Systems Portfolio
Iowa Western Community College

2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1 Common Learning Outcomes (3.B, 3.E, 4.B)

Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Iowa Western Community College's (IWCC) general education requirements align with its mission, educational offerings, and degree levels. IWCC's mission states, "Iowa Western Community College is a learning community committed to excellence in meeting educational needs and improving the quality of life through programs, partnerships and community involvement." The College takes guidance from the Higher Learning Commission's (HLC) Assumed Practice B.1.g. and incorporates the Iowa Department of Education's (IDOE) criteria for general education outcomes, which specifies the number of credits in communications, social sciences, humanities, mathematics, and science required for certificates, diplomas, associates of arts (AA) and associates of science (AS) degrees in order to ensure that IWCC has met the general education requirements of both the HLC and the IDOE. (3.B.1)

Furthermore, IWCC's general education outcomes are guided by Iowa State Code 281-21.4 (1), which states, "General education is intended to provide breadth of learning to the community college experience. General education imparts common knowledge, promotes intellectual inquiry, and stimulates the examination of different perspectives, thus enabling people to function effectively in a complex and changing world. General education tends to emphasize oral and written communication, critical analysis of information, knowledge and appreciation of diverse cultures, ways of knowing and human expression, knowledge of mathematical processes and natural sciences investigations, and ethics." Therefore, IWCC incorporated a diversity requirement, in addition to the aforementioned discipline specific requirements, into each associate degree program of study to ensure students have the opportunity to develop an "appreciation of diverse cultures." (3.B.1)

IWCC's General Education Philosophy is that general education courses are an important component of the community college learning experience. General education is not exclusively related to a student's technical or professional field, but is the part of a degree or diploma program that prepares students to meet personal, social and lifelong learning needs. At IWCC, the goal of general education is to enhance the development of the individual into a responsible, understanding, and productive citizen. The integration of career goals, with a knowledge of culture, society, global issues and challenges, will prepare the student for his or her place in the future. (3.B.1, 3.B.2, 3.E.2)

IWCC has created opportunities for students to gain skills to meet the general education goals through academic program objectives, engagement in cooperative education and internship

programs via community partnerships and through involvement of service learning activities within the community. (3.B.1, 3.E.2)

Faculty are encouraged to incorporate service learning activities into courses. Service learning activities are meant to meet community needs, thereby strengthening the community, and to advance the student's understanding of specific course content and related civic learning objectives. Students use reflective skills to consider the relationships between their service, their course, and its effect on personal values and professional goals. The process used to ensure service learning activities align with course curriculum is: 1) the Service Learning office provides information and training opportunities about service learning and community engagement to faculty, staff, and community organizations; and 2) once faculty/staff decide to incorporate service into their course/program, the Service Learning Coordinator matches the needs with a community organization/project (3.E.2)

Determining common outcomes (3.B.2, 4.B.4)

Faculty Assessment Champions' (FACs) identification of the College's General Education Learning Objectives (GELOs) started in 2009. The common outcomes were guided by the mission, vision, and core values, along with an analysis of graduation requirements for each of the degree offerings. Revised GELOs were approved and adopted in summer 2011, with re-certification in October 2015. In 2017, FACs re-evaluated the GELOs and the assessment process. At this time, the terminology was revised to show a renewed focus on the student outcomes and GELOs were renamed Student Learning Outcomes (SLOs). In February 2018, a group of FACs and staff took part in the HLC's Assessing General Education Workshop. This workshop provided further insight into best practices, validated recent improvements made to IWCC's processes, and highlighted areas for improvement. As a result, FACs incorporated HLC's best practices and presented a new action plan and timeline to institute improvements to assessment processes during the Spring Faculty Professional Development day, and then presented the enhanced SLOs to Instructional Council (IC), which were approved in April 2018. (3.B.1, 3.B.2)

Faculty in each department collaborate and create the objectives for each course, and these objectives must then be reviewed and approved through the curriculum process, a process that includes the approval of FACs and the IC, which consists of the Vice President of Academic Affairs (VPAA), Academic Deans, and the Dean of Institutional Research and Accreditation (DIRA). As faculty develop their objectives, they utilize information and tips for writing objectives that are available on the IWCC Curriculum and Assessment website. Objectives are communicated to students through course syllabi. (4.B.4)

Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

As discussed, IWCC's process to articulate the purpose of its general education outcomes is to publish the General Education Philosophy in the college catalog. Course and program objectives are written, processed and approved through the curriculum process. Program faculty and FACs ensure that general education objectives are included in the program's course of study. (3.B.2)

The College's assessment database tracks the general SLOs and the assessment of each program's individual objectives. Each program has identified the level of competency expected from its students. For instance, a minimum of a 70% pass rate has been identified as acceptable for SLOs. However, there are some programs that require a much higher pass rate of Program Learning Outcomes (PLOs) due to other external accreditations, such as Nursing, which insists on a pass rate of 90%. Faculty are required to enter their assessment data into the database each semester and to document their action plan for improvements when students are not meeting competencies. (4.B.1)

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

The original FACs methodically mapped course objectives with GELOs to ensure they were embedded into the curriculum, giving all students the opportunity to achieve the outcomes through various courses. (3.B.3)

When FACs converted the GELOs into SLOs in 2017, the intent was not only to make the name more student-focused but to also broaden the goals for the outcomes in order that more courses be mapped to each outcome to ensure inclusiveness of all students. The result also allowed for stronger, more succinct SLO statements. The expansion of courses through additional curriculum mapping of course objectives to the SLO's will be completed in the AY19. (3.B.3)

IWCC provides additional opportunities for students to meet its General Education Philosophy outcomes of developing the individual into a responsible, understanding, and productive citizen and its SLO goals of critical thinking, communication, cultural competence and quantitative reasoning. Construction Technology annually builds up to two homes for low-income families each year. This on-going project has multiple community partners. Students develop their construction skills while learning about community, economic development, home and business financing, and teamwork. (3.B.5)

Several other programs routinely use their skills in the community, thus allowing students to develop skills for changing environments. For instance, the vocal music groups visit and perform for residents of nursing homes, as well as perform in area malls and museums. They routinely go to high schools and work side-by-side with the music students, helping them to develop their musical skills. The Early Childhood Education program students spend time in the College's day care center where they utilize newly learned skills in the care and education of newborns and preschoolers. (3.B.5)

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs

In addition to the previously stated process of regular reviews of SLOs, faculty also use the knowledge of their discipline and their passion for the region to align course content with workplace and societal needs, ensuring outcomes remain relevant. For example, the College provides an annual health fair for area preschoolers. Over 12 programs participate in the event, which routinely services 250 preschoolers brought to IWCC by area schools. Booths and

activities are provided by program students. Students must work in teams, develop content, determine appropriate equipment and tools, and tailor activities to a diverse population. (3.B.4, 3.B.5)

A Public Speaking class incorporates volunteer work in an area homeless shelter each year. The students learn about homelessness and the needs of those that the facility serves. The instructor and students conduct a jeans drive to collect hundreds of jeans. While students spend evenings cutting and patching jeans to create quilts to distribute to the shelter, they reflect upon differing aspects of homelessness and their roles in serving that population. (3.B.4, 3.B.5)

The implementation of new technologies enhance student experiences and provide ample opportunities for the incorporation of relevant SLOs into the curriculum. Mechanical diagnostic skills are developed in Diesel Technology and Aviation Technology. Global Positioning System (GPS) is taught in agricultural studies, along with the utilization of drones in crop and pasture oversight. Advanced simulation manikins have become the norm in Nursing. The health simulation center provides students mock experiences with multiple scenarios in various settings. The Automotive Technology program operates a fully-functional garage, gaining workplace skills while working through the curriculum. (3.B.3, 3.B.4, 3.B.5)

Each Career and Technical Education (CTE) program has an advisory committee, with a structure reflective of the community, such as culture, economic background, education, ethnicity, and gender. Advisory committees provide input into the curriculum process by voting to approve curriculum changes and providing feedback on recent and relevant industry needs.

IWCC also ensures that outcomes remain relevant through the review of Assumptions provided by the strategic interdepartmental Environmental Scanning and Assumptions Committee (ESA) (4P2, 4P3) and the analysis of the occupational outlook data. (3.B.4)

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

In addition to traditional methods of teaching and learning, IWCC's programs use a wide range of approaches to support student learning. IWCC's co-curricular activities include the aforementioned service learning opportunities, as well as residence life, athletics, tutoring, and Phi Theta Kappa chapters. (3.E.1)

With 19 intercollegiate sports teams, serving approximately 500 student athletes, the athletic department has created structures to provide additional co-curricular support and opportunities to help students learn. Each team's coaching staff is assigned the task of identifying in which additional co-curricular activities their student athletes will be involved. Most teams hold mandatory study halls, set up tutoring for students one-on-one or in groups with faculty members, and help schedule tutoring through the writing center and math center. The coaches monitor grades and attendance in classes to ensure students are academically engaged. The athletic department responds to Early Alerts. Team members live in in close proximity to their teammates, practice and travel together, and perform community service as a team. These communities of practice have resulted in a higher graduation rate for student athletes and have

provided athletes with a multitude of service learning opportunities, such as reading to and interacting with diverse populations within area elementary schools. (3.E.1, 4.B.2)

The Construction program's students participate in service learning activity a total of 18 contact hours weekly at the project work site. Program faculty observe and evaluate the students during those hours utilizing the "Workplace Skills Evaluation" form. This working document was created by the program's faculty and Advisory Committee to assess competencies and reflect the skills/traits that the construction industry desires. (3.E.1, 4.B.2)

The Dental Hygiene annually provides dental and tooth care services to support PLOs and SLOs. (3.E.1, 4.B.2)

- Weekly, students are sent to a low socioeconomic status school in Omaha to place fluoride varnish and sealants. This is assessed at the end of each rotation cycle through students' reflection papers. Each day the student attends, the faculty completes a clinical day sheet, which grades them on everything from professionalism to treatment.
- Bi-annually, students attend a sealant clinic day at one of the Native American Reservations. Students write a reflection paper and a clinical day sheet is completed on each student.
- Every student plans and implements a community service project. Students choose the population they would like to work with during this community service. Serviced populations range from talking with grade schools about dental hygiene as a career option, working with Boys and Girls Clubs, health fairs, and working with developmentally challenged to name just a few. This is assessed by first writing a research paper and planning a community service project. The students are then also graded on project implementation and a final presentation and paper to their classmates on the project.

Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

In an effort to ensure course level assessments maintain consistency in assessment practices and to enhance psychometric integrity of data elements, course rigor and responsibility to quality education, faculty worked together to create common rubrics and assessment instruments to be used within all sections of the same courses. (4.B.2)

In 2009, faculty and FACs collaborated to create an in-house assessment database, which houses curriculum and assessment information. The site continues to be utilized by faculty and deans to measure and report assessment of common SLOs. (4.B.2)

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

FACs and faculty are guided by the assessment process. Faculty are trained to use the assessment database and understand the requirement of ensuring course assessments are completed at the end of each semester when course grades are due. Academic Deans review the database to confirm completion of the assessments. As previously discussed, FACs have set the college-wide

threshold at 70% for all SLOs, as this is the minimum percentage for students to advance out of a class with a passing grade, and individual courses and programs may designate a higher threshold if desired to meet outside accreditation or other standards. (4.B.1, 4.B.2, 4.B.4)

Instructions for completing assessments are available on the website and are also emailed out each semester by deans. Faculty and deans access the assessment database on the IWCC Curriculum and Assessment secure website. Objectives are broken down by individual faculty assessments for each course and mapped to program and general education assessment outcomes accordingly. Program Objectives Reports and General Education Objectives Reports are also available. Faculty are able to revisit earlier assessments for their courses to note trends in longitudinal data and to enable them to make changes to their teaching and curriculum to improve the outcomes. The assessment process and results have informed changes within programs. For instance, in English, it was found that two objectives ended up measuring essentially the same skills, so this was revised to eliminate redundancy. (4.B.2, 4.B.4)

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

Summary results of assessments

Course learning objectives, assessed by faculty and entered into the college-wide database in order to measure and assess common SLOs, are available and reviewed by the FACs on an annual basis, while Program Objectives Reports and General Education Objectives Reports are available to Academic Deans to share as needed.

Service learning activities are tracked each year to ensure that students are engaging within the community. In addition, the Athletic Director collects data regarding the student athletes' involvement in community service projects.

The College also compiles an annual report for each CTE Program. One of the key components to this endeavor is to measure employer satisfaction. Graduates indicate on their graduate follow-up surveys their employer of record. The College then sends the employers a survey asking, among other things, if the students hired meet their expectations.

Comparison of results with internal targets and external benchmarks

As the threshold for each of the common SLOs is set at 70%, each of the outcomes for Communication (81%, 5-year average), Diversity (91%) and Humanities / Social Sciences (88%) has well exceeded the threshold for each of the past seven years. Mathematics (67%) is the only learning outcome not meeting this metric.

Interpretation of results and insights gained

The mathematics learning outcome has been the institutional focus and concern as it has not met the threshold. With the discontinuation of ACT/Compass, Student Services and Academic Affairs partnered to create and implement math success placement initiatives (2P1) to advise and

place students to best promote their success. As a new evolving process, the data is being monitored at the course and objective level to track student success rates and ensure that the interventions used are effective. It will take a few years of data to fully measure the effectiveness of the new Multi-Measure Placement Model (MMPM).

Since the remaining SLOs have consistently exceeded the threshold for the past five years, FACs would normally consider increasing the threshold at this time. However, since the common learning outcomes are linked to program and course outcomes, and additional course mapping to enhance the application of the SLOs will occur in AY19, the thresholds will remain the same for another year.

1I1 Based on 1R1, what process improvements have been or will be implemented? (4.B.3)

Previously, the focus of the assessment process was on determining the effectiveness of the faculty assessment tools and compliance. FACs were organized into an institutional Assessment Committee that is part of IWCC's Strategic Plan. There is a renewed vigor among FACs as the focus on assessment has now turned to improving processes which will ultimately inform and improve student learning at IWCC. The champions were provided additional training in assessment, and were then able to lead sessions during campus Professional Development Days and Assessment Days to ensure that all faculty were trained on new procedures. FACs reviewed and revised the SLOs, making them into stronger statements and making them more comprehensive and inclusive of IWCC's curriculum. The champions facilitated workshops with faculty to help them develop common rubrics, develop common assessment tools, review and write program goals and to map course objectives to program goals. FACs also helped to create a template for faculty to document what actions they will take to improve teaching and/or curriculum based upon evaluation of course assessments. Faculty complete these course assessment reviews after each semester in order to be reflective of their assessment process and to ensure they are using data to inform their decisions regarding any changes being made. In the upcoming AY19, the faculty will have a dedicated Assessment Day for faculty to review their assessments with other course faculty to pinpoint areas in need of further attention and to learn best practices from each other. (4.B.3)

Starting in the fall 2018 semester, IWCC will fully implement the new MMPM for mathematics which will eliminate placement of students into developmental education courses and allow students to take a college-level Statistics course. Students who enter IWCC with a high school Grade Point Average (GPA) > 2.8 may register for the course by itself. All other students must also enroll in a co-requisite support course. Additionally, the Statistics course has an Intrusive Advisor within the course to assist students in order to further promote student success. (4.B.3)

The IWCC Civic Action Planning Committee created a Civic Action Plan with a mission to involve students in direct and indirect service opportunities that enhance classroom teaching, increase social awareness and develop within them a spirit of service to others; engage students in the classroom, on campus, and within the community, guided by the belief that engagement yields both academic and personal success; develop informed, compassionate citizens and leaders who are armed with the skills and knowledge necessary to make a meaningful impact on society. The plan is scheduled to be implemented AY2019.

IWCC has determined that there is an opportunity for improvement in the software used to house the assessment database. The database was developed in-house years ago. The system is now out of date, and the College is researching integrated learning management systems (LMS) to replace the older system. During the spring of 2018, a College Action Project (CAP) was created to investigate a new LMS. The team is focused on being inclusive of college faculty and staff in the review of the products and to ensure that each possible platform has a robust assessment tool that will allow for a cleaner process for faculty to enter and review assessment data, as well as the ability to effortlessly pull data to analyze for institutional effectiveness. The intent is to implement a new LMS by AY20.

LIST OF ACRONYMS

Sources

- 5 Year Employer Satisfaction 2012-16
- Action Plan
- Ag Advisory Minutes 3-20-18
- Assessment Committee Charter
- Assessment Database
- Assessment Plan 2017-18
- Assessment Timeline
- Athletics GPA
- Athletics Service Learning
- Civic Action Plan
- Course Assessment Instructions Fall 2017
- Course Assessment Review Form
- Courses that meet the Diversity Requirement at IWCC
- CTE Program Review & Evaluation Data Rpts 2016-17
- CTE Program Review & Evaluation Data Rpts 2016-17 (page number 19)
- Curriculum Flowchart 8/1/17
- Curriculum Form-Course FINAL 11/17
- Curriculum Proposal Form-Course
- Dean Assessment Reports
- Dental Hygiene 2017 Literature Review Research Paper Evaluation Form
- Dental Hygiene Daily Assessment Form
- Dental Hygiene Off-site Reflection
- Employer Survey
- GELO/SLO Assessment Results 2011-2017
- GELOs
- GELOs Information 10/22/15
- General Education Learning Objectives-Embedded Courses
- Graduation Rates
- IDOE Program Approval Guidelines for Iowa Community Colleges
- IDOE Program Approval Guidelines for Iowa Community Colleges (page number 10)
- Iowa Code pg 153 21.4

- Iowa Code pg 153 21.4 (page number 153)
- Iowa Western Community College Construction Technology-General Education
- Iowa Western Strategic Planning Assumptions FY19
- IWCC Advisory Committees
- IWCC College Catalog
- IWCC College Catalog (page number 15)
- IWCC College Catalog (page number 16)
- IWCC College Catalog pg 15
- IWCC College Catalog pg 15 (page number 15)
- IWCC College Catalog pg 16
- IWCC College Catalog pg 16 (page number 16)
- IWCC Curriculum and Assessment_General Education Objective Report - SLOs
- IWCC Curriculum and Assessment_Program Objective Report
- IWCC Health Simulation Center
- List of Acronyms
- MAT 157 Statistics Placement Guide and Flowchart
- Plan Do Check Act
- Pre-K Annual Health Fair
- Process for Student Learning Assessment
- Program Map
- Service Learning(2)
- SLO Course Mapping
- Student Learning Outcomes
- Students Sewing Service, Learning Piece-by-Piece Local News - nonpareilonline
- Workplace Skills Evaluation Fall
- Workplace Skills Evaluation Rubric
- Writing For the Workplace Rubric
- Writing Learning Outcomes

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2 Program Learning Outcomes (3.B., 3.E. and 4.B.)

Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

The development of program and department level student learning outcomes is a prescribed process at IWCC. Faculty are guided to write measurable outcomes which not only link to specific program courses, but also align with institutional SLOs in support of the College mission. (3.E.2)

IWCC provides Arts and Science (A&S) programs for students pursuing transfer opportunities and CTE laddered career programs with multiple exit points to meet industry needs and provide students with the necessary skills for their chosen field. Students can work in industry between certificate, diploma, and Associate of Applied Science (AAS) awards. This laddered approach to education provides students flexibility, ensures that students are able to advance in their careers, and provides industries within IWCC's communities multiple levels of trained employees. (3.E.2)

In order to provide engaging educational opportunities and to meet community needs, IWCC provides service learning opportunities for students. Many of the programs offered at IWCC embed service learning into the program's courses. For instance, nearly 500 students participated in multiple events in the community in AY17, while over 650 students participated in community events in AY18. (3.E.2)

Determining program outcomes (4.B.4)

IWCC takes a multidimensional approach to determining PLOs. All PLOs and course level outcomes are reviewed, discussed and determined with input from faculty within each discipline through the curriculum process and the annual Assessment Days review. Faculty work together to develop or modify course and program goals, as needed, and submit curriculum course proposals and program proposals in the first step of the curriculum process. This process has interdepartmental and cross-functional touchpoints, which allow for review and approval by FACs, IC, the Registrar, the secondary program coordinator, and the IWCC Board of Trustees (BOT). (4.B.4)

As faculty develop PLOs, they take into consideration transfer articulation agreements, CTE accrediting body requirements, labor market analysis, and advice from CTE Advisory Committees. Biannually, the Advisory Committees provide guidance by meeting with faculty and deans to review and approve program curriculum and to discuss emerging trends and required industry standards, ensuring programs remain current. (4.B.4)

As in the case of SLOs (1P1) the annual Assumptions reviewed by the ESA Committee (4P2, 4P3) provides direction to PLOs. Each year, the ESA spearheads the research to determine if our current Assumptions remain relevant for faculty to utilize when making curriculum proposals. (4.B.4)

Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Faculty are involved in every phase of the assessment process. FACs developed the target threshold of 70% for assessing SLOs. Faculty meet to determine common assessment tools to ensure consistency of assessments across all delivery methods. Through the development, implementation and usage of IWCC's assessment database, faculty and administrators are able to review and document if students are meeting the course and PLOs. If students are not meeting outcomes, faculty document action steps taken to work towards improving student success. (4.B.1) The Process for Assessment of Student Learning flowchart outlines the process of how IWCC assesses student learning at all levels from general education to course to PLOs. The process is subdivided into the following processes: planning, implementation, reporting/evaluation and revision. Faculty are the experts in their areas of study and provide the foundation for the appropriate PLOs the students need to be successful in their fields.

