transitioning the campus culture to a continuous improvement mindset required a strategy to educate IWCC employees about AQIP. The desired outcome was to develop employees with the needed skill sets to become contributing members in a quality culture. From this need the AQIP Employee Training Initiative was developed in a series of training modules. (See Figure 66 - AQIP Employee Training Initiative) These two hour sessions are offered on a continuing basis during Professional Development days. All employees are expected to complete the first nine modules.

AQIP Employee Training Initiative

Module	Module Title	Times offered	Total number of attendees
AQIP Module 101	Introduction to AQIP	31	424
AQIP Module II	Coping with Change	13	264
AQIP Module III	The Process Labyrinth	14	274
AQIP Module IV	The Power of Process: "Nuts and Bolts"	21	307
AQIP Module V	Quality Tools	11	243
AQIP Module VI	Please Understand Me	9	183
AQIP Module VII	Consensus	5	100
AQIP Module VIII	Creative Problem Solving	8	160
AQIP Module IX	The Systems Portfolio		
AQIP Module X	Action Team 411		
AQIP Module XI	Facilitating an Action Project		
AQIP Module XII	Leadership in a Quality Culture		

Figure 66: AQIP Employee Training Initiative

An overview of professional development activities is represented in the [Professional Development Flowchart](#).

Results (R)

8R1 Measures of Effectiveness
Iowa Western collects a variety of measures to evaluate the effectiveness of our planning. Most notably:

- Each data element tied to the strategic goals.
- Reports made to the SPC during the year.
- Reports made to the Board of Trustees during the year.

8R2 Performance Results
Each strategic goal has a minimum of one data element assigned to it. The data elements are gathered and reported annually in a [dashboard](#) format. The performance results for Strategic Goals are compiled by the Institutional Effectiveness Department and are reported by the President to the Board and all IWCC staff in the dashboard format as displayed. Cells shaded in green indicate the target has been met or exceeded. Cells shaded in red indicate the result does not meet the target. Cells shaded in yellow indicate the results do not indicate a change from the previous year.

8R3 Performance Projections
Targets for performance are indicated in some of the strategic goals. It has been determined the College has not been specific enough in wording the goals to indicate a target in many cases. Setting targets will become a step in the planning process.

8R4 Comparisons
IWCC does not compare processes for Planning Continuous Improvement with other higher education organizations at this time.

8R5 Evidence of Effectiveness
IWCC identifies an opportunity to measure and evaluate planning processes and activities.

Improvements (I)

8I1 Improvements
As the Strategic Planning Council completed the annual review of strategic goals in Fall 2008, it became apparent that the goals were not measurable and specific making it difficult to ascertain if goals had in fact been achieved. As a result the Council reviewed each goal and completed revisions to include measureable targets in specific data elements. The Council also approved a reporting format from the Department of Institutional Effectiveness using a key indicators [dashboard](#). The dashboard data will be compiled annually by IE and submitted to the Council for review and then to the Board of Trustees. This report will also be posted on the IWCC website.

The processes for Planning Continuous Improvement at IWCC are systematic and comprehensive. The gap that existed was in measuring performance results. The change outlined above addresses that gap and represents a significant improvement towards systematic and comprehensive performance measurement.

8I2 Culture and Infrastructure Support
IWCC has embraced a culture of quality where employee input is not only encouraged but actively sought. As a result employees of IWCC have a variety of ways to suggest process improvements.

1. Any employee at IWCC can anonymously submit a Quick Fix via a link on the IWCC intranet.
2. Any employee(s) at IWCC can submit a Proposal for an Action Project.
3. Suggestions for Action Projects are solicited through employee surveys.

4. Initial suggestions for Action Projects were solicited through a Vital Focus held in October 2005. Employees were given the opportunity to indicate their priority preference through voting on suggestions that were a result of the Vital Focus.
5. Suggestions that surface via the other mechanisms are reviewed by QC and Cabinet and then scheduled as topics at Strategy Forums. The forums are open to anyone on campus to discuss the process and if enough interest is generated the suggestion is activated as an Action Project or Process Improvement Team.

The Quality Council had plans to hold a follow up Conversation Day in February 2009, but due to mid-year state budget cuts the event had to be cancelled.

CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

Processes (P)

9P1 Educational and Organizational Relationships

Collaborative relationships are developed, maintained and enhanced to address a variety of needs related to the organizations from which we receive our students. These relationships are designed to meet the changing needs in many areas of service to include prospective students, alumni, governmental organizations, business and industry partners and community citizens. (See Figure 67 - Relationships with Organizations)

Iowa Western Community College
Relationships with Organizations

EDUCATION	
Entity	**Relationship**
▪ Local High Schools	Students for enrollment Dual enrollment opportunities-28E
▪ Universities	Transferability for students-articulations Grant opportunities
▪ Accreditation agencies	Higher Learning Commission Licensing/accrediting boards (AVMA, FCC, etc)
▪ Area Education Agency	Activities that support HS
▪ eCollege Consortium	Online learning opportunities
GOVERNMENT	
Entity	**Relationship**
▪ State of Iowa ▪ Federal	Regulatory funding
▪ Local, City and County	Cox Communications
COMMUNITY, BUSINESS AND ECONOMIC DEVELOPMENT	
Entity	**Relationship**
▪ Advisory Boards ▪ Training-260 agreements ▪ Corporations ▪ Local and State Agencies ▪ Local Media ▪ Philanthropic Organizations	Provides direction with curriculum and workplace training requirements

Figure 67: Relationships with Organizations

IWCC has been very active with the 38 school districts represented in our area which generate over 75 percent of our enrollments. We share many joint ventures including dual enrollment endeavors, shared grant activities, faculty workshops and HS student career planning. Within the past few years, IWCC has begun to develop relationships with schools outside of our service area mainly in the Omaha metro area which serves over three times the number of HS population in our district. This newly established relationship has and will be invaluable as the student population in Iowa shrinks.

9P2 Creating, Prioritizing and Building Relationships

IWCC prides itself on having established collaborative relationships with other higher education institutions to ensure a seamless transfer process for our students. Statewide successful transfer has been accomplished as a result of ongoing and evolving transfer articulation discussions and efforts that began soon after the creation of Iowa's Community Colleges in 1966. The Liaison Advisory Committee on Transfer Students (LACTS) was formed in 1972. LACTS, an advisory group of representatives from Iowa's Community Colleges and Regent Universities, exists to help make the student transition among Iowa's public institutions of higher education as smooth and seamless as possible and serves as a conduit for articulation issues or concerns with statewide impact. This agreement outlines the guidelines by which community college students transfer sixty-four commonly identified general education credits to the three regent universities.

 IWCC also works continuously with other out of state colleges and universities to improve the process of transfer. The College recognizes where the majority of our students transfer and places a high priority on maintaining a positive relationship with those institutions. (See Figure 68 – Transfer Report)

Transfer Report on 2007/2008 Academic Year AA & AS Graduates
Top 10 Transfer Institutions

Schools of 1st Transfer	Number of Students	Percent
Buena Vista University	52	24.9%
University of Nebraska at Omaha	35	16.7%
Bellevue University	26	12.4%
Iowa State University	12	5.7%
Dana College	7	3.3%
NW Missouri State University	6	2.9%
Peru State College	5	2.4%
University of Northern Iowa	5	2.4%
Creighton University	4	1.9%
University of Iowa	4	1.9%

Figure 68: Transfer Report

Bellevue and Buena Vista house permanent offices and offer evening programs at IWCC. They offer tuition reduction or scholarships as does the University of Nebraska at Omaha to offset out of state or private tuition rates for our students.

One position in Enrollment Services is dedicated specifically to transfer to offer both students and transfer institutions a consistent point of contact. This holistic approach has proven very beneficial.

IWCC continues to build relationships with area employers through workplace training, academic program internships and advisory boards. The credit and noncredit coursework for business and industries is flexible and can be offered either at the worksite or the College. In addition, the majority of the degree programs offered at IWCC require students to complete internships, allowing them to receive firsthand experience. Advisory boards comprised of business leaders provide valuable input in the development of new programs and the continuous improvement of existing ones, thus producing future employees that meet their requirements.