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

IWCC is attentive to the changing needs and relevancy of the curriculum offered at the College to verify that it is applicable to student, workforce and societal needs. Each year, all fifteen Iowa community colleges meet with the three state regent public universities to address articulation requirements for specific program/course transfer opportunities. Admissions representatives, deans and faculty converge to develop smooth transition opportunities for Iowa community college students transferring to a regent school. Three to four programs or general education courses are selected each year as a focus. Transfer guides are developed to bridge articulation between the community colleges and regent's program requirements.

Also at the state level, the Liaison Advisory Committee on Transfer Students (LACTS), comprised of representatives of community colleges, public universities, and ex-officio members, responds to articulation issues found between the community colleges and the regents several times per year. LACTS hosts an annual statewide articulation meeting each spring to review and affirm statewide articulation agreements. (3.B.4)

At the program level, the advisory committees provide industry outcomes guidance. As previously discussed, program faculty receive industry updates on changing needs and emerging technologies from their program advisory committees. Within the Guidelines for Program Advisory Committees, deliberate efforts are made to create committee membership reflective of the diversity of the community. (3.B.4)

Students also are prepared and are aligned with workforce needs through the fulfillment of IWCC's diversity requirement, which is a requirement for all students completing any associates degree. (3.B.4) The diversity requirement prepares students for global, multicultural conditions that exist in today's workplace.

Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Service learning provides an opportunity to support learning and contribute to the education experiences of students. (3.E.1) Through the service learning process (1P1), faculty are given the opportunity to incorporate service learning activities into courses each term. Once faculty or staff decide to incorporate service into their course or program, the Service Learning Coordinator matches the needs with a community organization or project. Examples of programs engaging in service learning activities include Nursing serving at Children's Fall Festival, Dental serving at the Iowa Mission of Mercy, Industrial Technology serving Boys Town, and Media Studies creating press releases for the Iowa Drive for Healthy Families.

Instructors in the music programs provide co-curricular support through activities designed to reinforce what has been learned in the classroom, as well as SLOs. For instance, students are required to perform at retirement communities, where they practice their communication skills through individual introductions and through discussions after the performance. (3.E.1, 4.B.2)

The faculty of IWCC's computer programs provide co-curricular activity to support learning through the Cyber Defense Competition. The competition is aligned with course learning objectives as well as general education outcomes. When students' cyber defense systems are hacked, students are required to use critical thinking skills to analyze data and communicate their findings through Intrusion Reports. (3.E.1, 4.B.2)

Athletics play an important role in delivering co-curricular activities to support student learning. The Athletic Director's key message to athletes, Rings, Diplomas and Leaders, stresses the importance of earning an award and conveys that opportunities and career options are limited without degree attainment. There is a minimum threshold that students must maintain to participate in the sports programs. The coaching staff substantiates its message to students with additional co-curricular support (1P1). (3.E.1, 4.B.2)

Sports teams annually review their student manuals to ensure program guides are up-to-date each year. The following examples from Men's Soccer, Women's Soccer, Men's and Women's Golf, and Baseball showcase how coaches provide co-curricular support through various means such as overall expectations, individual progress reports, tutoring, and sports team study halls. Coaches review progress reports for students' grades and attendance and reach out to students as necessary to offer assistance. The Athletic Director requires head coaches to provide additional action steps to be taken when a team's GPA or attendance record drops. (3.E.1, 4.B.2)

Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

As stated, faculty have been trained in program outcome assessment and the use of the assessment database. A team of IWCC faculty with expert knowledge in assessment serve in the role of FACs. FACs are responsible for training faculty on assessment and reviewing course and PLOs. FACs developed an Assessment Guide to assist in this process. (4.B.2)

FACs keep the momentum moving forward, while continuing to develop their skills in general education and program assessment practices. FACs mentor new faculty on the assessment process, and hold workshops during professional development days to train faculty on assessing

student learning outcomes, mapping curriculum, and developing common rubrics and assessment tools. (4.B.2)

IWCC values student input to meet PLOs though the attainment of course outcomes. In May 2015, IWCC initiated the CAP, Review and Revise Process for Student Evaluations of Courses across All Modes of Delivery. Faculty input and feedback drove the final changes made to the tools, which allowed students to provide relevant feedback through seven differentiated surveys targeting each specific modality. (4.B.2)

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

As discussed, the Process for Assessment of Student Learning flowchart outlines the faculty-driven process of how IWCC assesses student learning at all levels. Faculty assess outcomes each semester within the assessment database. (4.B.4) Academic Deans and program Accreditation Liaisons have access to PLOs through multiple reports within the assessment database that include incomplete assessments, course summary across sections, course objectives not meeting goal by semester, objective averages over time chart, program objective assessment, and trends in program objective and student attainment. Faculty have the ability to make recommendations and changes as needed. (4.B.2)

The Program Review and Evaluation (PR&E) process (1P3) requires that all credit programs review learning outcomes as they relate to the indicators of graduation rates, job placement and/or transfer rates. The process allows for feedback from students, advisory committee members, employers, and faculty to ensure that the outcomes remain relevant. (4.B.1, 4.B.2, 4.B.4)

Many of IWCC's CTE programs are guided by third party accreditors' strict requirements for assessing PLOs and the skill sets students should have once they complete the program. For instance, the Federal Aviation Authority (FAA) provides strict guidelines on specific PLOs. (4.B.1, 4.B.2, 4.B.4)

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

Overall levels of deployment of the program assessment processes within the institution

The assessment process is a continuous improvement initiative at IWCC, and every program (100%) at the College was reviewed over the past two years in regard to program and course outcomes. To increase the focus on assessment and provide faculty with the opportunity to collaborate on assessment initiatives, IWCC expanded the academic calendar for AY18 to include required all-faculty Assessment Days. Through the addition of Assessment Days, faculty have more time dedicated to reflect and collaborate on course and program assessments to ensure the success of students.

Summary results of assessments

Academic Deans access and annually review PLO assessment results in the assessment database reports. Any PLOs which are not meeting established goals are evaluated and discussed with faculty for review and improvement as necessary.

The PR&E process has been an ongoing method of assessing CTE programs at IWCC. In AY16 a team began developing a PR&E process for A&S programs that was piloted in AY17. A&S proved more difficult to assess due to the large amount of track variations and options in these programs of study. The newly adopted PR&E process for A&S allows IWCC to make changes and recommendations to A&S programs based on more concrete data. This process is in line with the methods that were already in place for CTE programs.

Annually, programs deemed to be "in decline" via the PR&E tool produce a Program Improvement Plan (PIP) and return it to their Academic Dean for review and approval. The declining programs work to implement the specific actions outlined in each individual PIP to improve the program for next year's PR&E.

Comparison of results with internal targets and external benchmarks

With the increased focus on evaluating student completion of program objectives, IWCC is seeing improved results in students passing third party accrediting exams. For example, in 2013, only 67% of students in the Surgical Technology program passed the Certified Surgical Technologist (CST) Exam. In 2017, the pass rate jumped to 92%, a significant increase in students' success.

Examples of the effectiveness of the LACTS committee and the Iowa annual articulation conferences are the early development of the Biology and Chemistry transition guides. Both guides have proven to be effective tools that students can use to develop a program plan for transferring to the regents. The AA degree articulation agreement and the AS are affirmed annually.

PR&E provides within program comparisons and program to program comparisons through both CTE and A&S annual data reports that encompass five years' worth of data. Data reports are provided to all faculty and staff for review and discussion.

Interpretation of assessment results and insights gained

Faculty review assessment data each semester through the assessment database. If students do not achieve the student learning outcomes minimum threshold of 70%, faculty members determine the best course of action and document their action plans to work toward improving student outcomes in the assessment database. Faculty also incorporate student feedback from student course surveys to improve their teaching.

Through the PR&E process, faculty and staff analyze data reports and review programs that are designated in decline to provide and implement PIPs. CTE programs also are reviewed for viability to ensure that students have the ability to obtain gainful employment by analyzing

employment data provided by Iowa Workforce Development (IWD) and through Student Graduate Surveys.

For the Registered Nursing program, reported data showed a pass rate of 85% in 2012 and 82% in 2013. A significant drop in pass rates were reported in 2014 and 2015. Through research and additional data collection, changes were made to curriculum, resulting in a pass rate of 92% in 2016.

1I2 Based on IR2, what process improvements have been or will be implemented? (4.B.3)

IWCC is committed to improving efforts in assessment of student learning outcomes at all levels. The assessment database and its various reporting options have been valuable tools to assess PLOs; however, the database is limited in reporting capabilities. At the program level, the database has no longitudinal tracking of metrics or method of noting action plans when necessary. As a result, an Assessment Committee subcommittee outlined improvements for program level assessment in the 2017-2018 Assessment Plan to include the creation of a comprehensive annual report and a Quality Program Plan (QPP) to focus on the assessment of program level student learning outcomes. The QPP would allow for more in-depth data analysis over time, allow faculty a place to record their reflections regarding the past year and influences affecting the data, and allow the faculty and Academic Dean a place to record an action plan for improvements based on data-informed decisions. (4.B.3)

As AY18 commenced; however, it quickly became clear that before the QPP could be formatted and utilized, other assessment initiatives needed attention and priority as many programs needed to review and/or rewrite their goals and student learning outcomes as well as mapping courses to their program goals. As these tasks took precedence for AY18, the QPP will be a program level improvement held for AY19. (4.B.3)

The addition of dedicated Assessment Days to the academic calendar was instrumental in being able to advance assessment efforts at IWCC. Additionally, time is set aside during Professional Development Days specifically for assessment. For instance, during Professional Development Day on Tuesday, October 17, 2017, faculty worked together to decide common evaluation tools to measure each course objective for all course sections, to develop common rubrics for subjective evaluations to be used for all course sections, to review program goals as necessary, and to map course objectives to program and departmental goals. Among the assessment accomplishments made by faculty during this day: common evaluation tools were decided for each objective in 577 courses, 26 common rubrics were created, and 69 programs were mapped with course objectives to the program goals. (4.B.3)

Since the process began, full-time faculty participation increased from 95% to 98%. The percentage of adjunct and concurrent instructors completing their assessments in a timely manner remains at roughly 50%. The goal is 100% of full-time faculty complete their assessments in FA19, and 100% of adjunct and concurrent enrollment faculty complete their assessments for each course they teach by the end of AY20. IWCC's culture emphasizes the importance of completing assessments, and deans generate reports to track completion for each division. Incomplete assessments are noted in faculty performance evaluations. (4.B.3)

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1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3 Academic Program Design (1.C. and 4.A)

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The ESA reviews College data and College practices to develop assumptions about the educational needs of students today as part of IWCC's strategic planning process. (1.C.2) Recent assumptions identifying stakeholders and their needs include:

- A significant number of our students will not be college ready and/or able to do standard college-level work upon entry into college.
- To compete in a global society the educated person must demonstrate competence in reading, writing, mathematics, technology, communication, self-motivation, collaboration, tolerance and adaptability.
- Classroom and employer expectations will require students to not only be able to retrieve information from infinite, readily available resources, but also to effectively and persistently analyze and evaluate that information for context and authority.
- The number of students needing academic, financial, social and psychological assistance will increase.
- Instructional programs, delivery, and services must continue to reflect changing student expectations. (1.C.1, 1.C.2)

Each year, the ESA re-evaluates assumptions for the next year to ensure that IWCC continually addresses the educational needs of the students. (1.C.2)

IWCC's curriculum is regularly reviewed and updated continuously based upon changing stakeholder needs, as in the case of the change in national educational standards for Athletic Trainers in 2016, which prompted IWCC to change educational offerings. In AY17, IWCC eliminated Health and Human Performance, Coaching, Athletic Training, and General Studies: Sports Science and replaced them with Health and Recreation Studies and Exercise Science, programs better suited to the needs of student athletes and athletic coaches advising students into relevant transfer programs. (1.C.1, 1.C.2)

In fall 2016, IWCC recognized a decline in enrollment in English as Second Language (ESL) classes. Recognizing the largest pool of ESL students are student athletes on IWCC teams, the dean surveyed the athletic coaches and worked with the athletic director to gather information about ESL student barriers to make classes better fit their needs. One barrier identified was the length of time to complete the program was delaying students' graduation dates. From data gathered, the College revised the curriculum to consolidate the courses into two eight-week courses meeting for shorter periods of time. Courses were also reduced to three credit hours each to allow students to potentially move through the ESL program in one semester and be ready for college-level English courses the second semester. In addition, students were no longer required to purchase language learning software, which proved expensive for students. (1.C.1, 1.C.2)

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

IWCC Board Policy guides identification of key stakeholders. In addition to serving traditional transfer students, IWCC serves stakeholders classified as career seeking, non-traditional, non-degree/certificate, and non-credit economic development, as well as the education industry.

CTE programs are each required to create a diverse advisory committee made up of industry partners that meet twice annually to provide program operations feedback. Feedback includes recommendations for curriculum, programming, and infrastructure that align with community and industry needs. Data, as it pertains to employment trends, industry needs, skills requirements, and training needs, is collected from advisory committee meeting minutes. Analysis is conducted at the faculty, dean, director, and executive levels. (1.C.1, 1.C.2)

CTE faculty participate in advisory committee meetings to ensure strong stakeholder collaboration and also serve on the Green Hills Area Education Agency (AEA) 13, the Perkins Consortium, and Industrial Technology Education Advisory Committee to provide curriculum overview, concurrent networking opportunities, and weigh in on industry trends. (1.C.1, 1.C.2)

The Aviation, Culinary, Dental Hygiene, Dental Assisting, Medical Assistant, Nursing, Physical Therapist Assistant, Surgical Technology, and Veterinary Technology programs participate in a voluntary accrediting processes to provide quality assurance and ensure educational programs meet or exceed threshold standards. Accrediting bodies monitor the PLOs at minimum annually with multiyear comprehensive reviews. IWCC requires programs to meet the minimum standards set by the external accrediting bodies. (1.C.1, 1.C.2)

IWCC has three sector boards that meet quarterly in the manufacturing, health care, and Information Technology (IT) industries. Sector boards are comprised of 8-10 regional businesses, economic development agencies, and IWCC representatives to create an effective channel for communication between regional schools, community colleges, and industry partners. Sector boards provide input on labor forecasting, job skills, educational needs, career pathway mapping, labor force supply and demand, and best practices training prospective job holders. (1.C.1, 1.C.2)

The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school instructors are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps programs adhere to the highest standards so that high school students experience a seamless transition to college, and instructors benefit from meaningful, ongoing professional development. NACEP provides quality standards for concurrent enrollment programs such as IWCC's College Early Start. Collaboration between the Office of High School Outreach, Academic Deans, faculty, and Student Services, works to meet all standards. Concurrent enrollment faculty site visits, IWCC sponsored professional development to concurrent enrollment partners, and sharing of course content, syllabi, and assessments ensure rigor and academic integrity. (1.C.1, 1.C.2)

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The Strategic Goal 2.2 of the Strategic Plan (4P2), is to "Increase the capacity to develop, modify or phase out curricula, services, and programs based on community and student needs." This is accomplished through state and local transfer articulation initiatives (1P2), labor market analysis, job placement data, graduate surveys, employer surveys, advisory committees, sector

boards, high school and industry partnerships, the annual PR&E process, and strategic planning committees. (1.C.2)

For instance, the decreasing number of high school graduates, changes in significant factors in deciding which community college to attend, and the need to address both non-traditional and traditional students' needs differently have led to significant changes in academic offerings. As a result of data analysis through the strategic Committee for Interdepartmental Continuity and Collaboration (CICC), a substantial responsive change to meet stakeholders' needs was the addition of night programing. Starting in fall of 2017, IWCC began to offer fifteen evening programs. (1.C.1, 1.C.2)

Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

As identified, IWCC ensures that course offerings and academic programs are up-to-date and effective through the institutional PR&E process. This process has been honed through the PR&E Committee in collaboration with IC. All CTE programs receive a comprehensive annual review. Data elements, gathered through peer review by Academic Deans, faculty, and staff, include the quantitative analyses of financial, enrollment, student performance, career outlook, and program capacity components.

All IWCC faculty engage in formal assessment process (1P1, 1P2). Objectives are broken down by individual faculty assessments for each course and mapped to program assessment outcomes accordingly. Program Objectives Reports are available. The assessment process and results have informed changes within programs.

All students enrolled in IWCC courses are provided the opportunity to respond to electronic course surveys evaluating the effectiveness of the course and instructional practices. Students are extended a link to the survey through the LMS and through IWCC student email. Faculty use student responses to make improvements to curriculum and instruction.

Completion Surveys are administered to all students completing a certificate, diploma or degree by the Institutional Research (IR) department at the end of each semester to gather data on student satisfaction, employment and transfer plans. Information obtained from Completion Surveys is used for PR&E. Graduate Follow-Up Survey results are posted on Reiver Online Campus (ROC) for review by all College employees.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Although the state requires that twenty percent of CTE programs undergo in-depth analysis each year, IWCC comprehensively evaluates all programs annually to be responsive to changing needs. The PR&E process includes analysis of workforce data, articulation agreements, and course enrollment data to determine the viability of courses and programs. AY16, the PR&E Committee revised the in-depth PR&E process to include standardized surveys that are administered to advisory committee members, students, and faculty. (4.A.1)

IR completes a quantitative program matrix for each CTE program, utilizing IWD industry wage-match data for each program. IWD data is analyzed and included in program matrices. Based upon the total score of collective scoring quantitative analysis, each program is classified as a growth, steady or decline program. (4.A.1)

The DIRA submits the PR&E Executive Report and PR&E Data Reports to the VPAA. The VPAA presents a summary report of recommendations to Cabinet and the BOT, then disseminates the information to Academic Deans and faculty. Academic Deans provide program faculty with individualized reports and analyses of their programs. From this process, the program faculty are able to analyze the annual data elements and engage in professional dialogue about improving PLOs. (4.A.1)

Programs classified as declining are required to develop a PIP, and form a PIP team to outline a three-year improvement plan focused on graduation rate, enrollment, program costs, and gainful employment. Annual follow-up continues until classification moves to steady or growth, or a recommendation is made to discontinue the program. Should a program be recommended for discontinuation, the VPAA presents to Cabinet, then to the BOT for approval. (4.A.1)

Modeled from the CTE PR&E process, and developed by the PR&E Committee, all A&S programs were added for review AY17. The IR department completes a quantitative A&S matrix for each program. Data collected closely aligns with data collected for CTE programs, with the replacement of career outlook data with college transfer data. (4.A.1)

Labor market information is utilized to analyze career outlook of IWCC programs. IWCC utilizes Economic Modeling Specialist Intl. (EMSI) to determine the employment outlook as an indicator of future growth potential in the career industry. When industry outlooks are identified as concerning, program faculty and deans are asked to engage in critical evaluation of the program and to provide justification to leadership for continuation. (4.A.1)

Articulation agreements are also reviewed for institutional response to changes at regent universities and on-campus university partners. Program changes at partner transfer institutions guide internal program modifications to ensure seamless transfer for students. (4.A.1)

When a program is on the PR&E decline list, has a concerning job outlook, or does not articulate to IWCC's common transfer universities, administration may recommend program discontinuation. In the last four years, IWCC discontinued two programs due to low job outlook and low student retention. At the course level, deans and program faculty review course offerings and elective options annually and streamline choices through the curriculum process in order to help direct students through guided pathways that give them the best chance for success. (4.A.1)

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

Summary results of assessments

Through CTE PR&E process, IWCC analyzes student outcomes to ensure students are becoming gainfully employed. Currently, 88.7% of students who graduate from CTE programs at IWCC are employed. Through the A&S PR&E process, transfer rates of students by programs are analyzed to determine if students are transferring after completion of a program. Currently, 32.1% of A&S students are transferring within six months of graduating from IWCC.

IC reviews all courses prior to each semester for effectiveness and efficiencies. As a result, sections were eliminated or added, and course capacities were adjusted, as needed.

To satisfy Perkins funding requirements, IWCC reports to the state of Iowa technical skills attainment, percentage of certificate or degrees, retention or transfer, student placement, nontraditional participation, and nontraditional completion. Historically, IWCC struggled to recruit under-represented populations in CTE programs. FY17 saw improvements as IWCC met its targeted goal of 12.11% for under-represented genders in CTE programs, as a result of increased recruiting efforts. IWCC continues to address retention and completion with efforts as described in 2P2.

IWCC received NACEP accreditation in 2013 with reaccreditation scheduled for 2020.

Recently, IWCC overhauled the student course survey process in order to improve the value of survey response data. Seven survey versions were developed by a committee of cross-departmental representation as part of a CAP to suit the specific course modality. Questions were updated, and incentives were developed to increase response rates. Since updating the survey process, IWCC has seen an increase in student responses.

II3 Based on 1R3, what process improvements have been or will be implemented?

IWCC continues to allocate funding from the FY18 Perkins budget to assist in marketing towards under-represented genders in specific CTE programs. The Marketing department consults with outside professionals to determine how to obtain the best outcomes, which has led to increased enrollments in underrepresented programs.

Efforts to improve IWCC's concurrent enrollment program and exceed NACEP accreditation standards is continuous and ongoing. Communication has increased between all partners to improve all processes including registration, enrollment response times, and sharing of artifacts. FY16 student orientation sessions, including sessions at centers and high school sites were expanded to give students more options. The processes were revised and procedure forms were created for Instructor Approval, Site Visits, Professional Development, Orientations, and Faculty Agreements. A shared drive was created for the more than thirty high school partners to streamline communication between districts and IWCC and to provide on-demand service for IWCC's high school partners. A Program Chair and Faculty Liaison Handbook was developed to include a description of NACEP standards including all relevant program forms. Training was provided to IWCC faculty and staff to share new practices.

The FY17 process was improved to focus on concurrent enrollment instructor onboarding. A standing monthly meeting with Academic Deans was added to discuss all NACEP related items.

The process for sharing progress reports and final grades was revised to include administrative teams at each high school. 1:1 meetings with district superintendents were reestablished to keep lines of communication open. The pre-orientation process was improved to address textbook requirements and include contact information for IWCC's College Store.

The PR&E and PIP processes have undergone drastic improvements in the past three years. The data elements matrix was developed in AY16 for CTE programs to quantify data and improve objectivity and consistency between program data elements. The PR&E Committee created an equivalent version of the data report and matrix for the A&S programs, replacing program specific data elements, such as replacing job placement data with transfer data. Faculty were trained on the data elements of the data report and the matrix during Professional Development Days.

The IWD CIP to Industry Match was added to CTE PR&E to provide more relevant employment statistics for IWCC graduates. Employment data is obtained for students six months post-graduation. This data provides more accurate and timely information than is obtained from the Graduate Surveys or follow-up surveys, which historically do not have large response rates. The Completion Survey was revised in 2016 to eliminate non-essential information. The Graduate Follow-Up Survey Report was revised in 2017 to include IWD data as well as Completion Survey results.

IC started a process of collectively reviewing all course offerings each semester to streamline the next semester's course offerings for maximum effectiveness and efficiencies. Sections are deleted when trending data shows too few students spread over multiple sections, sections are added when review of data shows that certain courses needed to have additional sections created, and many optional courses were deleted to help students towards a clearer pathway to graduation with less time to completion.

The PIP process and template was improved to allow for greater data analysis and incorporation of PR&E Committee member, dean, and faculty feedback. The process allows for better documentation of the issues that contributed to the program's "decline" status, identifies how to address those issues, and lays out a timeline for improvements. The PIP requires the program to set 3-year program goals, specify the action that will be taken, outline a target date for the action, and a completion date. The process incorporates continuous review and assessment, as the program will be assessed the following year, when the program is either taken off the PIP due to the removal of the "decline" designation or the PIP is revisited for further action to be taken.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4 Academic Program Quality (3.A and 4.A)

Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Curricula requirements for admission to program and course enrollments are published in the college catalog per Iowa Code, 281-21.2(206C) Administration, 21.2(7), which states, "The community college shall maintain an open-door admission policy for students of postsecondary age. This admission policy shall recognize that students should demonstrate a reasonable prospect for success in the program in which they are admitted. Applicants who cannot demonstrate a reasonable prospect for success in the program for which they apply should be assisted to enroll in courses where deficiencies may be remediated or into programs appropriate to the individual's preparation and objectives. The community college may set reasonable requirements for student enrollment in specified programs and courses. Admissions and program enrollment requirements established by each community college shall be published in the community college catalog." (4.A.4)

Program accrediting agencies determine further preparation, such as pre-requisites, required of the students, which is also communicated via the college catalog. IWCC supplements communication of specific curricula requirements through a checklist and the Academic Program pages, both found on the IWCC website. Each unique program page details specific curricular requirements for each program, including pre-requisite courses and other requirements. Additional information is provided to incoming students on these pages, which include career information, program start date, program length, program award, course listings, number of credit hours required, and a suggested course schedule. (4.A.4)

In addition to these online communication tools, faculty and staff provide personal guidance to prospective students. Faculty hold office hours to speak with prospective and currently enrolled students. Student Services staff hold new student registration and orientation (NSRO) sessions in spring and in fall, where students receive an Orientation Handbook. In addition, Admissions advisors are trained and work with faculty to stay abreast of program changes in order to ensure student preparation for each program of study. Some of the more arduous programs have individual orientation sessions held by Student Services staff in conjunction with program faculty each fall and spring. During these program specific orientation sessions, all prospective students receive a printed program guide, academic brochures, and financial aid information. Discussion includes detailed explanations such as the program cost, hours of study, feasibility of holding a job while enrolled, and even the need for support from family and friends while enrolled are reviewed. (4.A.4)

Success in college takes more than academic skills, and standardized tests don't reveal students' strengths and vulnerabilities or whether they are motivated to persevere and succeed, which is why new students take the SuccessNavigator assessment. Based on extensive research, this assessment helps IWCC improve student success rates by giving new students a clear picture of the skills needed to do well in college and where their current skills and vulnerabilities lie. The SuccessNavigator measures 4 general skills and 10 subskills. Advisors and instructors use SuccessNavigator for course placement, accountability, and advising. Students' SuccessNavigator scores are kept on file and their individual score assessment is included in their NSRO packet. Students learn how to read SuccessNavigator and how to understand their non-cognitive results during orientation. (4.A.4)

Evaluating and ensuring program rigor for all modalities, locations, and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

In order to evaluate and ensure program rigor for all modalities, locations, and dual-credit programs, IWCC requires that all faculty must meet minimum faculty standards established by the HLC and in alignment with IDOE guidelines. Each faculty member's credentials are documented by their respective Academic Dean on a Minimum Faculty Standards Form. The education background and career hours help guarantee that faculty teaching in all programs are equipped to maintain program rigor, and full-time faculty are staffed at all College locations and online. (3.A.1, 3.A.3, 4.A.4)

The State of Iowa recognizes dual enrollment as home-schooled students dually enrolled within a K-12 school district. Joint enrollment or concurrent enrollment are the terms the State of Iowa, NACEP, and IWCC use for high school students taking college credit via agreed upon contracts from district to district. With that in mind, all documents remain joint/concurrent enrollment.

The concurrent enrollment faculty must hold the same qualifying credential set by the HLC to teach IWCC courses taught inside the high school. Their credentials are documented on the same minimum faculty standards form as all full-time and adjunct instructors. Each concurrent enrollment faculty hire begins with the IWCC CE Faculty Application. (3.A.1, 3.A.3, 4.A.4)

All full-time and part-time instructors were required to complete three multi-modality training sessions, Accessible Content, Universal Design for Learning, and Copyright Considerations modules by May 15, 2017. All full-time and part-time instructors who are teaching online also had an additional three online modules to complete by September 15, 2017. Those modules were Pedagogical Shift/ Outcomes Driven Layout, Grading Tools and Rubrics, and Course Evaluations/Continuous Quality Process. (3.A.1, 3.A.3, 4.A.4)

All faculty teaching online or hybrid complete a process which consists of the three-part training, followed by a rubric based evaluation. The Blackboard Exemplary Course Rubric (Blackboard, Inc., 2017) is recommended for self-evaluation and is required for the peer evaluation. The Director of Multi-modality Learning now evaluates, at minimum, one course every semester for each online faculty member utilizing the online rubric modeled after the Blackboard Exemplary Course Rubric. The rubric provides quantitative scoring and analysis of online teaching, thereby ensuring that instructors teaching online courses meet or exceed minimum expectations. IWCC maintains State Authorization Reciprocity Agreement (SARA) approval to ensure quality of online courses and programs. (3.A.1, 3.A.3, 4.A.4)

Academic Deans, Accreditation Liaisons, and faculty liaisons send reminders and provide updated syllabi templates to all full-time, adjunct, and concurrent instructors. Rigor is ensured through a common syllabus template with the appropriate face-to-face or online layout to ensure continuity across modalities, locations, and dual enrollment courses. The templates have information including grade information, a calendar plan, and classroom expectations. Furthermore, IWCC dedicates a full-time Director of Multi-modality Learning to provide essential leadership and guidance. (3.A.1, 3.A.3, 4.A.4)

IWCC effectively ensures site visits are completed for the concurrent enrollment instructors. Deans and liaisons set up the time and place with the concurrent enrollment instructor. Full-time faculty must meet the concurrent faculty member at least once every three years and return appropriate forms to the College liaison. (3.A.1, 3.A.3, 4.A.4)

The College Early Start Educational Service Agreement for IWCC delivered and high school instructor delivered formats provide articulation of the processes and expectations of maintaining uniform rigor for courses. The College Early Start concurrent enrollment program quality and learning goals are consistent with those delivered by IWCC instructors by aligning course syllabi and learning assessments through the direction provided by NACEP standards A1, A2 and A3 and standards F1, F2, F3 and F4. Faculty liaisons from IWCC meet with Concurrent Enrollment instructors to provide orientation, annual professional development and perform site visits once every three years. During these visits and professional development opportunities, Concurrent Enrollment and IWCC faculty are able to align content specific standards and assessments to provide equitable academia rigor. (3.A.1, 3.A.3, 4.A.4)

Due to the implementation of the alternative credit policy, which grants credit for non-credit courses meeting the same competencies as a credit course, an extensive process was put in place to ensure that non-credit courses that qualify for academic credit meet the same rigor as the equivalent credit course. Competencies for the non-credit course are aligned with academic course competencies to ensure courses meet the same standards in order to qualify for credit. Once a course is identified as being eligible for academic credit a packet is put together that includes documents that verify course competencies. Additionally, the credentials of the non-credit instructor must meet the same qualifications as an instructor teaching for the equivalent academic credit course. (3.A.1, 3.A.3, 4.A.4)

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

IWCC will accept the credits awarded to a student who has completed successful work, defined as a "C" or higher, at a regionally accredited college or university. All transcripts are evaluated by the Registrar or Registration Specialist. It is the responsibility of the student to have international transcripts translated into English and evaluated by World Education Services (WES) or Educational Credential Evaluators (ECE). (4.A.2, 4.A.3)

Students who feel they have already mastered the skills taught in a particular class, may request credit by departmental exam from an Accreditation Liaison or lead faculty within the discipline. If the liaison/faculty and student agree that the course is appropriate for credit by departmental exam, the lead faculty works with the Academic Dean and faculty for that course to develop a method of assessment that demonstrates competency for the course learning objectives and has the appropriate rigor. Students complete an Alternative Credit Request form prior to taking the assessment, and are notified via IWCC email whether they pass or fail the exam. If the student passes the assessment, the Registrar transcripts the credit. (4.A.2, 4.A.3)

In September 2014, an alternative credit policy was developed which provides students with opportunities to earn credit for previous academic and career experiences. The primary catalyst for the development of a comprehensive alternative credit policy was the increase in the

development of non- credit career training programs, such as the GAP tuition assistance program for non-credit career training programs. IWCC has implemented policies for credit by standardized exam, credit by departmental exam, high school articulation, credit by training by non-collegiate institution, and credit through non-credit course completion. (4.A.2, 4.A.3)

Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

IWCC maintains specialized accreditation over nine academic programs. Appointed faculty serve as Accreditation Liaisons over each accredited program and are responsible for specialized accreditation job duties. The Academic Deans and VPAA receive annual updates from the Accreditation Liaisons that help IWCC prepare for site visits and interim reports. A spreadsheet with the status of each accredited program and the cycle for its reaffirmation is reported in the Program Specific Accreditation Spreadsheet. (4.A.5)

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

All credit courses have learning objectives, and all sections of a course teach to the same learning objectives. All learning objectives are required to be included in each course syllabus. In order to change objectives, the Curriculum Change Process Flowchart must be followed (3.A.2). Faculty members must converse with the dean about the change to explain what warrants a change in the learning objectives. Faculty members must discuss the data utilized which propelled the faculty members to request the change with full-time instructors in the discipline, as well as adjunct instructors either electronically or face-to-face. Valid examples of reasons arise from assessment data, feedback from student course surveys, industry changes in procedure or technology, or Advisory Committee suggestions. To ensure proper documentation, the Curriculum Modification Form requires the faculty member to include the rationale for change. FACs review the changes, then IC reviews the proposal. If approved, the document proceeds through the Registrar's office for comments, and is sent back to IC for a second reading. If approved, the documents are sent to the BOT for approval. After final approval, changes are made to the college catalog. If the course is designated in a CTE program, the change is reported to the IDOE. (3.A.2, 4.A.6)

Statewide, IWCC works with Iowa community colleges and the regents to provide articulation agreements to other higher education institutions for graduates who wish to pursue a bachelor's degree (1P2). Faculty also create and share guides such as the Media Studies Transfer and Articulation Guides to assist students in planning their educations. IWCC works year-round to develop and maintain articulation agreements with students' primary transfer institutions to assist in advising of students. (3.A.2, 4.A.6)

Requirements by state and individual accrediting agencies require annual graduate outcomes reports. State and industry licensure and certifications are utilized as a measure of student achievement for non-credit programs, and students in many CTE credit programs must pass board and/or licensure examinations to work in their field of study. For example, graduates of the Dental Hygiene Program must pass a written National Board Dental Hygiene Examination, a clinical examination and a jurisprudence examination to obtain licensure in Iowa. Accrediting bodies review and monitor the pass rates to ensure students are prepared. (3.A.2, 4.A.6)

Students have the opportunity to provide feedback on courses through SmartEval surveys toward the end of each course. Students are provided with Likert scales and are given areas to provide commentary feedback. Until recently, the faculty bargaining agreement gave faculty the ability to opt-out of allowing students to complete the student course surveys. With the change to the Iowa faculty bargaining laws, all of IWCC's faculty's credit courses now are evaluated by students. (4.A.6)

Selecting the tools, methods and instruments used to assess program rigor across all modalities

Since assessing rigor occurs at the course, program, and college-wide level, the methods used must also be varied in their scope. The range of approaches includes: utilization of the assessment database, Assessment Day conversations to discuss assessment of student learning outcomes and PLOs, faculty evaluations, a rubric designed to evaluate online faculty teaching, student course evaluations, employment rates, graduate surveys, licensure rates, program accreditation reports, PR&E matrices, online modality course assessment scores, graduation rates and transfer rates.

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

Academic program quality is a continued focus at IWCC, and training faculty in best practices is a high priority for IWCC. In an effort to train all faculty within a modality that fits with the faculty members' locations and needs, face-to-face onboarding, Skype, hands-on sessions, and fully online modules are available. Mandatory modality training and assessment of faculty in online courses has led to uniform expectations across courses. All faculty have completed the required three modules of training in concepts to improve instruction and rigor in accessibility, Universal Design for Learning, and copyright issues, while all faculty teaching online courses have completed the three extra modules in outcomes driven layouts, grading tools, and continuous quality process specific to online course development.

The PR&E process (1P3) has been an ongoing method of assessing program quality for the CTE programs at IWCC. In AY16, the PR&E Committee, comprised of faculty, staff, and deans, began developing a PR&E process for A&S programs to be piloted in AY17. The newly adopted PR&E process for A&S now allows changes and recommendations regarding the A&S programs to be made based on quantitative data. This process is in line with the methods that were already in place for CTE programs. Annually, programs deemed to be "in decline" via the PR&E tool create a PIP and return it to their Academic Dean for review and approval. These programs then work to implement the specific actions outlined in each individual PIP to work to improve the program for next year's PR&E. This process is ongoing at IWCC.

Advisory committees for the CTE programs review graduation and employment data from the PR&E data reports, approve curriculum modifications, and provide insight and recommendations from the industry perspective to maintain quality in the CTE programs.

Other assessments utilized to determine the quality of academic programs are by analyzing the employment outcomes by program, graduation rates by program in CTE and A&S programs, transfer rates, external Accreditation of Program Reviews, and licensure examinations.

The standardization of the formal process for the non-credit to credit policy to provide improved pathways from non-credit to credit courses in spring 2017 resulted in more non-credit courses qualifying for academic credit transfer into 29 courses. Consequently, 1375.5 credits were issued for students completing non-credit courses since the implementation of the new process (17SP-18SP), compared to the 232 credits issued towards 7 courses (14FA-16FA).

Student feedback is essential in determining program quality and rigor. Beginning in fall 2016, all course evaluations were administered according to the protocol developed by the CAP team, which resulted in 35,858 total number of surveys administered in 2016, compared to 23,316 surveys in 2014, which was the last year prior to the reform. This increase is directly attributable to the removal of the opt-out policy.

1I4 Based on 1R4, what process improvements have been or will be implemented?

New faculty training modules were created, and faculty have completed the modules. The completion of the modules for concurrent enrollment instructors will be the next phase of the process. All syllabi have been made content accessible, and IC has reviewed an upgraded language, content, style and layout to meet curriculum and institutional needs. Additionally, faculty have received training on instructional strategies such as contextualization, integration, and the use of other strategies including using technology in the classroom, use of graphic organizers, and direct/explicit instruction. The creation of an online assessment rubric to ensure that faculty are meeting teaching expectations in online courses allows deans to make data informed decisions and to ensure course and program quality experiences across all modalities.

The reforms to the course evaluation process resulted in improved usefulness and relevance of the surveys for students and faculty across all modalities, resulting in targeted questions specific to each modality. The reforms also increased the total number of surveys administered. However, the rate of response fell short of the team's goal of a 4% increase. Indeed, the rate of response fell from 50% in 2014 to 39% in 2017, while the number of responses increased. Regardless, of the initial findings, IWCC remains committed to creating a sustained culture among faculty, staff, and students to continue improving the response rate.

In June 2017, IWCC eliminated all program chair stipends and chair positions to reduce the administrative burden of faculty in order to allow full-time faculty to focus on student success in the classroom and as a measure of budgetary savings. A budget reduction was required due to a five year period trend of decreased student enrollments and credit hour production, along with state budget cuts. Recognizing that external program accrediting agencies require a lead to serve in the capacity of accreditation coordinator, IWCC created the position of Accreditation Liaison to replace the chair title of the seven faculty serving as Accreditation Liaisons, one for each individually accredited program requiring the faculty liaison position, for which they received a paid stipend. Accreditation Liaisons are the primary points of contact and responsible for all aspects of accreditation coordination with the external accreditor, keeping divisional deans

apprised of accreditation needs. The administrative duties unrelated to teaching that remaining program chairs had been assigned were distributed between deans and two newly appointed secretaries for A&S programs and CTE programs. This has provided a more centralized repository and administrator for various documents and required processes.

Through the PIP process, the Sustainable Energy faculty identified the new Iowa Energy Plan and Sustainable Energy projects that could be implemented on our campus. Some of these ideas included: installing electric car solar charging stations, producing biodiesel from our campus kitchen waste oil, composting food waste from food service, and establishing an aquaponics unit.

IWCC improved its process of looking at employment outcomes by the incorporation of workforce data. Previously, graduate surveys were the only source to identify if students were employed after graduation from CTE programs. Utilization of both methods creates a more robust evaluation tool to determine if programs are providing a quality educational experience that translates to a career upon graduation.