One example representative of efforts to build relationships with employers is SWIMAQ (Southwest Iowa Manufacturers Alliance for Quality). This association of manufacturers and business support organizations from the seven-county region which Iowa Western Community College serves is coordinated and funded by the IWCC Division of Economic and Workforce Development. The group meets quarterly to focus on issues of quality and process improvement, and meetings include related presentations and information from a variety of resources available to manufacturers and industry in the state of Iowa. Through SWIMAQ an opportunity is provided to area manufacturers and the communities which they help support to learn about the resources available through IWCC's Division of Economic and Workforce Development. SWIMAQ has been active since 2006.

9P3 Relationships with Student Service Providers
IWCC encourages staff to belong to professional organizations in the community that directly relate to their role at the college. Through such networking, staff are able to stay abreast on current topics that are pertinent to community college students and are able to develop partnerships with potential service providers and referral resources. In order to ensure that we offer students the most viable connections for such services, we regularly review our collaborative relationships with other organizations. For example, during the Spring 2008 semester, we surveyed area mental health providers to determine scope of practice and if they were able to provide services to IWCC students at a discounted cost. From our survey responses, we developed a Community Resource Directory that contains necessary contact and cost information for those organizations with which we had the strongest and most consistent relationships. As another example, the Student Life Office maintains reciprocal relationships with area agencies that provide educational programming so that IWCC is able to easily refer the student for voluntary or mandatory classes.

9P4 Relationships with Materials and Service Providers
As a public institution of the State of Iowa, IWCC is subject to the competitive bidding process when procuring materials and services for external organizations. This requirement somewhat limits the institution's ability to establish the types of long-term vendor relationships a private institution can form. However, IWCC has been successful in certain areas in developing mutually beneficial long-term relationships with vendors. These positive relationships have been most common with organizations and vendors that provide professional services to the institution versus materials and supplies.

In procuring professional services in the various areas, IWCC has been able to establish and maintain mutually beneficial relationships with vendors. These professional service areas include but are not limited to legal services, health/dental insurance, business and administrative software, casualty insurance, vending, custodial, security and architectural design/planning. The majority of these services are critical to the ongoing successful operation of the institution that relies on the continuity of the relationship. IWCC is committed to working with and developing relationships with Iowa based organizations. To facilitate and foster these vendor relationships, IWCC has utilized the following techniques:

- Identify and give priority to Iowa based suppliers and service providers.
- Establish long-term contracts to vendors and service providers critical to IWCC's success.
- Encourage and develop vendor/supplier participation in institutional planning committees.

- Weekly, monthly, quarterly and annual service performance review meetings as necessary to evaluate and improve services provided.
- Facilitate vendor/supplier participation with advisory committees, student senate meetings, student activity sponsorships, scholarships and other giving opportunities.
- Staff development activities that include both vendor/supplier representative and IWCC staff.

9P5 Fostering Other Relationships

Collaborative relationships that help the College fulfill its mission or that are directly related to the College mission are the only agreements that we pursue. The College has developed a template for use in evaluating potential collaborations and existing agreements. The following are the primary content items that are considered.

- What is the nature of the partnership?
- How does it relate to the College Mission, Vision, Strategic Goals, and/or Trustees Ends Statements?
- How will the results be measured?

Although most transfer agreements have been in place for many years, IWCC works continuously with colleges and universities to continually improve the process. For instance, the LACTS agreement discussed in 9P2 is reviewed annually by a committee of community college and university staff. IWCC has over 100 articulation agreements with 28 baccalaureate institutions in Iowa, neighboring states and Kyushu University in Japan. The goal is to provide seamless transfer opportunities for students enrolled in the AA and AS degree programs.

Critical to the mission of IWCC is the preparation of students for direct entry into the workforce. Through collaborative relationships with business and industry, IWCC responds to workplace training and educations needs. There are 40 career and technical programs with varying degree options at the College that rely on business and industry for guidance and support and based on the input from Advisory Boards, career and technical programs are developed and kept current. IWCC has approximately 26 advisory committees with eight to fifteen members from diverse populations in related fields. Often it has been the case where an advisory board member will donate equipment, tools, materials, and supplies to programs to ensure state of the art training. For instance, IWCC's automotive program is NATEF certified and has a partnership with Ford, GM and Chrysler to deliver industry specific education programs in automotive technology department and as a part of that agreement, cars are provided to the College at no cost.