Sources

- A&S Program Review and Evaluation Data Rpts 2016-17
- A&S Program Review and Evaluation Data Rpts 2016-17 (page number 16)
- A&S Program Review and Evaluation Data Rpts 2016-17 (page number 50)
- Accreditation Liaison Job Description
- Administrative Policy_Updated April 2017 pg 141 602.7
- Administrative Policy_Updated April 2017 pg 141 602.7 (page number 141)
- Alternative Credit Request Form
- Articulation Agreement Spreadsheet January 2017
- Board Rpt PP PR&E 16-17 Programs in Decline
- Career Training Report FY17
- CLEP Handout
- Construction Technology Advisory March 2018 minutes
- Continuing Education Employment Survey
- Course Review Rubric
- Credit by Dept Exam Public Speaking
- CTE Program Review & Evaluation Data Rpts 2016-17
- CTE Program Review & Evaluation Data Rpts 2016-17 (page number 21)
- Curriculum Flowchart 8/1/17
- Curriculum Modification Form
- Dental Hygiene Schools Report 2017
- Director Multi
- External Accreditors Requiring Faculty Liaisons
- Face-to-Face Syllabus Template
- GAP Tuition Assistance Program-Iowa Department of Education
- High School Delivered Educational Service Agreement
- Iowa Code, 281.21.2(206C) Administration, 21.2(7)
- Iowa Western Community College Delivered Educational Service Agreement

- Iowa Workforce Development CTE Employment Outcomes
- IWCC Academic Programs Webpage
- IWCC Admissions Checklist Webpage
- IWCC Career Coach Webpage
- IWCC CE Faculty Agreement
- IWCC CE Faculty Application
- IWCC CE Professional Development Report
- IWCC CE Site Visit Intent and Structure
- IWCC CE Site Visit Report
- IWCC College Catalog pg 7
- IWCC College Catalog pg 7 (page number 7)
- IWCC Course Surveys Administered
- IWCC CTE Programs External Accrediting Agencies
- IWCC CTE Programs with External Accrediting Agencies with Degree
- IWCC External Accrediting Agencies
- IWCC External Accrediting Agencies with Degree
- IWCC Transfer Rates
- Master List CEP Instructors
- Media Studies Transfer and Articulation Guides
- Minimum Faculty Standards Form
- NACEP-Standards-2011-Assessment
- NACEP-Standards-2011-Assessment (page number 4)
- NACEP-Standards-2011-Faculty
- NACEP-Standards-2011-Faculty (page number 3)
- Non Credit Course Competencies Form
- Non Credit to Credit Procedures
- Non Credit to Credit Procedures(2)
- Non-credit course competencies form (2)
- NSRO Handbook
- Online Hybrid Syllabus Template
- Program Chair Stipend Matrix
- Program Specific Accreditation Spreadsheet
- SARA Renewal Approval
- SmartEvals template-FaceToFace
- Success Navigator Advisor Report1
- SuccessNavigator link
- SuccessNavigator-General Skills-Subskills pg 2
- SuccessNavigator-General Skills-Subskills pg 2 (page number 2)
- Surgical Technology Accreditation
- Sustainable Energy Improvement Plan 2016
- Syllabus with Highlighted Program Goals and Course Learning Objectives
- Syllabus with Highlighted Program Goals and Course Learning Objectives (page number 4)
- Transfer in Iowa webpage

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5 Academic Integrity (2.D. and 2.E.)

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

IWCC is committed to academic freedom of expression, providing guidelines through the IWCC free speech policy. Administrative policy, which is also detailed in the Student Handbook, outlines the respectful exchange of ideas and information to ensure that free speech applies to communication in all forms, while encouraging civil and respectful discourse. The Faculty

Handbook provides faculty with detailed guidelines regarding academic integrity, including plagiarism, cheating, and misrepresentation, along with procedures for addressing alleged instances of dishonesty, while the course syllabi provide this information to students. Faculty or students who wish to conduct research are governed by Administrative Policy Section 431 Use of Human Subjects in Research Projects and through the approval of the Institutional Review Board (IRB). (2.D, 2.E.1, 2.E.3)

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

IWCC effectively communicates requirements for ethical learning and the research practices of its students through a wide array of resources. Further, IWCC provides students with notice of possible consequences for failure to adhere to these requirements through the same set of resources.

Faculty provide students with classroom instruction of the elements needed to ensure academic honesty through clearly defined examples of academic dishonesty. This classroom instruction is supported by the inclusion of institutional policies in the standard face-to-face syllabus template and online/hybrid syllabus template employed by all full-time, adjunct, and concurrent enrollment faculty members. Students are referred to the institutional Honor Code and the Student Code of Conduct, referenced in the syllabus and included in the Student Handbook. (2.E.2)

Of equal importance is the distribution, through the online ROC service, of the Student Handbook to all new full-time and part-time students registering each semester. New student orientation and in-class demonstration provide further instruction as students are led through the process of identification for varied forms of academic dishonesty. Plagiarism, cheating, and misrepresentation are clearly defined, as are the procedures and practices for implementing penalties for violations. Students are provided clear instruction for appealing any disciplinary decision to ensure each individual's access to a due process. (2.E.2)

In the event that a faculty member determines that academic dishonesty has occurred, the Faculty Handbook instructs that the faculty member should collect evidence, complete and forward the electronic academic dishonesty form to the appropriate Academic Dean with the supporting documentation in regard to specific actions taken in relation to the student's performance/status in the impacted assignment or class.

Once the Academic Dean has reviewed the faculty recommendation of consequences, the form is forwarded to the offices of the Dean of Student Life and the VPAA. Both of these maintain a record of the incident and report any repeat offenses back to the Academic Dean for determination of further sanctioning. (2.E.3)

Students are required to demonstrate scholarly and ethical research practices throughout the curriculum. They are first introduced to ethical learning and research practices at NSRO. All IWCC associate's degrees require students to complete three credits in either ENG 105 Composition I or ENG 110 Writing for the Workplace. Students in ENG 105 Composition I meet learning objective E "Integrate sources into essay with research format," and the course

description from the 2017-2018 College Catalog states, "Documentation formatting is introduced with the culmination of a thesis-driven, researched argumentative essay." Students in ENG 106 Composition II meet learning objective E "Integrate sources into essays and research papers using MLA or APA documentation style," and the course description from the 2017-2018 College Catalog states, "The course emphasizes academic research and responsible use of sources." Students in ENG 110 Writing for the Workplace meet learning objective E "Incorporate researched information into documents using appropriate documentation." (2.E.2)

IWCC employs a Library Resource Specialist to provide supervision and instruction to students and faculty in the performance of their academic inquiry. The specialist schedules classroom sessions upon instructor request to introduce students to and reinforce responsible research practices and integration of library resources into scholarly work. Further guidance for maintaining academic integrity is offered to students through classroom presentations and videos from the IWCC library and CyberLibrary internal websites. Students are reminded, through the Student Handbook, their syllabi, and classroom instruction, of the availability of this resource and of the Writing Center, which works to review standards of appropriate citation and attribution in the performance of written work. (2.E.1, 2.E.2, 2.E.3)

Administrative policy outlines Student Responsibilities and Rights (Section 504.3), as well as Jurisdiction of Student Conduct (Section 504.4), and Student Conduct Subject to Sanctions (Section 504.5). (2.E.3)

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

The initial charge of the IWCC Faculty Handbook relates the responsibility of the faculty members to "continuously strive to enhance and to expand their knowledge in their teaching fields." The faculty members "will work to master their craft as teachers, learners and scholars." Student Services provides faculty a Faculty Resource Brochure to educate them about ethical teaching and research practices, as well as supports to which they may refer students for help. (2.E.2)

Although not a research oriented institution, IWCC works to ensure that faculty maintain ethical teaching practices by adhering to federal, state and local laws and specific policies embodied in the Faculty Handbook. Prohibitions against harassment, sexual harassment or discrimination (Section 430.1) and guidance on appropriate teaching style and content (Section 602.5) are enforced and encouraged through regular review, observation and assessment of active and passive teaching/advising. Faculty are provided several days for professional development designed to refresh these policies and practices and deans are charged with the responsibility of observing each instructor to ensure effective classroom management and ethical teaching practices. (2.E.3)

Beyond the guidance provided for ethical classroom instruction and citizenry, faculty members are directed to "model academic integrity by proper citation of source material used in class" (Administrative Policy Section 607.7 Academic Integrity). Further, faculty members must include in the course syllabi and review with the students, institutional policy on and sanctions for academic dishonesty, as formerly discussed. (2.E.2, 2.E.3)

Faculty members receive instruction in the appropriate use of materials through their research and in classroom presentations and instruction by working with the CyberLibrary and by following recommendations outlined in the online teaching modules, Accessible Content and Copyright. (2.E.2)

Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

IWCC employs a variety of tools in an effort to ensure academic integrity throughout the institution.

Faculty are introduced to Turnitin to monitor the integrity of student written work. New, mandatory multi-modality training for all full-time and adjunct faculty addresses the institution's policy regarding the use of copyrighted materials and the necessity of maintaining accessibility for students within the coverage of the Americans with Disabilities Act (ADA).

Each year, professional development days are set aside throughout the academic calendar. Featured speakers, recognized as experts in their respective fields, provide guidance and instruction on the range of policies implemented and enforced by IWCC.

These policies are reinforced throughout the institutional literature. Administrative Policy (Section 607.7) states that "academic integrity is a fundamental commitment" of the College, admonishing each student of the consequences of neglecting to follow the standards of academic honesty established by the institution. The Faculty Handbook and the Quality Faculty Plan (QFP) developed by IWCC outline the expectations of faculty members in the performance of their duties and the execution of their classroom and research efforts.

1R5What are the results for determining the quality of academic integrity?

Summary results of measures (include tables and figures where appropriate)

IWCC's commitment to fair and consistent enforcement of the policies and practices outlined above is evidenced by several recent examples of students receiving the full range of possible sanctions. A chronicle and incident record of academic dishonesty is maintained through the Office of the Dean of Student Life. Of the 155 reported incidents since 2004, 130 of those reports evidencing plagiarism or cheating were resolved by academic penalty.

Every year, all full-time faculty and staff must complete training to familiarize them with College policy designed to encourage ethical treatment of all students and to outlaw harassment (Administrative Policy 430.1) and discrimination of any kind. New full-time faculty must complete the training within the first semester of hire. Faculty conducting academic research involving students of IWCC must adhere to Administrative Policy 431 outlining the use of human subjects in research projects. Institutional guidelines for all IRB requests and processes are outlined in this policy. Three external requests for human subject research were approved by the IWCC IRB Review Committee during AY17.

Comparison of results with internal targets and external benchmarks

Since the start of AY16, usage of the Turnitin service has been monitored by the IT department, in collaboration with Academic Affairs. The training has led to an increase of 30.1% of the faculty (108 faculty) using the tool in AY18, compared to 83 faculty utilizing the tool in AY17 during the same timeframe. This led to a 219.2% increase in student submission from the baseline year to the current year.

1I5 Bases on 1R5, what process improvements have been or will be implemented?

Handbooks for students, faculty and employees are now available electronically to all constituencies through the ROC system. Student Services implemented a process for tracking incidents of student academic dishonesty. Since 2004, 155 actionable instances have been recorded. The vast majority of those incidents were resolved through academic penalty. Few resulted in removal from class or expulsion from the institution.

The range of possible sanctions, now included in the Faculty Handbook Section 607.7 will also be included in future editions of the Student Handbook. Likewise, the hearing and appeal procedures are outlined within the Student Handbook Sections B.1-5 and C.1-4, to ensure the maintenance of due process, the notice of hearing, the possible sanctions, right to counsel and other elements.

Should the student receive sanctions requiring suspension or dismissal from the institution, a certified letter outlining the effective date of such sanctions will be provided by the Academic Dean to the last known address of the student. Further, suspensions or dismissals shall be communicated to the Office of the Registrar in order to effect an administrative withdrawal from current or future classes. Upon completion of the defined sanction, and in the event the student would like to continue at IWCC, notification of reinstatement will be provided to the Registrar, the student's academic file, the Academic Dean, the Dean of Student Life, and the VPAA.

Consistent with current practice, a review of data collected by the Dean of Student Life and the VPAA will be conducted each academic term. Comparative data relating to the number of incidents and their resolution will be reviewed to determine if the processes in place to communicate and to enforce academic honesty policy are effective and are functioning to reduce the trend in raw numbers of incidents.

The online harassment training module, currently distributed to, and required of, all full-time faculty and staff, will be extended to include adjunct faculty. The module provides detailed analysis of the varied types of harassment in the workplace and outlines the applicable laws which work to provide remedies when harassment occurs. During faculty development sessions, legal professionals address varied forms of harassment and discuss the impact of the ADA on providing student accommodation and preventing discrimination.

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2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1 Current and Prospective Student Need (3.C, 3.D)

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

IWCC identifies populations and subpopulations of underprepared/at-risk students through factors identified in national research, local research, and institutional data, such as low non-cognitive skills, GPA, low income, first generation, and poor academic performance and/or attendance. IWCC relies upon systems such as SuccessNavigator, Mapworks, and Progress Reports to identify individual student's risk factors. (3.D.1)

To assess students low non-cognitive skills, IWCC began partnering with Educational Testing Services (ETS) in 2014 to administer SuccessNavigator to students. SuccessNavigator is an online assessment that provides a holistic evaluation of factors critical to incoming student success, including academic skills, commitment, self-management and social support. All new students complete the SuccessNavigator assessment allowing for optimal placement of the student into English and mathematics courses. (3.D.1) SuccessNavigator is also utilized to tailor and target academic support inside and outside the classroom and to connect students to appropriate campus resources. (3.D.1)

The Education Advisory Board (EAB) "Murky Middle" Project, identified a student population needing attention in order to be retained. The research helped IWCC identify a previously overlooked population. In July 2016, IWCC reallocated resources to create an Academic Success Coach position dedicated to working with this at-risk population. IWCC changed the terminology to academic middle and defined it as first-year A&S students with a high school GPA range of 2.0-3.0. The Academic Success Coach supports these students by helping them overcome barriers to success, connecting them to appropriate resources, and engaging in frequent communication. The Academic Success Coach utilizes SuccessNavigator results and Progress Report data to conduct tailored and targeted outreach to students. (3.D.1)

IWCC employs Progress Reports and Mapworks referrals to identify students with poor academic performance and/or attendance. Progress Report feedback, including instructor ratings and tailored recommendations for action, is communicated to students through the Academic Support office. (3.D.1) Progress Report information is also shared with stakeholders, such as faculty, advisors, Academic Success Coaches, Student Support and Outreach, athletic coaches, and others across IWCC who are empowered to intervene and offer additional support. Faculty and staff also submit Mapworks referrals for academic performance, attendance, mental health, personal problems, and financial issues. Mapworks is an online student success and retention

platform system, and a referral is a call to action for Student Services staff to initiate contact with the student and offer assistance. Staff document their contact with the student within Mapworks.

According to the Community College Resource Center (CCRC), fewer than 1 in 4 students who enroll in developmental courses complete a degree. Examining Voluntary Framework of Accountability (VFA) outcomes data from 2015-2016, IWCC found that students enrolled in developmental courses were at high risk for not completing their degree. When IWCC revised its math and English placement standards FA16, students above a 2.6 high school cumulative GPA bypassed developmental coursework and were accelerated into college-level courses. Anticipating an increase in underprepared/at-risk students in Statistics and Composition I, IWCC developed and implemented student supports, such as Embedded Advisors and extended class time in Statistics and Navigators and Writing Center referrals in Composition I. (3.D.1)

The IDOE requires Iowa Adult Education and Literacy programs to utilize standardized assessments. The data are used to place students at appropriate levels of instruction, diagnose student strengths and weaknesses, monitor progress, and certify student mastery at specific levels of instruction or readiness to exit adult education. Students have the opportunity to self-disclose potential barriers which may interfere with the successful completion of their goal(s). (3.D.1)

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

IWCC College Success Advisors and Intrusive Advisors devise deliberate intervention strategies to encourage at-risk student success. In addition to preventative coaching, College Success Advisors proactively inform and educate students about options and resources through texting, classroom and campus housing visits, workshops, and one-on-one advising meetings. (3.D.2)

Both a full-time Embedded Advisor and part-time Embedded Advisors were added to Statistics sections to assist students with developing non-cognitive skills such as attendance, time management, and study skills. (3.D.2)

In ENG 105 Composition I, IWCC implemented the Navigator program FA16 and transformed the pilot Writing Lab into a scaled Writing Center, a collaboration between Academics and Student Services. Student Services staff members are designated as Navigators and assigned to every face-to-face section of Composition I on the Council Bluffs campus. Navigators, who visit classrooms throughout the semester, serve as points of contact and resources for Composition I students. Navigators recap visits with emails to students that include links to relevant College resources. (3.D.1, 3.D.2, 3.D.3, 3.D.4, 3.D.5)

IWCC offers students career and program guidance through Career Coach. Pottawattamie Promise and SDV 108 The College Experience students utilize Career Coach in their coursework. The site helps students outline their qualifications and find existing local jobs. (3.D.2)

Ensuring faculty are available for student inquiry (3.C.5)

IWCC ensures that faculty are available for student inquiry. All faculty are required to list their available office hours on each course section syllabus. The instructor must utilize IWCC approved Syllabus Templates. When creating their weekly Faculty Door Schedule of hours on campus, full-time faculty provide the availability of multiple hours each weekday. Once approved each term by the dean, the schedule is printed and posted on the outside of their office doors. Full-time faculty are required to be on campus a minimum of thirty-two hours every week, as outlined in Administrative Policy 403.5. (3.C.5)

As outlined in course syllabi, faculty are expected to respond to all email inquiries within 24 hours during the work week. For online courses, email responses to students are expected within 48 hours on weekends. The annual Faculty Evaluation tool for full-time faculty include item 6 "Proactively offers assistance to students" and item 9 "Holds mentoring and student assistance hours as posted." Adjunct and concurrent enrollments faculty are likewise provided formal written feedback their first semester of teaching and every three years thereafter. (3.C.5)

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

IWCC provides students and instructors the infrastructure and resources necessary to support effective teaching and learning. Biannually, the Director of IT and the VPAA work collaboratively to assemble and finalize a list of equipment to purchase for the support of instructor and student success. Equipment is funded from two funding streams—Nine Cent Levy and Perkins. Perkins equipment is restricted to program or discipline specific equipment in CTE programs, while Nine Cent Levy is the funding counterpart for A&S programs. (3.D.4)

IWCC guides students in the effective use of research and information resources. Students are taught research methods and proper citation of references as part of the learning objectives in English Composition I and English Composition II. IWCC also grants all students access to the Academic Resource Center, which staffs a full-time Resource Specialist and a full-time Director of Academic Support. The Director of Academic Support oversees the Writing Center, which is available to all students. (3.D.5)

IWCC's CyberLibrary provides students and faculty support for learning. Research databases, desktop computers, laptops, and free printers are available for student and faculty use. Individual and group study rooms are equipped with white boards and large screen monitors with laptop hookups. Training is provided to faculty on the use and application of CyberLibrary resources. Faculty request classroom visits from the full-time library resource specialist to educate students on scholarly research practices. Online tools are also available to assist students. Online instructional tools include video tutorials, research guides, and Ask a Librarian research assistance. (3.D.3, 3.D.4, 3.D.5)

IWCC put in place the new English and math placement process when in June 2015 ACT announced the elimination of COMPASS. Faculty, staff, and leadership identified students under a 2.6 cumulative high school GPA to need additional supports and/or alternative college-level course placement for Composition I and Statistics. (3.D.1)

In order to embed advisors into Statistics, an additional contact hour (50 minutes of class time per week) was added to the course. The extended time made it possible for Embedded Advisors to provide the following services to students:

- In-class presentations: Embedded Advisors present during a regular MAT 157 Statistics class for 25 minutes on statistics success skills, math learning styles and strategies, and test taking best practices. Presentation topics are decided based upon student feedback and instructor recommendations.
- Outside-of-class communication: Embedded Advisors communicate with MAT 157 Statistics students in a variety of ways. Each week, students receive a "This Week in Statistics" newsletter that aims to increase the relevance of studying statistics by providing examples of statistics in everyday life. Students also receive a personalized email from the Embedded Advisor of their progress and academic standing in the course.
- Outside-of-Class Workshops: Voluntary workshops are developed for students to attend outside of class. In previous semesters students indicated that they struggle using Microsoft Excel, a program heavily utilized in Statistics. Based upon the student feedback, Embedded Advisors held an Excel Open Lab for students to attend for hands-on practice.
- Statistics Success Coaching: Embedded Advisors meet individually with students identified for intervention based on class performance, attendance, and instructor referrals. Using an appreciative advising framework, Embedded Advisors work collaboratively with students to identify course goals and action steps to reach the goals. The Embedded Advisor makes weekly contact with students to track goal progress. (3.D.1, 3.D.2, 3.D.3, 3.D.4, 3.D.5)
- FA16 IWCC branded academic support services (CyberLibrary, Disability Services, Group Study Rooms, Tutoring, and Writing Center) as the Academic Resource Center and centralized it in the high-traffic Student Center. In the Tutoring Center, peer tutors were trained by math and English faculty to meet the criteria for College Reading and Learning Association (CRLA) certification. The online tutoring platform SMARTHINKING was exchanged for Brainfuse, a more user-friendly service. Disability Services moved to an automated accommodation letter notification process, leading to improved efficiency and convenience to students and faculty. Readspeaker was purchased to support students requiring screen readers for testing, improving student access and independence. (3.D.3, 3.D.4, 3.D.5)

Determining new student groups to target for educational offerings and services

Through research, partnerships with local school districts, review of institutional data, and grant opportunities, IWCC determines new groups to target with initiatives, such as Great Lakes, Pottawattamie Promise, and Education 2 Employment (E2E).

In FY14, IWCC offered a Great Lakes grant-funded, one-year program for first generation, at-risk students from disadvantaged backgrounds. The goals were to help students develop an educational plan and provide supports to 1) increase persistence, academic success, and job placement/transfer outcomes, 2) help students navigate the College by disseminating information

required to make informed decisions, 3) develop student-advisor relationships, and 4) provide students opportunities to develop relationships with peers. (3.D.2)

Upon conclusion of the Great Lakes grant, IWCC allocated resources to sustain and expand college success advising. Four full-time staff advise students in the Pottawattamie Promise and E2E programs. Founded May 2015, Pottawattamie Promise exists to increase high school graduation rates in Pottawattamie County, increase the number of students who are college ready, and increase postsecondary enrollment and completion. Students in the Promise program are selected after sophomore year and receive additional support services while in high school and enrolled at IWCC. (3.D.1, 3.D.2)

E2E is funded through the state and serves unemployed, under-employed, dislocated and/or low-income students. These students receive intrusive advising services similar to those in the Pottawattamie Promise program. (3.D.1, 3.D.2)

As part of the federal and state Supplemental Nutrition Assistance Employment and Training Program (SNAP E&T), IWCC notifies the Department of Human Services (DHS) when students entering the E2E program are eligible for Food Stamps. Subsequently, students meet with a Pathway Navigator for an interview, assessment, and employment plan. The students meets with a Navigator monthly. Upon completion of the program, students meet with a Navigator to work on a resume, interview skills, and job applications. (3.D.1)

Meeting changing student needs

The strategic interdepartmental ESA Committee annually analyzes the environment to validate or repudiate current strategic assumptions and identifies new assumptions. All assumptions are directly or indirectly tied to students' changing needs. Recent Assumptions include the increase of the non-traditional learner, the movement to distance education, the increase in the number of students not prepared for college courses and changing regional workforce demands.

In response to Assumption #12, the CICC started meeting SP16 to develop program offerings geared to serve adult learners in evenings, on weekends, and online. The committee reviewed labor market data, current local offerings and current IWCC programs. Consequently, IWCC created 15 evening programs.

FA16, Residence Life introduced a new finger scan facility entrance system for students. This system has allowed staff to quickly and accurately determine who should or should not be in the buildings, ultimately increasing the safety of residents in the facilities.

In order to meet the changing needs of students, IWCC launched a new scholarship application process FA16. The new online process is universal to students in all programs. Trained faculty and staff reviewers use the Scholarship Review Rubric to score applicants, after which a separate committee meets with the Coordinator of Scholarships and Athletic Fundraising to award the scholarships.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

IWCC is committed to meeting students' changing needs through continuous improvement processes, incorporating institutional data, research, ESA Assumptions, community feedback, and student feedback. For instance, SP17, IWCC identified the need to provide support to its current and prospective military veterans through the creation of a Veterans Center, a dedicated space to be made available FA18. Academic Affairs identified the initiative as interdepartmental and went through the strategic process to create a CAP. The goal of the Center is to provide students a safe and welcoming community and space on campus in which to study, seek resources, and engage in exchanges with other military veterans from the College community. (3.D.1)

Residence Life launched the Pride Q*mmunity, a gender inclusive themed housing community focused on supporting students who identify in the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community. This community provides a supportive and safe environment. (3.D.1)

IWCC recognized an opportunity to provide additional support to distance learners and established a new online CyberLibrary, live chat, video tutorials, and database use and information literacy guides. Online learners also are offered support through online tutoring. (3.D.1, 3.D.2)

IWCC serves students at its rural centers by offering courses through video conferencing. Single classes are offered synchronously in multiple locations. Faculty teach from a single location or alternate between sites to provide face-to-face instruction when possible. (3.D.1, 3.D.2)

IWCC student athletes involved in the National Junior College Athletic Association (NJCAA) and who may be National Collegiate Athletic Association (NCAA) eligible are supported by an Athletic Advisor. This liaison ensures student compliance with NJCAA and NCAA requirements, assists students with billing concerns, and offers academic support. (3.D.1, 3.D.2)

IWCC helps students eliminate barriers through its E2E program. The primary barrier to completing educational programming or job training is transportation. Students in the E2E program are provided bus passes or gift cards. IWCC purchased a van for transportation of HiSET students, E2E student field trips, prospective employer visits, and for class attendance. For those in need, IWCC helps fund childcare, utility bills, rent, and HiSET testing. (3.D.1, 3.D.2)

Deploying non-academic support services to help students be successful (3.D.2)

Student Support and Outreach staff are readily available to help students navigate non-academic challenges throughout the student's career at IWCC. Staff are dedicated to providing to students guidance for personal crises, mental and physical health concerns, relationship dilemmas, and other obstacles that interact with their ability to academically succeed. IWCC partners with community resources, as well as providing internal services to students. January 2015 IWCC

identified the need for a full-time Mental Health Practitioner (MHP) to counsel students. In fall 2015, a full-time practitioner was hired to provide short-term, solution-focused assessment and counseling. SP16 IWCC added part-time MHPs to help with the increase in student need. (3.D.2)

Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

All staff at IWCC are qualified and hired according to their education and work experience. Background checks are mandatory. Each fall and spring, professional development training is provided for all staff. IWCC incorporates an integrated approach to advising and financial aid. In addition to training detailed in 3P3, IWCC arranges specialized training over topics, such as poverty, in order to bring awareness to staff and faculty of dilemmas and strategies that are successful when working with individuals needing specialized services. (3.6.C)

Communicating the availability of non-academic support services (3.D.2)

The availability of non-academic student support services is communicated to students through multiple targeted methods, which include utilization of Enrollment Advisors, Admissions Advisors, Pottawattamie Promise Advisors, TRiO Advisors, Embedded Advisors, Academic Advisors, Residence Life staff, NSRO, email blasts, the ROC portal, television monitor streaming, and flyers. To better serve the students, the centralized Resource Center was placed in a high-traffic flow area of the Student Center for optimum visibility. (3.D.2)

Selecting the tools, methods and instruments to assess student needs

Each student support unit works with their dean, who collaborates with Student Services leadership via weekly Student Services Deans meetings, to determine its plan to assess students' needs. Additionally, the teams utilize resources such as community partnerships, high school partnerships, ETS, EAB, institutional data, national student surveys (CCSSE, SENSE, and Ruffalo Noel Levitz), independent research analysis, and departmental surveys. Interdepartmental initiatives are discussed and assessed at the cabinet level or within interdepartmental committees.

Assessing the degree to which student needs are met

IWCC assesses the degree to which student needs are met through processes, such as outcomes (board pass rates, course grades, attendance, utilization rates of MHP, benchmarks (Ruffalo Noel Levitz, CCSSE), audits, surveys (Kovus, Writing Center, departmental), student progress reports, Mapworks, and scholarship support utilization.

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

Many of the IWCC student support initiatives have proven successful as outlined below:

- Annual review of the Pottawattamie Promise program confirms students were retained at a higher level than their peers:

	FA15	SP16	FA16	SP17	FA17	SP18	Graduates (Within 100% Time to Completion)
Cohort 1	44	38/44 (86%)	26/43 (60%)	20/41 (49%)			16/44 (36%)
Cohort 2			61	51/61 (84%)	33/54 (61%)	26/50 (52%)	22/61 (36%)
Cohort 3					83	71/83 (86%)	

- The Writing Center was utilized at 44% capacity FA16 and 35% capacity SP17. As a result of student survey feedback, promotion of the Writing Center intensified. This, coupled with increased faculty requiring students to utilize the service as a course requirement in Composition I, resulted in an increase in usage to 57% SP18.
- Since replacing SMARTHINKING with the Brainfuse online tutoring platform, IWCC has observed a 214% increase in student use.
- In SP17, video conferencing use resulted in 362 enrollments from 28 of different course offerings, meeting the needs of more students than in past semesters and serving more students located in remote or rural communities.
- The MHP services have served students in increasing numbers. Session use rose 67.9% from 341 in 2013-2014 to 502 in 2016-2017. IWCC attributes this to the increased access and visibility in the MHP centralized location, increased promotion of services, and the national trend of more college aged students requiring mental health support for stress, depression, and home sickness. May 2016 the Office of Student Support and Outreach issued a survey to all students who had at least one session. On a Likert scale of 1-5 with 5 being very satisfied, respondents rated total overall satisfaction with service 4.7. On a Likert scale of 1-5 with 5 being strongly agree, respondents rated:

Ability to cope with presenting needs has improved as a result of seeking counseling at IWCC	4.2
Ability to perform academically has improved as a result of seeking counseling at IWCC	3.9

Having free counseling available	4.9
Having on-campus counseling available	4.8

- Of the 951 referrals submitted in AY17, 91.9% related to academic performance or course attendance, which is a duplication of efforts and processes within the College. Thus, Mapworks was discontinued beginning SU18.
- Equipment updates totaling $142,579 were funded through Nine Cent Levy and Perkins.

2I1 Based on 2R1, what process improvements have been or will be implemented?

As previously discussed, IWCC improved student supports by creating a fully-staffed, centralized Writing Center, located in the centralized Academic Resource Center, and offering individual consultations. All Writing Consultants possess a master's degree or at least nine graduate hours in English and assist students at all stages of the writing process. Navigators and faculty promote the Writing Center during classroom visits, through the Academic Resource Center Brochures, at Resource Fairs, in portal news, and via email. IWCC has utilized surveys to ask students about their Writing Center experiences; however, the team will utilize SU18 to devise new metrics to evaluate effectiveness of student the use of the Writing Center.

In fall 2017, an interdepartmental committee formed to address retention concerns raised by the College. The committee recommended the pilot of new retention focused scholarships to launch spring of 2018. The retention rates of these students will be analyzed in FY19. Additionally, IWCC has piloted the award of Emergency Tuition Assistance Grants to help address increasing levels of student financial need. The same committee initiated the identification of students considered most at risk for Academic Withdraw for Non-Payment (AWNP). Criteria were established for qualifying students. Spring 2017 grant awards were determined, along with available scholarship funds. During the Spring 2017 semester, 24 students were issued Emergency Tuition Assistance Grants. Efforts are ongoing to evaluate and determine whether or not these grants are successful in retaining and completing students.

At the end of spring 2018, IWCC implemented a process whereby students could access services through its launching of a mobile app. The password protected application allows students to access class schedules, assignments, current balances, and the campus map. Additionally, immediate access is available to services such as the CyberLibrary, the Tutoring Center, and the Writing Center.

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- SDV-108-09D_17FA The College Experience_A Dowdell-White
- SMARTHINKING VS Brainfuse
- SNAP-final-1
- This Week In Stats Week 6
- Veterans Center CAP Proposal Form
- VFA Outcomes Data Collection 2015-2016

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2 Retention, Persistence and Completion (4.C)

Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

IWCC has established comprehensive processes for collecting, analyzing, and sharing student retention, persistence, and completion data at the institutional, program and course levels. Beginning at the point of inquiry or admission, student records are created and maintained by the

Admissions and Records department and housed within the Ellucian Colleague enterprise resource planning system (ERP), the secure and password protected software system to store, access, and collect student data. The Institutional Research and Accreditation office works with the President's Cabinet and IT to identify and place parameters, such as full-time or part-time status, Pell eligibility, student athlete, and student's program when collecting student retention, persistence, and completion data for internal, institutional, and programmatic reports. Student data also is regularly collected and reported to the IDOE Management Information System (MIS), the Integrated Postsecondary Education Database System (IPEDS), the VFA, and the National Community College Benchmarking Project (NCCBP). (4.C.2, 4.C.4)

Through the strategic process (4P2), the College developed strategic goals and divisional tactical plans that focus on improving retention and completion rates. Retention, persistence and completion data are reported though many mediums for maximum impact and collaborative efforts. These reports are analyzed and interpreted, forming the foundation on which new initiatives and tactical plans are created. Additionally, multiple departments track these student outcomes for the entire student population, as well as a variety of cohorts, including but not limited to, first-time/full-time, first-generation, minority, developmental education enrollees, and academic programs. These reports are typically requested through the IR office to ensure student confidentiality and consistency in the comparison of data elements. (4.C.2, 4.C.4)

Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

The targets for retention, persistence, and completion were set though the strategic planning process. Armed with the Assumptions provided by the ESA, the Strategic Ends, and Strategic Goals, the Assessment Committee, the President's Cabinet, and Strategic Planning and Assessment Council (SPAC), which is comprised of 75+ representatives from all college divisions, embarked upon collaborative analysis of the data and discussions which resulted in the creation of the following Key Performance Indicators (KPI's) focusing on retention, persistence, and completion efforts:

- Retention (Target 2% annual increase)
- Percent of Students Completing Greater than or Equal to 67% of Enrolled Credits (Target 1% annual increase)
- Developmental Math Success Rate (Target 1% annual increase)
- Developmental English Success Rate (Target 1% annual increase)
- 1st Year Successful Completion Rate – Math (Target 1% annual increase)
- 1st Year Successful Completion Rate – English (Target 1% annual increase)
- Graduation Rate (Target 1% annual increase)
- Transfer Rate (Target 1% annual increase)

The team determined that the targets were ambitious, but attainable, given the area's high employment rates and the research linking low community college enrollments with high employment rates. As a community college, IWCC considers transfer rates to be an indicator of success for its students. (4.C.1, 4.C.4)

Analyzing information on student retention, persistence and completion

The College utilizes multiple methods to analyze student retention, persistence, and completion data each semester. For instance, Student Services incorporates a Data Driven Protocol exercise designed to better understand the information and devise solutions to make improvements. This exercise can be applied to any data and is facilitated with large and small groups annually, or as needed. Leadership teams participate in annual tactical planning retreats, in which data is evaluated and discussed before developing tactical plans for the following year. Academic Affairs identified barrier courses for the student population and is pursuing grant funds to implement a multi-year proposal targeted at removing barriers in multiple courses and disciplines.

Meeting targets for retention, persistence and completion (4.C.1)

The strategic process drives the selection of KPIs, the determination of the KPI targets, and the action plans implemented to meet the targets. Meeting targets for retention, persistence, and completion is a college-wide effort. It is a priority for college leadership, as evidenced by painstaking efforts to collect, analyze, and share data with the campus community. This is followed by information-based discussion and brainstorming activities with the goal of creating initiatives designed to improve retention and completion. The plan has engaged a greater number of faculty and staff across campus in a unified effort to research and implement data-informed retention and completion initiatives to meet the needs of IWCC's student population and to improve student retention and completion performance. (4.C.1)

Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

IWCC utilizes a variety of tools, methods, and instruments to assess student retention, persistence, and completion, including IPEDS, NCCBP, and VFA comparisons, research of best practices, pilot projects, partnerships with third parties, and internal institutional and programmatic analysis.

Historically, the College has used IPEDS to track retention, persistence, and completion data. Since 2014, IWCC has seen a gradual shift in the student population as part-time students have shifted from 48% to 56% of the student population. The College continues to utilize 150% Graduation Rates comparisons against similar institutions and against other Iowa community colleges; however, with the continued population shift, the 150% Graduation Rate has not been a good internal indicator of this student outcome, as students who do not take full loads take more time to complete their programs. The College offsets this challenge through program evaluations of all programs to determine if students are persisting within each program, regardless of time to completion. (4.C.4)

The College is continuously analyzing processes and methods for assessing retention. A process used frequently involves analyzing retention and completion data at the institution, many times digging deeper into student subgroups to target areas of high need, and then researching best practices to identify potential interventions, or procedural and policy changes. For example, IWCC commissioned EAB to conduct a pain point audit on campus in 2015, which provided

focus for the Student Services team to develop initiatives to help students navigate the enrollment and financial aid processes successfully. (4.C.4)

IWCC uses many other research and best practices tools to assess retention, persistence, and completion and guide improvements, including the CCRC, American Association of Community Colleges (AACC), and the Community College Survey of Student Engagement (CCSSE). (4.C.4)

Pilot projects are often used to test ideas, and identify new processes to improve student success. Over the past several years, the Student Services Division has piloted projects on many processes and services, including NSRO, emergency financial assistance, and intrusive advising. Student Services staff have also partnered with the Academic Division on several projects related to success in math and English, as well as other barrier courses.

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

Each year, IWCC produces several reports for sharing retention, persistence, and completion data with the College community and other stakeholders. These range from the Student Enrollment Report, Zero Credit Report, VFA Report, CCSSE Key Findings Report, EAB Pain Point Audit, and IR Retention Reports. Many of these reports are stored online and available to all College faculty and staff through the employee portal.

2I2 Based on 2R2, what process improvements have been or will be implemented? (4.C.3)

Since 2014, the College has improved processes for sharing retention, persistence, and completion data through the strategic communication process. The College holds semi-annual college-wide meetings to keep everyone abreast of retention and completion data, as well as College initiatives underway to support student success. SPAC provides an outlet for sharing data with all College faculty and staff through committee members representing established constituencies. Meeting minutes and summaries of activities are posted each month on the employee portal. At monthly SPAC meetings College leaders share updates and report retention, persistence, and completion data in the form of reports. At the close of the 2014-2018 Strategic Planning cycle, SPAC worked together to identify how to improve the current KPIs through discussion and activities, which was facilitated by the Assessment Committee. The Assessment Committee will utilize the feedback to hone and update the KPIs for the 2019-2023 strategic cycle. (4.C.3)

Of the many initiatives created as a result of the new process, the math and English Success Initiative potentially has one of the greatest impacts on students. IWCC developed a multi-measure, holistic advising and placement model that include high school GPA, high school and college coursework, non-cognitive skills and behaviors, and placement test scores, among other measures. After incorporation of best practices, preliminary data shows that the students are making better progress in completing college-level math and English courses, and a greater number of students are being placed directly into college-level math and English courses. Math students that have been designated as needing remedial interventions are now provided instructional scaffolding via student support through co-requisite math labs. IWCC continues to

review the data to ensure that the new models continue to show progress and to determine if any additional supports or modifications to the model should be made. Navigators are assigned to each face-to-face section of Composition I and serve as a point of contact and resource for students. Navigators time their visits to coincide with important milestones in the course. (4.C.3)

Sources

- 14FA-17FA FT-PT Student Enrollment-Comparison
- 2017-2018 Enrollment Retention Graduation Transfer
- Annual Report - Student Services FY17
- Annual Report - Student Services FY17 (page number 3)
- CCSSE 2017 Key Findings pg 3
- CCSSE 2017 Key Findings pg 3 (page number 3)
- Completion Report Example 1
- Data Driven Dialogue Protocol
- Fall 2015 Zero Credit Report
- Fall 2017 Enrollment Summary
- IWCC Enrollment Pain Point Audit Report
- IWCC Enrollment Pain Point Audit Report (page number 4)
- IWCC Strategic Plan 2014-18
- Reporting, Retention, Persistence, and Completion Data
- Retention and Completion Initiatives
- Retention Report
- SPAC Meeting Summary 10/21/16 pg 4
- SPAC Meeting Summary 10/21/16 pg 4 (page number 4)
- The Unemployment Rate, Community College Enrollments, and Tough Choices
- VFA Outcomes Internal Report
- VFA Outcomes Internal Report (page number 3)

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3 Key Stakeholder Needs

Determining key external stakeholder groups (e.g., alumni, employers, community

Key stakeholder groups are important to the ensuring the success of IWCC's mission to improve quality of life through partnerships and community involvement. IWCC has served its constituents for over fifty years, and has established deep ties to many of its key stakeholders. Identified stakeholders include accrediting bodies, local and state governments, alumni, the BOT, employers, regional high schools, internship and practica sites, the Iowa Western

Foundation, donors, transfer institutions, and the community members in IWCC's merged Area XIII, as well as the Omaha Metro area.

Determining new stakeholders to target for services or partnership

Multiple approaches are used to determine new stakeholders. New stakeholders are determined through the mission and by the strategic planning process (4P1, 4P2). For example, one of the strategic goals of the 2014-2018 plan was to "provide expanded opportunities for individuals seeking to improve and/or advance technical and employability skills for the workplace." Therefore, in addition to the CTE credit program process detailed in 1P3, IWCC collaborates with local companies and sector partnerships to devise solutions to assist both industry and workforce training needs through non-credit training. An example of this collaboration was the result of employers noting a disturbing trend in employees lacking the necessary skills needed for the increasing number of high-skilled jobs. This trend is projected to continue as baby-boomers retire. Thus, IWCC, in partnership with the businesses and the United States Department of Labor (USDOL) worked to increase workforce trainings, such as the resurgence of apprenticeship programs.

Statewide initiatives lead through the governor's office or the IDOE provide guidance to the determination of new stakeholders, as in the case of the governor's Future Ready Iowa Plan (4P2). In 2014, the Iowa Work-Based Learning Intermediary Network began as a result of a grant to the IDOE and its operations are established in Iowa Code 2014 Section 256.40. Through this program, IWCC serves school districts in the southwest Iowa region as a one-stop contact point for work-based learning opportunities.

IWCC strives to create and improve partnerships with transfer Institutions to offer seamless transfer opportunities to students. Transfer agreements must be reviewed and signed by the President and the VPAA to ensure student-focused articulations are made with regionally accredited colleges.

Institutional Advancement continually works to build relationships with new donors and philanthropists. Data indicates that 10-years after graduation is when students are more financially settled, begin to see the payback on their educations, and are more willing to give back to the institution. For budget considerations, the Institutional Advancement office must limit the number of mailers that are sent each year. Therefore, alumni 10-15 years from graduation are strategically targeted to be added to donor mailing lists, while other less expensive methods of communication are utilized to build relationships with all alumni.

Potential students are targeted through the identification of underserved or emerging populations (2P1). Identification is accomplished through research, communications with our community partnerships, and through IWCC's ESA committee development of Strategic Assumptions.