IWCC has established relationships with associations, external agencies, consortia partners, and the general community with whom it interacts. These relationships were created from a variety of needs including local employers, community and social agencies, state and national accrediting agencies. Figure 69 lists accrediting agencies that play a key role in accrediting the programs and ensuring the appropriate guidelines are followed. Refer to 9P1 for additional agencies.

Iowa Western Community College
Accrediting Agencies

Entity	Nature of Relationship	Outcomes/Renewal
National Association for Education of Young Children (NAEYC)	Childcare/ Preschool	Iowa Western Early Childhood Education Center Accreditation
Department of Human Services (DHS)	Childcare/ Preschool Center	State License
National Administrator Credential (NAC)	Administrator Certification	Quality Rating Scale (QRS) State Standards Rating Scale
American Culinary Federation (ACF),	Culinary Arts program certification	
American Veterinary Medical Association (AVMA),	Veterinary Technology program accreditation	
National Automotive Technicians Education Foundation, Inc. (NATEF),	Automotive Technology program certification	
Federal Aviation Administration (FAA),	Aviation Maintenance Technology program certification	
Bluffs Arts Council	Arts collaboration	Provide arts in the community
Medical Assistant (CAAHEP)Accreditation is through Commission on Accreditation of Allied Health Education Program	CAAHEP provides recommendations from (AAMAE) American Association of Medical Assistants Endowment.	
Surgical Technology (CAAHEP)Accreditation is through Commission on Accreditation of Allied Health Education Program	CAAHEP provides recommendations from Accreditation Review Committee on Education in Surgical Technology.	
Commission on Accreditation of Allied Health Education Program (CAAHEP)	In process for the Paramedic Specialist	
Microsoft Corp.	IT Certifications	Students must pass industry exams.
Comp TIA	IT Certifications	Students must pass industry exams.

Figure 69: IWCC Accrediting Agencies

9P6 Ensuring Needs are Met

IWCC ensures the varying needs of those involved in these relationships are being met through advisory committees, focus groups, surveys, program reviews and evaluations. The information gathered is documented and analyzed. This information is also used in strategic planning for the College.

In addition, IWCC surveys advisory committee members, IWCC graduates, employers, and former students now employed to determine if programs prepared students for successful employment. These data are used in the program review process to determine if program changes need to be made. Also, program advisory committees meet annually and at those meetings the members share information, and make decisions on the relevancy of the program curriculum to their business needs.

Based on the importance of state funding and federal appropriations, the President meets regularly with local and state legislators, and corresponds with Iowa's Senators and Congressmen. The Iowa

community college presidents meet monthly to address statewide legislative issues, and coordinate lobbying efforts at the state and national levels.

9P7 Creating Internal Relationships
The College promotes relationship building between and among departments through active participation in its committee structure, offering campus-wide enrollment in all committees, taskforces and councils created during the AQIP process. The College has created an extensive communication strategy to address this process, including an internal web site (The Reiver Web) which features everything from policy information and board minutes to general campus news. In addition, the College Communications Council was created to address communication issues facing the campus and to institute new programs for communicating to faculty and staff.

Results (R)

9R1 Measures of Collaborative Relationships
IWCC is in a continuous state of relationship-building to meet the changing needs of the communities, the students and the businesses and industries that the College serves. The creation of additional new formal relationships is a process that is driven by the current strategic plan. This process includes: business and industry collaboration, dual enrollment strategies, new program development and increased Foundation scholarships. The following table measures IWCC's effectiveness with area high schools and faculty. Success indicators are identified as a process, satisfaction, or outcome measure.

Success Indicator	Type of Measure	Source of Data
Percentage of high school graduates attending IWCC	Process	Student Services and IWCC' Institutional Effectiveness Office
Number of high school students in dual credit and dual enrollment programs	Process	Student Tracking System
High School constituent groups (students, parents, administrators, counselors, teachers) satisfaction with and perception of IWCC	Satisfaction	Satisfaction surveys
Academic Performance indicators for all in-district high school graduates attending IWCC: • Degree completion • Certificate completion • Cumulative GPA • Overall persistence rate • Term-to-term persistence rate • Within term persistence • Successful course completion rate	Outcome	Student Tracking System
Academic performance indicators listed above for high school graduates attending IWCC by ethnicity and early admission status: • Bridge program • Dual credit • Dual enrollment	Outcome	Student Tracking System
Transfer Rate	Outcome	ISU transfer reports
Academic Performance at Transfer Institutions	Outcome	Student Performance Reports from Transfer Institutions
Employment Rate	Outcome	Annual Graduate Follow-Up Survey
Performance in Workplace	Outcome	Annual Graduate Follow-Up Survey
Number of high school personnel participating in professional development activities at IWCC	Process	Attendance in Academy for Teaching Excellence and Career Academies