The IWCC Arts Center exists to enrich the cultural and artistic environment of Council Bluffs and the surrounding community through the presentation of quality arts programs and activities for area adults and children. The Executive Director guides the marketing and recruiting of

members and sponsors. Corporate Sponsors are recruited in the early spring for the following season. Potential sponsors are identified by their ties with the College and/or the Arts Center.

Meeting the changing needs of key stakeholders

IWCC has structures and staff in place to meet the changing needs of stakeholders. This involves maintaining strong relationships already in place and responding to the needs of new stakeholders.

As described in 1P3, CTE Advisory Committee members provide feedback twice a year to ensure that the academic credit programs the College offers serve the needs of local employers and industry. Sector Board Partnerships and local companies provide input several times per year to guide non-credit programming to fulfill the short-term training needs of industry.

The ESA committee scans the environment to determine if there are changes to Assumptions to better serve IWCC constituents. For example, the launch in the evening programs in response to the shifting demographics as detailed in 1P2.

Donors communicated a desire for increased communications from the Foundation office. In response to the feedback, a communication plan was created providing regular communications with varied messages to donors. The first communication plan was created and implemented during AY17. Several new communication efforts were added in AY18 including notes and phone calls from the Vice President of Institutional Advancement (VPIA), scheduled face-to-face meetings, and congratulation cards to donors with recipients graduating.

IWCC meets the needs of alumni through communication and opportunities for engagement and employs a three-pronged approach to meeting the needs of both internal and external donors targeting communication, recognition and engagement.

To meet the changing needs of new students, Institutional Advancement, in collaboration with Academic Affairs and Student Services, modernized the scholarship process with the launch of a new online scholarship process and application in October 2016.

Selecting the tools, methods and instruments to assess key stakeholder needs

Various methods are utilized to assess stakeholder's needs, depending upon the stakeholder. Career projections, survey instruments, committee feedback, personal communications and observations, headcounts, and comparative analysis are used.

Assessing the degree to which key stakeholder needs are met

Understanding the degree of satisfaction of stakeholders is important to IWCC. The Arts Center conducts annual surveys of its audience and tracks attendance. Institutional Advancement relies upon strong relationships which provide personalized feedback, along with assessment of scholarships awarded and investment activity of the Iowa Western Foundation. Economic and

Workforce Development, Academic Affairs, and Continuing Education rely on direct feedback from advisory board committees, sector boards, high school partners, and industry leaders.

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

IWCC's Intermediary Network information is published annually through the IDOE.

	FY 2015	FY 2016	FY 2017
# of Participants funded with Intermediary Funds/Other Sources	1128/0	1007/0	1212/864
# Job Shadowing	48	42	86
# Students Tours	244	127	268
# Educator Tours	0	18	27
# Educator Externships	6	6	20

The Arts Center conducts an annual survey of its audience. The survey is administered online and offered to any previous ticket buyer. The sample size is usually between 100-200 participants, or between 2-4% of season attendance, and includes season members as well as single ticket buyers. The survey tracks a variety of demographic topics, audience preferences, and opinions about their Arts Center experience. The current season's survey results show positive results in audience opinion of the Arts Center and the performance season. Of the respondents who held Arts Center memberships, 43% purchased a membership to support IWCC, 21% enjoy the venue, and 67% want to support live performing arts and entertainment in their community. Additionally, 98% of respondents rated the overall Arts Center experience as either Good or Excellent.

The Iowa Western Foundation and scholarship results indicate that the performance of the funds are meeting the needs of new students with over 72% of the incoming student population applying financial assistance.

2I3 Based on 2R3, what process improvements have been or will be implemented?

The Arts Center currently collects data on events that are happening at the Arts Center and people that are in attendance at Arts Center events. Modeling after a best practice of another college, the Arts Center will begin collecting qualitative data from people who are not participating in Arts Center events. In AY19, the Arts Center will design a plan to survey people who have not attended Arts Center events, but are attending other events at the College (athletics, academic, etc.) to find out what barriers keep them from attending Arts Center

performances. This information will be beneficial to attracting new audiences and impacting a broader segment of the community. The plan will be implemented in FY20.

To better measure the impact of the new Institutional Advancement communication plan, the Foundation began tracking several new metrics for AY18, which include number of new donors/year, number of donors retained year over year, and feedback from scheduled VPIA calls and meetings.

Sources

- 2017 Endowment Snapshot
- 2017-18 Monthly Communications Plan
- About the Future Ready Iowa Initiative-Future Ready Iowa
- Advancement Communications Plan
- Arts Center 2016-17 Patron Survey
- Demographic Information - EMSI
- Intermediary Network 2017 Report pg 12
- Intermediary Network 2017 Report pg 12 (page number 12)
- Iowa Code 2014 Section 256.40 pg 39
- Iowa Code 2014 Section 256.40 pg 39 (page number 39)
- Iowa Community College State Districts
- Iowa Voice-Worried About The Skills Gap-Here's What One State Is Doing
- Iowa Western Foundation Annual Report
- Iowa Western Strategic Planning Assumptions FY19
- MFG Sector Board Roster 5/4/18

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4 Complaint Processes

Collecting complaint information from students

IWCC is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, IWCC has developed procedures for students to pursue grievances within the College community. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without

prejudicing his or her status with the College. The Student Handbook outlines the Student Code of Conduct and the following formal grievance procedures, Academic Grievance, Non-Academic Grievance, and Discrimination and Harassment Complaints (Equity).

Every complaint is thoroughly reviewed and action is determined either by a Student Services Dean, Academic Dean, Equity Officer, or Conduct Officer. A written response is issued within a specified amount of time from receipt of the complaint. Complaints are also logged in a formal complaint log. All complaints can be appealed. Academic complaints flow through the chain of command up to the VPAA and non-academic complaints flow through the chain of command up to the Vice President of Student Services (VPSS).

Other concerns can be voiced in surveys, faculty evaluations, and through accrediting bodies. Any non-formal complaints are shared through the appropriate parties and follow the chain of command.

National trends reflect a significant increase in sexual violence complaints over the past five years. In response to the national crisis, IWCC increased efforts to educate students, faculty, staff, and community about sexual violence, student rights, and responsibilities. Following Title IX recommendations, IWCC implemented the Campus Climate Survey Spring 2015 and every two years thereafter.

Collecting complaint information from other key stakeholders

Grievance procedures are outlined in Board policy 2.5, providing guidance for citizens' grievances and personnel grievances. Citizens' grievances against an employee must be provided in writing and the process involves moving through the following stages if the matter is not resolved at each level: supervisory or administrative personnel in the line of responsibility, the President of the College, followed by the BOT (except for licensed faculty employees). Personnel grievances in Board policy have been delegated to the procedures within personnel policies.

Administrative Policy 428 sets the guidelines for personnel grievances. If an employee of the College believes that an Administrative policy applicable to him/her has been violated, the employee would go through the following process of discussing the alleged violation with his/her supervisor in an effort to resolve the matter informally. If the matter is not resolved, then the complaint, in writing, may be submitted up the chain of command to the appropriate Vice President (VP). The VP or his/her designee may meet with the employee to discuss the complaint. If not satisfactorily resolved, the employee may submit a written appeal to the President.

Administrative Policy 430.1 provides guidance on filing a harassment complaint. Employees are to file complaints with the Affirmative Action Officer in the Human Resources (HR) department of the College.

Complaints regarding technology are logged as a HelpStar request, which is routed to the appropriate IT professional to address this issue. Once resolution has been achieved. The request is closed.

Learning from complaint information and determining actions

Corrective actions are taken as necessary to resolve complaints. Reviews are conducted of policies and procedures to evaluate changes or revisions. The previous year complaint logs are also reviewed and any trends on complaints generate a need to edit or revise policy and procedures. Survey or focus group data, as well as industry trends are also taken into consideration in determining any actions needed.

Complaints based upon discrimination or sexual harassment are identified in the Campus Safety and Security Reports, and prevention measures created as a result of the data are documented each year within the reports. Training has been incorporated for all employees and students.

Communicating actions to students and other key stakeholders

At the conclusion of a complaint investigation, a decision is determined and communicated to the student or other stakeholder in a face-to-face meeting, phone call, email, postal mail, or by certified mail. Actions as a result of a survey are communicated via poster boards, ROC news, email, TV monitors, texts and social media.

Selecting the tools, methods and instruments to evaluate complaint resolution

A formal complaint log is the instrument utilized to determine complaint resolution for students. The absence of the complaint flowing to the top of the chain of command, logging of resolved status in spreadsheets or databases, and formal determinations indicate that complaints have been resolved. In addition, informal evaluation occurs when the stakeholder is apprised of the formal decision. For technology issues, the HelpStar request system tracks both the complaint and when the problem has been resolved.

2R4 What are the results for student and key stakeholder complaints?

Each Academic Dean maintains a record of academic complaints that are brought directly to them. Most academic grievances are based upon grade assignment and are resolved without moving up the chain of command. For the very few that proceed to the VPAA, the VPAA keeps records of those complaints.

Student Services maintains a spreadsheet related to non-academic grievances. Non-academic grievances are nominal (<3/year). The Dean of Student Life and Success reviews the complaints and the student code of conduct policies every year. Complaints registered with the Affirmative Action Officer in HR are nominal (<3/year).

Campus Climate survey results helped the college determine where to increase educational preventative measures regarding sexual and dating violence.

HelpStar tracking has allowed for over 99% of 13,330 requests from January 2016 to April 2018 be tracked and completed efficiently.

2I4 Based on 2R4, what process improvements have been or will be implemented?

The Academic Division is creating a database for the Academic Deans to house student academic complaints in one shared location beginning in AY19.

As a result of surveys, Residence Life has changed the visiting hours to be open 24/7, worked with food service to change hours and menus, and add open dining, in the cafeteria, revised the roommate preference form to give more weight to questions that our residents consider important qualities in roommates, installed more bandwidth for Wi-Fi campus-wide, improved communication regarding the maintenance requests received, and modified trash collections.

Sources

- 2017 Annual Campus Security and Fire Safety Report pg 7
- 2017 Annual Campus Security and Fire Safety Report pg 7 (page number 7)
- Administrative Policy_Updated April 2017 pg 60 428
- Administrative Policy_Updated April 2017 pg 60 428 (page number 60)
- Administrative Policy_Updated April 2017 pg 62 430.1
- Administrative Policy_Updated April 2017 pg 62 430.1 (page number 62)
- Aggregate Annual Complaint Log-Student Services
- Board Policy Manual_Updated May 2017 pg 18 2.5
- Board Policy Manual_Updated May 2017 pg 18 2.5 (page number 18)
- Campus Climate Survey PowerPoint Presentation
- College Title IX Sexual Violence Complaints Increase More Than 1,000 Percent in 5 Years _ Data Mine _ US News
- GrievanceResolutionForm-IWCC
- HelpStar Category Report-1/1/2016 to 4/13/2018
- HelpStar Reporting of Requests vs Resolution
- KOVUS Final Report CC-Housing Review pg 29
- KOVUS Final Report CC-Housing Review pg 29 (page number 29)
- Notice of Findings Student Complaint
- Spring 2015 Campus Climate Results
- Student Complaint Spreadsheet AH Division 5/2/18
- Student Handbook pg 13
- Student Handbook pg 13 (page number 13)
- Survey Communications

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5 Building Collaborations and Partnerships

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

The processes for determining key stakeholders in 2P3 drives the selection of partners for collaboration. Collaborative relationships that help IWCC fulfill its mission, or that are directly related to the College mission, are the agreements it pursues. IWCC evaluates potential collaborations and existing agreements with careful consideration as to the nature of the

partnership and how it relates to the College's Mission, Vision, Values, Strategic Goals, and/or Ends Statements.

IWCC has established relationships with associations, external agencies, partners, and the general community with whom it interacts. These collaborative relationships were created from a variety of needs including local employers, community and social agencies, state and national accrediting agencies, which play a key role in ensuring appropriate guidelines are followed.

Building and maintaining relationships with partners

Although most transfer agreements have been in place for many years, IWCC works persistently with colleges and universities to continually improve the process. For instance, the LACTS agreement is reviewed annually by a statewide committee of community college, university, and IDOE staff. The goal is to provide seamless transfer opportunities for students enrolled in the AA and AS degree programs.

Preparing students for direct entry into the workforce is a critical function of the College. Through collaborative relationships with business and industry, IWCC responds to workplace training and education needs. There are 40 CTE credit and non-credit programs with varying degree options at the College relying on business and industry for guidance and support, and based on the input from advisory committees, these programs are developed and kept current.

IWCC has approximately 26 advisory committees with eight to fifteen members from diverse populations in related fields. Often advisory board members will donate equipment, tools, materials, and supplies to programs to ensure state-of-the-art training. IWCC's Diesel Technology program received 2 semi trucks, several late model engines, automatic and manual transmissions, and computer diagnostic equipment valued at $300,000 from advisory members in order to provide a quality education that meets current industry needs.

Selecting the tools, methods and instruments to assess partnership effectiveness

Assessment methods and tools utilized are dependent upon the type of partnership and its goals. Tools may include surveys, course evaluations, informal feedback, and various data reports supplied from the ERP.

Evaluating the degree to which collaborations and partnerships are effective

Evaluating the effectiveness of partnerships is assessed each year by the departments maintaining the relationships. For example, IWCC's non-credit education partnership processes are monitored through the Economic and Workforce Development and Continuing Education Division. Continuing Education programs and courses are developed and maintained primarily through collaborative efforts with business and industry, nonprofit organizations, and the citizens residing in the service delivery area. Needs are identified through community surveys, advisory groups, and targeted focus groups. Once community needs have been identified, programs are developed to meet the identified needs. Measures used to evaluate success of non-credit

programming include course evaluation surveys, market penetration of service delivery area, non-credit enrollment, and program enrollment by location.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

IWCC is in a continuous state of relationship-building to meet the changing needs of the communities, students, and businesses the College serves. The creation of additional new formal relationships is a process driven by the current strategic plan. This process includes business and industry collaboration, concurrent enrollment strategies, new program development, and increased Foundation scholarships. In September 2016, Emsi conducted an economic impact study of IWCC's value in the community. IWCC's effectiveness with area high schools and faculty is measured by success indicators identified as a process, satisfaction, or outcome measure.

2I5 Based on 2R5, what process improvements have been or will be implemented?

The College continues to build upon its collaborations with local high schools within the community with projects such as the Council Bluffs Community School District's Early College Academy in which high school juniors and seniors attend college and high school equivalency courses at IWCC to earn their associate degrees and high school diplomas at the same time. Students who wish to pursue certificates as opposed to degrees will complete their credits even earlier. Students are selected by the school district through a competitive application process. The second cohort of 26 students begins in FA18. IWCC tuition is covered by the school district at no cost to the student. A dedicated classroom serves as a lounge area specifically for these students who attend classes on IWCC's main campus five days per week, and the school district has provided an employee on-site to manage the program and to serve the needs of these students.

Sources

- Early College Academy
- IWCC Collaborative Relationships
- IWCC External Accrediting Agencies with Degree
- IWCC-Fact-Sheet
- Partnership Success Indicators

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1 Hiring

Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

External employee searches for IWCC are completed in coordination with the appropriate supervisor to secure candidates in an open, competitive hiring process. The College recruits candidates through local and state newspaper advertisements, the College website, national websites such as HigherEdJobs.com and Careerlink.com, and other career websites specific to the position.

A Human Resources succession plan was developed in accordance with Administrative Policy 406. The supervisors over the position meet to review the position description, needs of the affected department, and possible restructuring of human resource needs of the College. The appropriate VP will discuss and request approval of Cabinet members to determine if the position will be refilled. When the position has been approved, a signed job requisition form is submitted to the HR office for posting. The HR department will post the position internally on the College's website for the College community so that current employees are aware of the vacancy. To ensure equal opportunity all full-time job openings will be posted internally for seven days on the IWCC website prior to any offering being made.

The supervisor and designated staff are responsible for hiring strategy when filling an open position. Faculty qualifications and skills must be in compliance with the accreditation standards of the HLC and the IDOE. Each department's supervisor determines staff qualifications and skills by creating a job description for each position. Additional communication with HR includes specific details regarding the position with delineated responsibilities. Applicants must complete an IWCC application for all openings. Other documents (including resume, cover letter, and academic transcripts) may be required dependent upon the position. It is the responsibility of each supervisor and designated staff to complete reference checks on their final candidates prior to an offer being made. (3.C.6)

The supervisor develops an orientation and transition plan to acclimate new staff employees including job expectations, institutional mission, vision, values, and College culture. In addition, faculty, staff, and administrative employees meet with the HR department to review and enroll into benefits, review payroll, review information on College policies and procedures, including receiving the employee handbook. New staff employees also receive online training on topics such as Title IX and Nondiscrimination/Anti-Harassment. (3.C.6)

The Division of Academic Affairs provides an in-depth orientation and mentoring program for new full-time faculty. The orientation program is designed to allow new faculty the opportunity to learn about the culture, principles of community college education as well as faculty responsibilities, expectations, principles of educational pedagogy, and various resources available on campus and online. As part of the orientation process, a mentor will be assigned to every new faculty member. The mentoring program shall provide guidance and coaching by professional faculty. The mentor/mentee assignment is carefully made by the Academic Deans following the formal faculty orientation session during Reiver Week.

Adjunct faculty are given an orientation to the College based on an adjunct orientation checklist. The orientation is conducted by a member of the same department within which the adjunct faculty is employed to teach.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

IWCC follows the guidelines established by the HLC to ensure faculty credentials meet the specification set forth in Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices. With the release of the new guidelines, all IWCC faculty, adjuncts, and concurrent enrollment instructors were re-vetted to ensure compliance with the new standards. In addition to following HLC standards, IWCC must follow the IDOE's guidelines under Iowa Code section 281 IAC 24.5(7). IWCC developed and implemented the QFP policy in response to Iowa Code, utilizing the policy to ensure faculty are credentialed in their specific area of teaching, and developed professionally to be successful in the classroom and in assessment of student learning. IWCC created a Quality Faculty Plan Committee to evaluate all new faculty and assign them an appropriate track to gain competencies and development by completing the quality faculty plan assessment of minimum proficiency. IWCC ensures continuous development as a result of the QFP Policy. All faculty are required to update their individual faculty development plan every three years. (3.C.1, 3.C.2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

IWCC ensures it staffs sufficient faculty in order to carry out both classroom and non-classroom programs and activities. Student enrollment headcount and credit hours have declined each year over the past five years. As a result, the College has worked in recent terms to rescale the faculty pool to the size of the institution. Scheduling has been focused upon efficiency and consolidation, rather than hiring and expansion in most departments.

The five Academic Deans oversee course scheduling and staffing of faculty for courses in each division every term. Each January, the Academic Deans review a Course Schedule Timeline along with the Course Section Availability Report from the current academic year. The timeline designates deadlines for reviewing previous course enrollment information, staffing courses, and identifying the rooms in which upcoming course sections will be held. The Course Section Availability Report provides the deans the information for the courses, sections, capacities, enrollments, and classrooms offered that year. The information rolls over to the upcoming planning year as a template from which the deans make changes. (3.C.1)

Once the schedule is live and students are enrolled into courses, deans monitor the enrollments of each course section in their departments. Enrollment advisors also carefully watch the section enrollments. Advisors communicate with the dean of the division when course sections are full, waitlisted, nearing capacity, or low in enrollment. When this occurs, deans determine if a change such as adding or deleting a course section should occur. The Dean of Admissions and Records is also consulted when decisions depend upon future enrollment predictions. The Director of High School Outreach monitors high school enrollments in concurrent enrollment course

sections and communicates with the Academic Deans to add sections when course sections are full with waitlisted students. If course sections are added, they are done so only once a qualified, credentialed instructor has been located and agrees to teach the course. (3.C.1)

Outside the classroom, faculty participate in student advising, cross-departmental committees, and maintain regular office hours to engage with students. According to the Faculty Handbook, all full-time faculty are required to work a minimum of 32 hours per week on campus. They are required to post their regular work week schedule on their doors to communicate with students, faculty, and staff when they are available for student assistance hours each week. Student assistance hours must be distributed evenly throughout the work week, and extenuating circumstances must be approved by the Academic Dean. This ensures maximum student accessibility for academic assistance. Full-time faculty are also required to serve on at least one College committee after their first year of service. This requirement is reviewed by the dean in their Faculty Performance Evaluation. Deans also review and approve door schedules prior to the start of each term. Faculty on campus and at the centers utilize a standard door schedule template that is provided to them by the division secretary prior to the start of each term. (3.C.1)

Ensuring the acquisition of sufficient numbers of staff to provide student support services

Ensuring the institution has sufficient numbers of staff to provide student support services is critical to maintaining the quality of student support services as well as student success. The President's Cabinet works with supervisors to monitor, maintain, shift, and develop staffing positions based on enrollment patterns and numbers, department reports, engagement survey data, student satisfaction data, and supervisor information. More specifically, each VP reviews his or her divisional needs and functions to determine staffing necessities. Student Services Deans work with the VPSS to ensure support services are adequately staffed. If additional shifts are needed or a new position is developed, the direct supervisor works with the appropriate dean to provide a proposal with justification for the shift or new position.