Academic performance of teachers, paraprofessionals, and parents of high school students attending IWCC	Outcome	Student Tracking System
Financial impact of utilizing area high schools for classes	Outcome	Enrollment and budget information

Figure 70: Measuring Effectiveness at IWCC

9R2 Performance Results
The following outline sample results from some of Iowa Western's collaborative relationship evaluations.

High School Partner Results:

- 43 percent increase since 2003 in the number of recent high school graduates enrolling at IWCC in the fall semester following their high school graduation. (from 696-994)
- 16 percent increase in enrollment of high school students taking college credit classes (dual enrollment) at IWCC between fall 2004 and fall 2008.
- 23 percent increase in credit hours in that same time frame by these students (from 6,539 to 8,069).

Academic Performance Results:

- 844 students earned associate degrees and diplomas in the academic year 2007-08.
- 617 students earned associate degrees and diplomas in the academic year 2002-03.
- 37 percent increase for this time period.
- 63.7 percent persistence rates* for full-time students remained consistent from 2002-03 to 2007-08.
- persistence rates* for part-time students during the same time frame increased from 52.4 percent to 58.0 percent.

   *students returning the following fall term and students graduating

High Priority Relationship Results:

- Transfer coordinators at Baccalaureate Institutions are very satisfied with articulation agreements.
- Classroom space on our campus is shared with two four-year universities.
- IWCC is the administrative agency for the regional workforce board. Our employees manage and operate the seven county regional offices.
- 65 companies are part of the SWIMAQ network, 51 manufacturing companies and 14 service providers for manufacturing.

9R3 Comparisons
IWCC has discovered that tangible measures and comparison data needed to determine the net impact which successful collaborative relationships have on the college environment are not readily available in many situations. Due to the diverse nature of these measures, results of these efforts are difficult to compare to other institutions and provide benchmarking data. However, IWCC had been a member of the National Community College Benchmarking Project (NCCBP) since its conception. NCCBP is a consortium of 188 community colleges who pool data on a variety of key performance indicators for purposes of benchmarking local scores against those of participating institutions.

According to the NCCBP 2009 Aggregated Data Report, Iowa Western ranks favorably in several relationship categories when compared to its peers.

High School Partner Results	
• Region High School Graduates enrolling at Institution	98 percentile National Rank
High Priority Relationship Results	
• Community Participation Cultural Activities	79 percentile National Rank
• Community Participation Sporting Events	66 percentile National Rank
Market Penetration	
• Credit Student Penetration Rate	76 percentile National Rank
• Non-credit Student Penetration Rate	98 percentile National Rank

Figure 71: NCCBP Performance Results Data
Source: NCCBP 2009 Aggregate Data Report

Improvements (I)

9I1 Improvements
IWCC was the catalyst for developing an innovative initiative with Buena Vista University (BV) and Bellevue University called from AA to MBA.

The initiative offers students the opportunity to complete an AA (IWCC), BS (BV), and MBA (Bellevue University) all on the IWCC campus by attending classes two evenings a week for five to six years.

Extensive coordinative efforts were required in articulation, scheduling, promotion and logistics among the three institutions. The program is now a reality.

Details are outlined in the brochure in the following link:

AA to MBA Brochure

Business and Industry partnerships continue to flourish. Representative examples include:

- Grant from Southwest Iowa West Foundation for $250,000 to develop entrepreneurship in the region.
- Collaboration with City of Council Bluffs Department of Economic Development to recruit Google and their $300 million data center to the city.
- Collaboration with three wind energy companies to establish wind turbine farms in the service area.
- Partnership with Mid American Energy to develop a Wind Energy Program and the use of their turbine as a training site.
- Donation from Google of equipment, software, time for collaboration on curriculum and advisory board meetings.

9I2 Culture and Infrastructure Support
Employee opportunities to select specific processes to improve are discussed in 8I2.

Systems Portfolio Glossary

A&S Assessment Plan	Arts and Science Assessment Plan
AA	Associate of Arts
AAMAE	American Association of Medical Assistants Endowment
AAS Degree	Associate of Applied Science
ACF	American Culinary Federation
AEA 13	Area Education Agency 13
AS	Associate of Science
ACT	American College Testing Program, known for the ACT test and college entrance exam. ACT is a nonprofit organization offering educational and workplace measurement and research services.
Action Team	AQIP project team
ADA	Americans with Disabilities Act
AQIP	Academic Quality Improvement Program - North Central Higher Learning Commission post secondary accreditation process.
ArcView Software	Desktop geographic information system software for mapping data integration and analysis.
ASC	Academic Support Center
AVMA	American Veterinary Medical Association
AY	Academic Year
Black Tie Harvest	Annual Foundation Fundraising Gala
BLAST	Bridges for Learning in Applied Science and Technology
Board	Board of Trustees
CAAHEP	Commission on Accreditation of Allied Health Education Program
Cabinet	Vice Presidents and President of IWCC
CCSSE	Community College Survey of Student Engagement
Clarus Corporation	Company offering a full range of marketing communication research and planning services specifically for community colleges.
Clements Consulting Company	Full service institutional advancement and effectiveness firm specializing in higher education.
CLIC	Community College Leadership Initiative Consortium
CTE	Career Technical Education
Datatel Inc	Leading provider of technology solutions and professional business services to higher education.
DHS	Department of Human Services
DIE	Director of Institutional Effectiveness
EEO	Equal Employment Opportunity
ERP	Enterprise Resource Planning, a way to integrate the data and process of an organization into one single system.
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act

FMLA	Family Medical Leave Act
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Educational Development
ELL	English Language Learner
GPA	Grade Point Average
HR	Human Resources
Hybrid or Blended classes	Course where instructional delivery is a combination of online and face to face.
IA	Iowa
IDE	Iowa Department of Education
IE	Institutional Effectiveness
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
ISU	Iowa State University
IT	Information Technology
IWCC	Iowa Western Community College
IWCC News	Daily online campus communication via email
LACTS	Liaison Advisory Committee on Transfer Students
LINC	Leadership In a New Century
LRC	Learning Resource Center
MIS Department	Management Information System
NAC	National Administrator Credential
NAEYC	National Association for Education of Young Children
NATEF	National Automotive Technicians Education Foundation
NATYCAA	National Alliance of Two-Year College Athletic Administrators
NCCBP	National Community College Benchmark Project
NE	Nebraska
NISOD	National Institute for Staff and Organizational Development
NJCAA	National Junior College Athletic Association
Noel-Levitz	Enrollment management consultant for higher education
Noel-Levitz Student Satisfaction Survey	Measures the satisfaction and priorities of students
NSO	Nontraditional Student Orientation
PEAQ	North Central Higher Learning Commission post secondary accreditation process
PIT	Process Improvement Team
PR&E	Program Review and Evaluation
QC	Quality Council
Quick Fix	Process for submitting suggestions for improvements
Reiver	The IWCC Mascot Reiver (pronounced reever) is a River Pirate. The term originates from early days in US history when Reivers would raid and loot cargo on the Missouri River.
Reiver Visit Days	Open house days for prospective students

RIFF	Repair Iowa Infrastructure Funds
SAIL	Student Academic Information Link
SAT	Reasoning test (formerly Scholastic Aptitude Test) a standardized test for college admissions
SLL	Secure Sockets Layer - cryptographic protocols which provide secure communication on internet
SOS	Student Online Services
SPC	Strategic Planning Council
STEM	Science, Technology, Engineering & Math
Sunshine Law	State and/or federal law requiring most meetings of regulatory bodies to be held in public
SWIMAQ	Southwest Iowa Manufacturers Alliance for Quality
SWOT analysis	A strategic planning method used to evaluate Strengths, Weaknesses, Opportunities and Threats in a project or a business
Tableau Software	Data visualization software assists in analyzing, visualizing and publishing data rapidly
TRiO/SSS	Student Support Services federal grant
Victory Enterprises	Midwestern political consulting and polling firm
Vital Focus	One entire day devoted to facilitated dialogue about the college attended by all employees