Tracking outcomes/measures utilizing appropriate tools

The College utilizes a variety of tools to measure effectiveness and sufficiency of faculty and staff. Enrollment data, as recorded by the ERP, largely determines needs for both faculty and support staff. Tracking of other outcomes such as student satisfaction and engagement surveys assists the College in knowing if needs are being met, while tracking course capacities manages the number of faculty needed.

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

Through the re-vetting process due to the revised faculty qualifications, the Academic Division identified faculty who needed additional graduate hours to continue teaching. Each faculty member and Academic Dean worked together to develop a plan to obtain the required additional credits within the specified timeline outlined by the HLC. The VPAA provided final approval of each plan. In addition, IWCC applied for and received approval for an extension for concurrent enrollment (dual credit) instructors to become compliant with the new HLC expectations.

Instructors who did not meet the revised guidelines presented a written plan to the VPAA outlining the specific plan to obtain the additional graduate credits hours needed to be compliant with the faculty qualifications guidelines. The VPAA provided the final approval, keeping the plan on file to ensure completion.

Every term, deans analyze enrollment data to make determinations about the number of course sections to offer. With enrollment trending down in recent years, closer scrutiny has been placed upon enrollments and course capacities. Starting in December 2016, the Academic Deans held meetings to more closely review course sections scheduled to run prior to the term start date. From that point on, at the end of each academic term, the deans review, both individually and collectively, each course section capacity and enrollments for the current and previous six terms in order to plan for the upcoming consecutive term. The DIRA develops a Course Capacity Report with enrollments from the past six terms for each course section which is shared with IC to analyze and suggest changes. The data and conversations in those meetings revealed that the College had been offering far too many course sections in several disciplines. It was also discovered that course section capacities varied across disciplines, modalities, and at some points even from section to section.

3I1 Based on 3R1, what process improvements have been or will be implemented?

An area to improve upon as identified through the IDOE Accreditation review was to highlight or write in the graduate credit hours used to credential the instructor for the courses. Previously, transcripts were attached to the minimum faculty standards form. IWCC improved the process by detailing the exact courses on the minimum faculty standards form to ensure that anyone reviewing the file can recognize why the institution believes the instructor is qualified and approved to teach the course.

IWCC identified areas of opportunity in the institution's QFP policy. The committee presented a revised policy to the BOT who adopted the policy on July 17, 2017. The revised policy allows Academic Deans the opportunity to assist faculty members in the development of their individual development plan or assessment of minimum proficiency along with allowing the record keeping and maintenance of documentation in the office of the VPAA.

Due to the discovery of inefficiencies and inconsistencies in the data analysis and deans meetings, the College has reduced its course section offerings by nearly 25% in some departments. SP17 course sections were consolidated in December 2016, and many cut altogether. Course sections were reassigned to full-time faculty from adjuncts when possible to ensure full-time faculty maintained minimum workloads, saving the College expenditures by reducing instructor costs for sections that were less than half capacity and making scheduling more efficient and sustainable.

Sources

- Adjunct Orientation Checklist
- Administrative Policy_Updated April 2017 pg 36 406

- Administrative Policy_Updated April 2017 pg 36 406 (page number 36)
- CCSSE 2017 Key Findings
- Course Capacity Report Excerpt
- Course Capacity Report Excerpt (page number 113)
- Course Section Availability Report
- Deleted Course Sections
- Door Schedule Example
- Faculty Advisors
- Faculty Handbook AY17-18 (2) pg 11 2-G
- Faculty Handbook AY17-18 (2) pg 11 2-G (page number 11)
- HLC Dual Credit Extension - Approved
- HLC Faculty Standards
- Individual Faculty Development Plan
- Iowa Code
- Job Description
- Job Requisition Form
- Min Faculty Standards
- Minimum Faculty Standards Form Personnel File
- QFP Assessment of Minimum Proficiency
- QFP Policy
- Reiver Week Agenda
- SSI 2016
- Student Services Annual Report 2016-17
- Table 3R1.1

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2 Evaluation and Recognition

Designing performance evaluation systems for all employees

The processes for designing performance evaluation systems for most IWCC employees resides within the Office of Human Resources wherein employees have utilized best practices to align and adapt performance reviews which may be administered for all positions within the College. Realizing that functions of academic versus non-academic employees vary significantly, separate performance reviews exist for faculty as well as for classified and professional staff. Performance review systems are themselves reviewed annually to ensure they currently meet and support institutional objectives and can effectively measure positions accurately college-wide. Classified and professional staff performance review forms were last updated in July 2015.

When the Iowa Legislature ended collective bargaining rights for public employees in the spring of 2017, a new evaluation tool was necessary for full-time faculty. IC researched faculty evaluation tools, used best practices and other institution examples to ultimately create the new faculty performance evaluation tool used for AY18.

Soliciting input from and communicating expectations to faculty, staff and administrators

IWCC communicates expectations to employees through many different avenues. During the hiring process, all positions have detailed job descriptions describing what each position entails, including required education level, experience, characteristics of duties and responsibilities, typical working conditions and physical demands, basic functions and responsibility as well as the knowledge, skills, and abilities needed to fulfill the job requirements. These expectations are also communicated during the interviewing process.

Once hired, employees are provided the appropriate employee handbook according to employee category, Classified Staff Handbook, Faculty Handbook, Professional Staff Handbook, and given access to ROC. ROC provides electronic access to all handbooks, administrative policies, special announcements, and Board policies. In addition, all full-time employees have a benefits meeting with one or more HR representatives to review benefits and to answer any questions concerning expectations. During this meeting, new employees review medical, dental, vision, and life insurance options and go over payroll items such as pay rate, payroll schedule, pay advices, and vacation.

All full-time employees are placed on a sixty-working-day probationary period. Once the sixty-day period has expired, the new employee meets with his/her supervisor to go over the Performance Review. Per policy, performance reviews are completed at the sixty-day mark, and annually thereafter.

Faculty are additionally communicated expectations via email and IC Meeting Minutes. Each divisional dean has created and maintains a full-time faculty and adjunct faculty distribution list to use in mass communication to their division. The institution also holds Academic Affairs Professional Development Days to discuss expectations and provide specific times for divisional meetings. These meetings are used to address many items as a division.

Academic Affairs hosts a Reiver Week session for all new faculty. This week long session provides guidance on institutional policies and procedures, along with many other faculty

expectations including, but not limited to instruction on the LMS, expectations of classroom management, creating a syllabus, assessment, and proposing curriculum changes.

Academic Affairs allows for input through the self-evaluation process. Supervisors ask employees to complete a self-evaluation prior to their supervisor's evaluation. This allows employees to determine how they would rate and consider their performance. Supervisors use these comments when creating the official evaluation.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

IWCC's evaluation system is aligned with the institutional objectives. As expressed in the 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." To ensure staff are successful in their positions, performance evaluation forms have been created for each type of employee: Faculty, Professional Staff, and Classified Staff. Each performance review form is keyed toward the type of service the employee provides to ensure the success of IWCC students. Faculty reviews focus on how the instructor performs in the classroom, use of technology to enhance student education, assessment of student learning, knowledge of the subject matter, and other student and classroom related topics. Professional and classified staff performance evaluations are keyed toward job specific duties including quality of work, communication skills, job knowledge, and ability to work well with others.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

IWCC's Faculty Handbook stipulates policy for the evaluation processes of both full-time and adjunct faculty. This includes student evaluation of instruction in which students have an opportunity to evaluate their faculty on the course and course practices by completing electronic Student Course Evaluations. Academic Deans visit classes within their divisions to observe teaching in order to supplement information to complete the Faculty Performance Review, used to evaluate full-time faculty, or the Adjunct Faculty Feedback Form, used to evaluate adjunct faculty. The purpose of the adjunct faculty feedback form is to provide a base for conversation between the Academic Dean and the faculty member regarding his or her teaching, and to serve as the catalyst for improving instruction with the goal to result in better student learning and retention. Adjunct faculty are evaluated in their first semester and at least once every three years after the initial semester. (3.C.3)

IWCC confirms faculty are of high quality by completing a minimum faculty standards personnel file when hired, as degrees are completed, and as standards are changed. This form is saved in three locations on campus: with the Academic Dean, in the VPAA office, and in the faculty member's HR file. In addition to the minimum faculty standards form, full-time faculty are encouraged to attend optional and required professional development training to ensure they are up to date on industry by submitting a Professional Development Funding Request.

IWCC's Administrative Policy, Section 416, clearly outlines the regular evaluation of all full-time employees. According to Board Policy 3.3, the BOT has a formal evaluation of the President of the College in August of each year. The process is based on an examination and assessment of organizational performance with regular monitoring of Strategic Ends and assessment of performance against Board policies on Ends and on Executive Limitations.

Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Employee Recognition

In establishing systems for employee recognition, IWCC ensures that alignment is maintained with the mission, vision, and core values of the institution. Each year, the Office of the President honors three employees with the Living Our Mission Award in one of each of the following Core Value categories: Caring, Commitment, Challenge. The Living Our Mission award is given to an employee that best exemplifies the Mission of IWCC by way of peer nomination for exemplary performance best representing IWCC's Core Values. One additional employee is presented with the President's Outstanding Service Award.

The College promotes extraordinary faculty performance through awards such as Distinguished Teacher, Rotary Outstanding Teacher, Faculty Marshals, Iowa Outstanding Faculty Member Award, and the John and Suanne Roueche Excellence Award. Academic Deans provide nomination letters to the VPAA for review with the final selections for awards made in IC. IWCC follows the Faculty Awards Criteria as guidelines to determine faculty eligibility for awards.

IWCC understands that dedicated employees are one of its most valuable resources and is proud to acknowledge employees who have completed five, ten, twenty, and thirty years of service to the College. Employees are recognized and receive a gift at the annual Employee Appreciation Picnic each August. Employees who have reached milestone years are featured in a slideshow presentation played during the college-wide "Welcome-Back" Professional Development Day in August which is also posted on ROC and runs on the TVs throughout campus the first week of classes.

Administrative Policy 405.2 details IWCC's adjunct faculty recognition process. Adjunct faculty who teach at least one class per academic year are recognized at 5 and 10 years of consecutive service for their continued commitment to IWCC and its students.

When employees are ready to retire from IWCC, Administration hosts a retirement reception each spring to recognize all retirees for that year. All current and past retirees are invited to attend the reception as well as all College employees. At the conclusion of the reception, a tree is planted on campus in honor of those retiring.

Employee Compensation

As Administrative Policy 416 states, "Any employee who is employed after January 31st will be tracked and eligible for a partial increase at one year of service. After the partial increase then the employee would be on track for July 1st that following year for an increase. Promotions, transfers and position changes will be evaluated on a case by case basis."

Adjunct faculty are encouraged to attend IWCC's annual Academy for Teaching Excellence. Academy for Teaching Excellence (ATE) is a professional development opportunity hosted by the institution. ATE is designed for faculty to share successful instruction techniques with their peers. Full-time faculty are expected to attend at least the ATE session each academic year. Adjunct faculty who attend 12 hours of academy sessions and submit a reflective paper have an opportunity to earn a one-time $300 stipend.

IWCC utilizes Teaching Consultants to offer one-on-one assistance for faculty to utilize in developing syllabi, tests, engaging classroom activities and much more. Teaching Consultants are provided a stipend each semester for their services.

Employee Benefits

IWCC provides a comprehensive benefit program to help full-time faculty and staff stay healthy, feel secure, and maintain a positive work-life balance. Among the benefits offered to full-time employees are: choice of traditional medical insurance plan or high deductible heath plan (HDHP) for employee/family, dental insurance with a vision discount for employee/family, group life insurance, accidental death and dismemberment insurance, long-term disability, sick leave, and choice of retirement options between IPERS and TIAA-CREF. Faculty follow the Academic Calendar, and are additionally allowed up to two personal days annually with VPAA approval. Staff have vacation benefits and a generous number of paid holidays.

To promote cost-savings and convenience to employees, IWCC has also implemented additional benefits for employees such as Health Savings Accounts (HSAs), Mail Service Pharmacy, and Doctor on Demand. The HSA accompanies the HDHP and is a great way to save money and efficiently pay medical expenses. Mail Service Pharmacy allows employees to get a 90-day supply of prescription medications delivered to home or office without waiting in line at the pharmacy. Doctor on Demand gives employees access to a doctor within minutes 24 hours a day, 7 days a week, 365 days a year, with a visit via their smartphone, tablet, or computer for treatment of common ailments.

Included in IWCC's benefits is an off-site, confidential Employee Assistance Program (EAP) providing professional counselors to employees and their families in a safe, private atmosphere at no cost to the employee.

IWCC offers a Tuition Reimbursement program for all full-time employees, their spouses and dependent children (as defined by the Internal Revenue Service) in which they may be eligible for reimbursement for the tuition on credit courses they choose to take at IWCC.

Promoting employee satisfaction and engagement

IWCC encourages all employees to engage in College events and activities to promote satisfaction and employee engagement in the campus community. Opportunities are provided on many different levels to include as many faculty and staff as possible. Activities include all-employee events, free admission to athletic and fine arts events, group fitness classes, health fair and blood screening, lunch and learns, and the cornhole tournament.

All-Employee Events

There are two special events each year that IWCC hosts for its employees and their families, the Employee Picnic held each August and the Holiday Party held each December. Employees and their family members may attend at no cost. Activities are planned for children and dinner is provided. The 2018 employee picnic includes a minor league baseball game with a large fireworks display after the game. The holiday party includes door prizes and raffles as well as a visit from Santa for the children.

Free Athletic and Fine Arts Events

All IWCC employees may enjoy free admission to all on-campus athletic and fine arts events as an added benefit of their employment with the College. Sporting events include football, baseball, volleyball, soccer, wrestling, basketball and track. Fine Arts events include student performances featuring instrumental music, vocal music and theater. The Arts Center also includes a National Performance series of eight different shows from September through April.

Live Healthy Iowa Sponsorships

IWCC promotes and sponsors full-time employee participation in annual Live Healthy Iowa events. Spring 2018 sponsorship resulted in the creation of 14 IWCC teams comprised of 2-9 members per team engaging in friendly competition involving weekly activity and/or weight loss. Active participants were eligible to be entered into IWCC weekly drawings for gift cards.

Group Fitness Classes

IWCC provides a variety of group fitness classes to full-time employees at no cost. The classes are offered in the morning, afternoon and evening to accommodate any employee's schedule, and offered in a variety of sessions to meet any level of fitness.

Health Fair and Blood Screening

Each year, IWCC offers a Health Fair for all employees. The Employee Engagement and Wellness Specialist reaches out to several different vendors in the community to set up booths and provide information to employees. Vendors range from massage therapists to dentists to insurance agents. The most recent two years, there have been upwards of fifty vendors. There is no cost to the employee to attend the event, and every employee that stops by is entered into a drawing for individual prizes which have been donated by the vendors. Donations for prizes have increased from twelve, in 2015, to thirty-nine in 2017. During the Health Fair, IWCC offers a free blood screening to all full-time employees. Spouses, dependents, and part-time employees

are able to have a blood screening for a small fee. Ten tests are run and the results are mailed directly to the employee with an explanation of each test.

Lunch and Learns

Lunch and Learns are offered at least twice per year to all employees. In 2017, the Lunch and Learns kept to a theme, "Just for the Health of It," which covered ways to stay active and healthy during the work day. Flashcards were handed out with exercises employees could do at their desks to keep active, and a healthy sack lunch was provided for all participants.

Cornhole Classic Games

Cornhole Classic is a bags tournament with teams of 2-4 people. Spring 2017 was IWCC's first time offering the competition with an impressive 15 team participation in a single elimination style tournament. All participants received a free buffet ticket for the campus cafeteria. Participants and spectators enjoyed the inaugural tournament and were excited to see its friendly rivalry return again for 2018.

Campus Walks

IWCC encourages employees to stay active and has made available one mile indoor and outdoor walking routes for the Council Bluffs campus. Campus walks have been offered when the weather permits. IWCC also participated in Iowa's Healthiest State Intuitive Annual Walk. The College has held two Climb the College events that took place in the Clark Hall staircase in which participants climbed the stairs from the lower level up to the 3rd floor and down, twice. Each employee received a bottle of water for their journey, and there was a drawing held for a winner to receive a Reiver Camelbak water bottle.

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

Performance reviews are a key resource in soliciting input from, and communicating expectations to, faculty, staff, and administrators. IWCC's performance review is based on a numerical rating scale. The sixty-day performance review proves to be an excellent guide in determining whether the employee is meeting expectations. Prior to 2010, IWCC had a performance review form that was completely narrative in structure. The review form has since been changed to a numerical rating scale system. This system allows supervisors to rate the employee on individualized areas, but still allows for narrative comments from the supervisor on each section. Supervisors use past performance reviews to compare and target areas of improvement for employees.

Due to the collective bargaining agreement being dissolved in 2017, a new performance evaluation tool was needed for review of full-time faculty to allow for a more in-depth evaluation of the faculty, courses and to improve overall student learning and retention.

3I2 Based on 3R2, what process improvements have been or will be implemented?

Performance evaluation tools for professional staff and classified staff were most recently revised in July 2015, to their current versions. IWCC HR ensures these documents are updated as necessary to maintain accurate representation in proper assessment of employee contribution across all positions, and in alignment with the College mission, vision, and core values. IC created the full-time faculty performance evaluation tool which was used to assess faculty during AY18.

Sources

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- 2016 Reiver Week Agenda
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- 2017-2018 Faculty Benefit Summary
- 2017-2018 Professional Staff Handbook
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- 2018 Cornhole Classic Flyer
- 2018 Employee Picnic Invitation
- 2018 Paid Holidays
- Academic Calendar 2018-2019
- Academy Announcement 2016-2017
- Adjunct Academy Stipend Form
- Adjunct Eval Sample
- Administrative Policy_Updated April 2017 pg 152 607.6
- Administrative Policy_Updated April 2017 pg 152 607.6 (page number 152)
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- Best Care EAP
- Board Policy Manual_Updated May 2017 pg 29 3.3
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- Board Policy Manual_Updated May 2017 pg 5 Core Values
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- Classified Staff Evaluation
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- Delta Dental vision-discount
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- Faculty Awards Criteria
- Faculty Eval Sample
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- Faculty Handbook AY17-18 (2)
- Faculty Handbook AY17-18 (2) pg 65 7A
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- FY18 HDHP Summary of Benefits and Coverage
- FY18 Traditional PPO Summary of Benefits and Coverage
- Group Fitness Class Schedule
- Health Fair Flyer 2018
- Holiday Party
- IC Minutes 1/24/17
- IWCC Campus 1 Mile Walking Route
- January Academic Affairs Update
- Job Description
- Live Healthy Iowa -IWCC Employee Sponsorship
- Living Our Mission Award Nomination Form
- Lunch and Learn Activity
- Minimum Faculty Standards Personnel File
- One Mile Indoor Walking Map-1
- PD Funding Request
- Performance Review
- Professional Staff Evaluation
- Promotion Criteria Matrix
- Retirement Reception
- Self-Evaluation
- Student Course Evaluation
- TC Postcard
- Wellmark HSA Employee Guide
- Wellmark IWCC-Mail-Service-Pharmacy

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3 Development

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

IWCC encourages faculty and staff to continue their training and education. To assist and support College employees, there are a variety of training and educational opportunities available in which they can learn more about particular topics, acquire new skills or explore areas of interest. In addition to those described below, faculty and staff are encouraged to engage in annual training provided by the College concerning nondiscrimination/anti-harassment, Title IX and Standard Response Protocol (SRP). (3.C.4, 5.A.4)

Each year IWCC sets aside one to two days, three times during the academic year for Professional Development days. Employees are expected to attend the all-faculty and all-staff meeting during which the College President addresses employees on important key issues. Some trainings are mandatory, while other sessions remain optional. The College holds the Academy for Teaching Excellence annually in October which provides additional professional development opportunities for faculty. Full-time faculty members are required to attend; adjunct faculty are invited to attend. Each year, a keynote speaker is brought in to present a topic; once the speaker concludes, there are opportunities for leading topics in higher education breakout sessions to be presented by distinguished IWCC faculty and faculty from nearby colleges. (3.C.4, 5.A.4)

Additionally, the College created training modules on IWCC's LMS for full-time and adjunct faculty to complete online (1P4). These modules include ADA compliance, Copyright Considerations, and Universal Design for Learning. For current faculty, these modules were completed by May 15, 2017. Faculty wishing to teach distance education (online and hybrid) courses are required to complete additional modules such as pedagogical changes, grading tools, and course evaluations. The online training modules were completed by September 15, 2017. New faculty complete the modules upon hire. (3.C.4)

IWCC receives an annual Perkins allocation, which is administered through the state of Iowa. From this provision IWCC, on average, allocates $25,000 toward the professional development of CTE faculty as stipulated by Perkins. A&S faculty are allocated professional development funding based on guidelines using the budget of the VPAA. The majority of these requests are to attend professional conferences to learn new teaching techniques and to stay up-to-date in industry standards. (3.C.4)