Criteria for Accreditation Index
Found in Iowa Western Community College's
Systems Portfolio

Criterion One – Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The Board has adopted mission documents that clearly define the commitments of the College. (Institutional Overview, 5P1)
- The mission documents are posted on the College website. (www.iwcc.edu)
- The mission documents are reviewed annually by the Board and the Cabinet. (5P1)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College recognizes the dignity and self-worth of individuals in its Core Values. (Institutional Overview, 5P1)
- Iowa Western Community College (IWCC) has made a commitment to prepare students to be community contributors who respond constructively to diversity. (1R2)
- IWCC is committed to engaging in partnerships with community service for employees and students (1P16, 8P1 - Goal #6)
- The College identifies the responsibility to meet the diverse and changing needs of the people in Southwest Iowa. (Institutional Overview, Category 2, 5P1, 8P1, Category 9)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The strategic goals of the College are mission driven. (Institutional Overview, Category 5, 5P1, 8P1)
- Divisions and departments develop tactical/action plans that align with the mission and goals as part of the annual planning process. (8P1, 8P3)
- New employees meet with the President and are introduced to the mission and values of the College. (5P8)

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The College is governed by an elected board that is representative of the service area. (Institutional Overview, Organizational Chart, 8P1)
- The governance structure was recently reviewed and redesigned to ensure collaboration, efficiency, and alignment with the mission. (Organizational Chart, 5P5)
- Numerous processes are in place to encourage employee feedback. (4P12, 8I2)
- Processes and systems are reviewed continually and improved as needed. (Category 8, Improvement Sections - Categories 1 - 9)

Core component 1e. The organization upholds and protects its integrity.

- The College responds to complaints and grievances in a timely and consistent manner. (3P6)
- The College has adopted a Code of Conduct that outlines expectations of college employees. (4P7, Document Repository - Administrative Policy 433.1)
- Campus policies and procedures are reviewed for clarity and effectiveness. (3I1, 4P6, 6P5)

Criterion Two – Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The College has a systematic and comprehensive strategic planning process. (Category 8)
- The College has a systematic and comprehensive process for developing other distinctive objectives that support the strategic plan. (Category 2)

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The College resources are adequate to pursue its strategic goals. (Category 6, 6P2, 8P6)
- IWCC's bond rating was raised from A1 to Aa3 citing long-term satisfactory financial operations, stable reserves, broad and modestly expanding tax base and average debt profile. (6R3)
- The College has an active facilities master plan that is developed with extensive input from multiple levels within the institution. (2P5)

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Strategic Goals have been assigned specific data elements and a dashboard reflects annual progress. (8P1, 8P5, 8I1)
- Tactical/Action Plans are submitted and reviewed annually. (8P1, 8P2)
- Systems for collecting, analyzing and applying data are under continuous review for improvement. (7P1, 7P3)
- Programs are subject to a systematic and comprehensive program review and evaluation process. (1P13, 7P1)
- The College is actively engaged in academic assessment. (Institutional Overview, 1P1, 1P2, 1R2, 1R3, 1I1)

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Planning at all levels of the institution are designed to align with the mission. (8P1, 8P2, 8P3, 8P4)
- Systematic planning processes focus on the mission documents. (Category 8)

Criterion Three – Student Learning and Effective Teaching.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The College has established common learning objectives for all IWCC graduates. (1P1)
- The College has established learning objectives for each program. (1P2,1P18)
- Programs are subject to a systematic and comprehensive program review and evaluation process. (1P13, 7P1)
- The College has established learning objectives for each course. (1P18)
- Assessment data is gathered through surveys administered to graduates and employers of graduates. (1R4)

Core component 3b. The organization values and supports effective teaching.

- Multiple days on each academic calendar are dedicated to professional development. (4P9, 8P8)
- The Academy for Teaching Excellence is conducted each semester. (8P8)
- Each faculty member is required to develop a Quality Faculty Plan which includes a component on professional development. (8P8)
- Outstanding faculty members are recognized annually. (4P11)

Core component 3c. The organization creates effective learning environments.

- The College has an active facilities master plan that is developed with extensive input from faculty regarding program needs. (2P5)
- The core values of the College address the importance of creating an environment conducive to helping students meet their needs. (Institutional Overview, 5P1)
- Analysis of graduate follow-up surveys provide data to determine opportunities for improvement in curriculum, equipment, facilities, and instruction. (1R4, 3P1)
- The College has made a concerted effort to keep informational technology capabilities updated with current software and equipment. (6R3)

Core component 3d. The organization's learning resources support student learning and effective teaching.

- The College provides a variety of student support services to meet the diverse needs of the student population. (Institutional Overview, Category 2, 3P1, 3P2)
- The College collects and analyzes data to determine student support needs. (3P3, 3R1, 3R2)
- To better align efforts that provide supportive learning services to students the Learning Resource Center will become part of the Student Services Division. (1P8)

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Multiple days on each academic calendar are dedicated to professional development. (Document Repository - IWCC Academic Calendar, 4P9, 8P8)
- The Academy for Teaching Excellence is conducted each semester. (8P8)
- The College offers a tuition waiver for employees, their spouse and dependent children for credit and non-credit courses. (4P3)
- The College "Farm Fund" supports individual professional development and advanced degree attainment. (4P3)
- Commitment to lifelong learning is addressed in the College beliefs statement. (Institutional Overview, 5P1)
- The College offers a wide variety of non-credit courses in the evenings and weekends targeted to lifelong learners. (www.iwcc.edu/ce/)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The College had identified five areas each with specific objectives that all graduates, regardless of the program, will achieve. (1P1)
- All programs have identified program specific outcomes that include evidence of knowledge, demonstration of skills and higher level thinking. (1P2)
- Co-curricular goals support intellectual inquiry and social responsibility. (1P16, 8P1)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The College reviews and evaluates the relevancy of its programs internally through the annual program review. (1P13)
- The College reviews and evaluates the relevancy of its programs by conducting graduate follow-up surveys in the year of graduation and again in three years. (1P17,1R4,3P1)
- The College reviews and evaluates the relevancy of its programs by annually administering surveys to employers of graduates. (1P17, 1R4, 3P1)
- The College collects feedback from program advisory boards. (1P2, 1P3, 9P2, 9P5,)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Student support systems and academic programs develop student skill sets consistent with the responsible use of knowledge. (Institutional Overview Item 1, 1P1, 1P8, 6R1)
- Faculty and Staff are encouraged to discover and apply knowledge responsibly through professional development efforts. (4P9, 8P8)
- Guidelines for teaching controversial issues are outlined in college policy and procedures (Document Repository - Administrative Policy 602.5).
- The College fosters a spirit of free inquiry and encourages the timely discussion of a wide variety of issues within the classroom. Guidelines for such discussions involving outside speakers are outlined in college policy and procedures. (Document Repository - Administrative Policy 602.6).

Criterion Five: Engagement and Service

 As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College solicits feedback from external constituents using a variety of expert vendors. That data is analyzed and used as a basis for action. (2P2)
- The College solicits feedback from students on a regular basis. Data received is analyzed and used as a basis for action. (3P1, 3P2, 3P3, 3R1)
- The College solicits feedback from faculty and staff. Data received is analyzed and used as a basis for action. (Overview Item 6, 4I1, 5I1, 6P2, 8I2)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College maintains three outlying centers and a branch campus within the service area. (Institutional Overview, Category 1)
- Facilities at the outlying centers and branch campus have been updated in the last five years. (Institutional Overview, 6R3, Category 9)
- The College maintains an active presence in the service areas through Foundation events held in communities. (2R4)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Two 4-year institutions of higher learning have permanent offices and hold classes on the IWCC campus. (9P2, 9I1)
- Collaborative efforts between Bellevue and Buena Vista resulted in an AA to MBA program available on the IWCC campus. (9P2, 9I1)
- Through building positive relationships and recruiting efforts, a significant number of high school students in the College service area make IWCC their college of choice. (Category 2, 8P1, 9P1, 9R3)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- There is increasing support of foundation activities by donors. (2R2)
- As compared to other institutions, community attendance at campus activities (both cultural and athletic) is high. (9R3)
- There is an increasing affirmative support by service area voters for bond issues. (3R4)
- Responses to a telephone survey indicated an overwhelming favorable opinion about the College. (3R4)