An Employee Credit Tuition Reimbursement plan was developed and approved by the Board as part of IWCC's Administrative Policy 424.2 on July 1, 2003, with the most recent revision on July 17, 2013. Full-time employees are eligible for tuition reimbursement for credit course work at IWCC. In additional to credit course work, full-time employees are eligible for tuition reimbursement through IWCC's Continuing Education program. Tuition reimbursement for the Continuing Education classes is at the equivalent amount of a three credit hour class per semester (six credit hours per fiscal year). (3.C.4, 5.A.4)

IWCC offers Farm Funds for professional development for full-time faculty and staff. The purpose of the farm fund revenue is to improve the professional development of College employees, primarily those in pursuit of advanced degrees. These funds can be used for tuition, workshops, collegial activities, and recognition of staff. (3.C.4, 5.A.4)

A Tuition Assistance plan was developed and approved by the Board as part of IWCC's Administrative Policy 425 on March 2, 1998, and was most recently revised on June 7, 2010. The plan outlines that a full-time employee is eligible for salary adjustment upon the attainment of an educational degree. Such adjustment is added to the employee's base salary effective July 1st of each year. (3.C.4, 5.A.4)

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

IWCC's Academic Deans ensure faculty are qualified by following the guidelines established by the HLC and Iowa Department of Education Faculty Standards. IWCC has implemented an internal process to review all faculty qualifications. Each Academic Dean is required to complete the Minimum Faculty Standards Personnel File for every instructor within his/her division including adjunct and concurrent enrollment faculty. This file identifies the specific IWCC courses the instructors are qualified to teach within their disciplines. (3.C.4)

IWCC follows Iowa Code section 281-IAC 24.5(7) which outlines community college responsibilities regarding QFPs. The College has developed and implemented the QFP Policy in response to Iowa Code. IWCC utilizes this policy to ensure faculty are credentialed and developed professionally to be successful in the classroom. IWCC has a Quality Faculty Plan Committee who evaluates all new faculty and puts them on the appropriate track to gain competencies and development by completing the Quality Faculty Plan Assessment of Minimum Proficiency. IWCC ensures continuous development as a result of the QFP Policy. All faculty are required to update their Individual Faculty Development Plan every three years. These files are all stored and maintained in the HR department. (3.C.4)

All new faculty are required to attend Reiver Week. Reiver Week is a week designed and presented by the Academic Deans to help acclimate new faculty to their new environment. Reiver Week includes areas of instruction on, IWCC's LMS, policies and procedures, Faculty Handbook, classroom management, student assistance and services available, syllabus and lesson planning, curriculum development, student and faculty assessments, and a thorough campus tour. (3.C.4)

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

All student support staff are encouraged to continue their training and education in several different ways at IWCC. As mentioned above in the previous section, the College offers Professional Development Days as well as several incentives for full-time employees such as Tuition Reimbursement, Tuition Assistance, Farm Funds, Continuing Education classes (both credit and non-credit) and Title IX training. (3.C.6)

Aligning employee professional development activities with institutional objectives

The online training modules, several ATE topics and some Professional Development activities have aligned with the following Strategic Ends of IWCC's Strategic Plan: Strategic End 2.1:

Improve the effectiveness and efficiency of instructional delivery systems; and Strategic End 5.1: Provide employees with the necessary resources to perform their jobs efficiently and effectively.

Tracking outcomes/measures utilizing appropriate tools

Outcomes tracked by HR include the various support incentives the College offers its employees as a means toward professional development. These may include attendance at on-campus Professional Development activities, tracking of participation in required and optional trainings as well as the measures of the costs involved with providing credit and non-credit courses, tuition benefits and Farm Funds for those pursuing advanced degrees.

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

In 2016, IWCC had 168 faculty and staff members attend the ATE. The topic addressed was how to engage under-resourced students. In addition, faculty learned about proper online engagement.

IWCC has had 416 participants in the online training modules. Before the modules were implemented, IWCC did not have a formalized process for annual review of the compliance procedures, copyright compliance, and Universal Design for Learning. Now all faculty, both full-time and adjuncts, complete the modules ensuring all faculty have adequate training.

Title IX Sexual Misconduct Training is offered online to all employees. In spring 2016, 440 of 1276 employees completed this training. While this training was not mandatory, the goal was 70%; only 34% completion was achieved. During Professional Development, IWCC presented a guest speaker from Baird Holmes Law to give training on Title IX (Sexual Misconduct) and Mandatory Reporting. The College met the 70% goal of full-time employees in attendance. Completion rate could be higher if part-time employees were in attendance.

IWCC also met its goal of 90% completion of the online course, "Mosaic: Prevent Discrimination and Harassment," given by EduRisk. Notification was sent out to all full-time employees along with regular reminders to finish the course.

The College tracks training participation for the online nondiscrimination/anti-harassment training in hopes to obtain a goal of 70% completion. This training was mandatory for all full-time employees and completion results of the total number of full-time employees that completed nondiscrimination/anti-harassment training exceeded the 70% completion.

The College offers credit and non-credit tuition benefits to full-time employees, resulting in employees benefiting from IWCC's support of 316.5 credit hours and 555 non-credit classes totaling $70,885 for the 3 fiscal years FY14-FY16. The College offers Farm Funds to full-time employees through an application process.Thirty-five employees were supported in their pursuit of a degree at a cost of $84,543 for the last 3 fiscal years, FY14-FY16.

3I3 Based on 3R3, what process improvements have been or will be implemented?

In 2016, IWCC developed an ATE Team comprised mostly of faculty to assist IC in identifying a theme and speaker each year. In previous years, the College held two Academies for Teaching Excellence (ATE), one in October and one in March. It was decided to hold one ATE per academic year to ensure all faculty were receiving the same information from speakers, and to invest resources into one higher quality ATE with better speakers and more attendance.

After the completion date for experienced and continuing faculty training in the online modules in September 2017, IWCC evaluated the six training modules. Incorporating faculty feedback, improvements were implemented to the original three modules used for all faculty on Universal Design for Learning, Copyright, and Accessibility and were ready for new faculty training by October 17, 2017. Three new online onboarding modules were created and added for new faculty in February 2018: Course Design, Interaction and Collaboration, and Learner Support. Three new faculty have already been trained on the new online onboarding modules.

Employees are now able to continue to complete the Title IX (Sexual Misconduct) training; sending out notifications for employees to complete will help to achieve the College's 70% goal. The College will continue to train new full-time employees on nondiscrimination/anti-harassment. Starting in fiscal year FY18 the College will roll out this training to part-time employees for the first time.

Sources

- 2016-17_2017-18 Professional Development
- Academy Announcement
- Administrative Policy_Updated April 2017 pg 55 424.2
- Administrative Policy_Updated April 2017 pg 55 424.2 (page number 55)
- Administrative Policy_Updated April 2017 pg 57 425
- Administrative Policy_Updated April 2017 pg 57 425 (page number 57)
- AY17-18 Faculty Handbook
- Farm Fund Application
- Farm Funds
- HLC Guidelines for Qualified Faculty
- IDOE Faculty Standards
- Instructor Training Modules Results
- Iowa Code section 281-IAC 24.5(7)
- Minimum Faculty Standards Personnel File
- Nondiscrimination/Anti-harassment Training
- Number of Credit, Non-credit Classes and Cost
- Online Title IX Training
- PD Title IX and Mandatory Reporting Training
- Professional Development Funding Guidelines
- QFP Assessment of Minimum Proficiency
- Quality Faculty Plan Policy
- Reiver Week Agenda
- Tables 3R3.2-6

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1 Mission and Vision (1.A, 1.B, 1.D)

Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

IWCC is guided by its Mission, Vision, Beliefs and Core Values. Board of Trustees Policy Manual 1.1-1.2.6 outlines the mission and purpose of the College. Administrative Policy 101 – 109.10 ensures that the mission of the College is communicated and carried out through its operations. (1.A.1, 1.A.2, 1.B.2, 1.D.1, 1.D.3)

The IWCC mission and vision are the foundation upon which the College builds its Strategic Plan, Tactical Plans, and CAPs. These statements serve as guiding principles for all operations within the College. The BOT annually reviews the mission, vision, beliefs, and core values to ensure they are clear, appropriate, well-defined, and relevant. The most recent review of these statements in the spring of 2018 resulted in minor language changes. Once these statements have been approved or reaffirmed, the BOT updates the Strategic End Statements from which the College's strategic goals and strategies are developed. (1.A.1)

IWCC Mission: Iowa Western Community College is a learning community committed to excellence in meeting educational needs and improving the quality of life through programs, partnerships and community involvement. (1.D.2, 1.D.3)

IWCC Vision: Iowa Western Community College will be recognized as a premier educational leader and partner, with student learning and success being our highest priority. (1.D.2)

Beliefs: The following 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 (1.D.3); each person deserves opportunities for lifelong learning and growth; open, honest communication, through word and action, builds credibility and trust; striving for excellence defines the effort of the entire college community; and cooperative partnerships, foster college and community growth.

Core Values: The institution's Core Values are Caring, Commitment, and Challenge. 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 the student learning experience, 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, and 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. (1.D.2)

Ensuring that institutional actions reflect a commitment to its values

The BOT ensures that the institutional actions reflect a commitment to the values of the College through the monitoring reports provided by each division at the College during Board meetings. Additionally, the BOT reviews and maintains financial oversight of the College though regular review of the budgets to ensure that funds are being spent in keeping with the mission of the College. (1.A.1)

Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

The mission, vision, beliefs and values of the College are articulated and communicated through multiple mediums. The mission is posted on the College website, in the college catalog, Student Handbook, and Faculty Handbook. The mission is discussed during orientations for faculty, adjuncts and staff. The mission is further displayed within the Strategic Plan and outside of the offices of the administrative suites. As previously discussed, the mission, vision, and values are reviewed and updated annually by the BOT. Once updated, the Board Secretary sends a memo to staff to ensure that all documents containing the mission, vision, and values are updated for the next academic year. (1.B.1, 1.B.2, 1.B.3)

A long-standing tradition, the President's Outstanding Service Awards recognized one person in each of the three categories of Instructional Faculty, Professional Support, and Classified Staff, who demonstrated outstanding service, directly or indirectly, to IWCC students, staff, or faculty. The process entailed a nomination by peers, followed by review and selection by the President's Cabinet. The process was revised in 2016 to align directly with the Caring, Commitment, and Challenge values of the College through the incorporation of the Living the Mission awards. The core value that the nominee exhibits must be detailed, and examples of employee's performance that reflects the core value being recognized must accompany the nomination. The President's Cabinet reviews and selects the final award recipients. The award, entitled the President's Outstanding Service Award, was reduced to one recipient with the awardee selected by the President. Pictures of the current year's award recipients are displayed on a wall outside the offices of the administrative suites. (1.B.1)

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

IWCC is an open enrollment institution, and the institution is designed to serve the students and the communities in which the merged area population resides. Many of the processes for ensuring the academic programs and services are consistent with the institution's mission have been discussed in 1P1 and 1P2. Further evidence that the College services are consistent with the mission is evidenced in the Student Enrollment Profile, and is supported by the Assumptions provided by the ESA committee as detailed in 4P2. Guidance in the development and review of CTE program curriculum and local industry needs are provided by advisory committees, which are comprised of local industry leaders and ex-officio faculty members to ensure that the College is serving the community. The BOT reviews and approves new programs and curriculum changes to ensure consistency with the mission. (1.A.2)

The Division of Economic and Workforce Development partnered with IWCC programs and departments in an effort to coordinate health care, information technology and manufacturing

sector boards. Through sector board initiatives, IWCC strengthens the capacity of the workforce systems to respond to the needs of businesses by forecasting workforce needs 3-5 years out as well as identifying current overlapping industry needs. According to the National Association of Workforce Boards, an increasing number of workforce boards are using sectoral strategies to strengthen their outreach to the business community in their area and to build stronger links with regional economic development efforts. (1.A.2)

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

IWCC's mission of meeting the educational needs and improving the quality of life through programs, partnerships and community involvement is reflected through its resource allocations. IWCC supports the initiatives of faculty to improve teaching and learning, as evidenced by implementation of an Innovation Grant whereby faculty can apply for funds to experiment with creative ideas. Another process that the College utilizes to advance the institution's mission is carried out by guidelines set for the allocation of resources for the purchase of equipment, technology, and other items associated with helping students learn utilizing funds, such as the Nine Cent Levy and Perkins grant. (1.D.1)

Through the strategic process (4P2), the College ensures CAPs align with the mission through the requisite alignment of each CAP to the Strategic Goals. Each CAP team may request up to $5,000 to support the project through the Strategic Budget Committee.

The College supports professional development (3P2, 3P3) and maintains budgets for professional development of faculty and staff to ensure students receive quality instruction and support. The College dedicates funds within the Academic Affairs budget for in-state and out-of-state travel. Faculty may submit requests to travel for professional development through the travel approval request process. CTE faculty also may request professional development funds via the Perkins grant through the same process. The College continues to maintain a 100K budget set aside as a result of the AQIP action project, Strategy for Consistent Deployment of Employee Technology, even as budgets tighten due to declining enrollment and declining state funding. (1.A.3)

Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The ESA keeps IWCC on track to meet the needs of students and the community through its annual environmental scan and update of the Strategic Assumptions. Meetings with CTE advisory committees ensures programs are keeping abreast of industry changes and curriculum updates needed to fulfill the mission. Budgets are key to ensuring resources are allocated in keeping with the mission.

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

The annual review by the BOT in spring 2018 resulted in a minor change to the belief statement.

The College has financed multiple items and projects to update equipment and technology through Nine Cent Levy and AQIP budgets. The College continues to finance faculty requests in an effort to improve student engagement, interaction, and student success.

The Strategic Planning Budget Committee approves budget requests in alignment with the mission, such as IWCC's CAP, Veterans Center, which was created to assist in overcoming some of the additional challenges of students transitioning from military to civilian life.

4I1 Based on 1R1, what process improvements have been or will be implemented?

With a decline in enrollment over the past five years, and renewed commitment to utilizing resources efficiently and effectively to help students learn, administrators involved in the Nine Cent Levy and Perkins funded equipment request process communicated to all involved parties new expectations for equipment proposals. The new expectations emphasize high priority equipment over items that might not be as imperative to delivering quality programs and courses to students. Deans have become more involved in investigating equipment requests for duplication in other departments and more accurately assessing the impact the equipment would have upon students' ability to learn, should the item be approved or denied. Frequency of program or department requests is also now taken into consideration to make sure that funds are dispersed among the academic divisions and not concentrated in any one given program. It was realized in FA16 that not all equipment purchased with Perkins funds was being clearly labeled. IC worked with Facilities to better align the tracking and labeling of all newly acquired equipment. New to FY18, faculty may apply for an internal Innovation Grant through Academic Affairs to experiment with new classroom engagement strategies or to try something new and innovative to help students learn.

Perkins funds for professional development are given priority to requests mandated by accreditors, and to requests that focus on the improvement of student learning, and are applicable for immediate implementation.

Sources

- 2014-15 Outstanding Service Award Nomination Final Form
- 2017 AQIP Budget
- 2017 Student Profile Report
- Administrative Policy Chapter 1
- Administrative Policy Chapter 1 (page number 3)
- Board Meeting Minutes-February 2018-Official pg 3
- Board Meeting Minutes-February 2018-Official pg 3 (page number 3)
- Board Policy Manual-Updated May 2017-Mission, Purpose
- Board Policy Manual-Updated May 2017-Mission, Purpose (page number 7)
- Board Report Schedule-Revised July 2017
- College website mission statement
- Construction Advisory Council Membership 2017-18
- Construction Advisory March 2018 minutes

- Equipment Purchase Guidelines
- Faculty Handbook AY17-18 (2) pg 6 Mission
- Faculty Handbook AY17-18 (2) pg 6 Mission (page number 6)
- Faculty Handbook AY17-18 (2) pg 97
- Faculty Handbook AY17-18 (2) pg 97 (page number 97)
- Innovation Grant Application
- Iowa Western Strategic Planning Assumptions FY19
- IWCC Belief Statement #6 Comparison
- IWCC College Catalog pg 5
- IWCC College Catalog pg 5 (page number 5)
- IWCC Strategic Plan 2014-18 3/29/17
- IWCC Strategic Plan 2014-18 Mission Vision
- Living the Mission Award Nomination Form 2016
- Mission Statement Update Memo
- Mission, Vision, Belief, Core Values
- Mission, Vision, Beliefs, Values-Beliefs stmt revision 2018
- New Adjunct Faculty Orientation Checklist
- New Process Living the Mission Award
- Nine Cent Levy and Perkins Requests Approved 2017
- Notes from Award Announcements at Employee Picnic
- Sector Board Charter IT
- Sector Partnerships Toolkit 1.0 Planning
- Southwest Iowa Advanced Manufacturing Sector-Board-Charter-Rev-5.12.15
- Southwest Iowa Healthcare Sector Board Charter
- Strategic Planning CAP Request Approval
- Student Handbook pg 3
- Student Handbook pg 3 (page number 3)
- Travel Policy
- Veterans Center_1.D.1_1.A.3

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2 Strategic Planning (5.B, 5.C)

Engaging internal and external stakeholders in strategic planning (5.C.3)

The College responded to an opportunity in the 2013 feedback report by sending a team consisting of President's Cabinet, the BOT Chair, the Dean of Institutional Effectiveness, and a faculty member to the September 2014 HLC Strategy Forum, which resulted in the creation of the AQIP Action Project, Strategic Planning 2.0.

This document was used to guide IWCC's effort to make strategic planning a more inclusive process. The resulting action project committee consisted of the President's Cabinet, staff, and faculty members, who were charged with developing a list of changes that needed to be considered and researching strategic plans and best practices within community colleges. The committee appointed three staff members (tri-chairs) to assist and eventually take the lead with strategic planning. (5.C.3)

After researching strategic planning processes used by other community colleges, the tri-chairs and a member of cabinet were sent to the college that the team identified as having best practices in inclusiveness, communication, transparency, and strategic alignment. The IWCC representatives met with the identified college's leadership, staff, and faculty who provided guidance to their strategic planning process. IWCC modified the processes to meet its needs to achieve the college's goals. (5.C.3)

The transition from the completion of the Strategic Planning 2.0 Action Project to the current strategic plan, began with the creation of a new leadership committee, titled the Executive Steering Committee (ESC) in the new Strategic Plan. The ESC began by analyzing which committees in the old process could be used in the new structure, determining which new committees needed to be created in the process, and eliminating committees that were no longer in alignment with the new Strategic Plan.

The College's current Strategic Planning Structure provides a circular decision making model from which all College faculty, staff, and leadership are able to have a voice within the strategic plan and to make improvements to the College through participation on committees, the council, or action projects. (5.C.3)

Aligning operations with the institution's mission, vision and values (5.C.2)

IWCC's Strategic Plan aligns with the mission and values of the College. To ensure that operations and activities align with the mission, interdepartmental CAP proposals must be submitted utilizing a standard template documenting how the project will align with a Strategic End and Strategic Goal from the Strategic Plan, while departmental tactical plans are created using a standard template detailing the alignment of the departmental plan with Strategic Goals.

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

The Strategic Planning and Assessment Council (SPAC) commands the largest collective voice and College representation within the strategic process through the membership of over seventy-five cross-departmental delegates representing every subdivision within the College. The purpose of SPAC is to provide a forum that will enable a wide variety of College constituencies

the opportunity to provide input into the present and future direction of the College. This team guides the development and ongoing implementation of the strategic plan through reviewing benchmarking data, studying budget realities, and offering recommendations to the ESC. Through collective discussion, the council seeks to understand the realities of how each decision may affect its internal partners. SPAC members are essential to keeping the lines of communication open throughout the College by serving their constituencies though a gathering and sharing of feedback. (5.B.3)

IWCC is inclusive in its communication and decision-making. During each SPAC meeting, the President and the President's Cabinet provide College updates to keep the College community cognizant of new or changing developments in all facets of the College including, but not limited to, Student Services, Academic Affairs, retention, budgets, the safety and security bond issue, and facilities plans. All CAPs that are proposed, and subsequently recommended by SPAC to ESC are required to be interdepartmental to ensure that optimum effectiveness and efficiency is maintained. The CAP champions are required to report progress through SPAC, which provides an opportunity for all College constituencies to remain informed and to provide input. (5.B.3)

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The Strategic Plan is a dynamic document that is reviewed annually in order to capitalize on opportunities or threats to the College. Each year, the ESA Committee, comprised of cross-functional representatives including faculty, staff, a community member, and leadership, completes comprehensive research during an environmental scan to identify emerging factors to determine what updates or changes need to be made to the current Assumptions. Once consensus is reached within the team, the proposal for the next year's Assumptions are presented to the ESC for review. Once approved, the Assumptions are shared with End Teams to use for evaluation or possible modification of the Strategic Goals within the Strategic Plan. (5.C.5)

As a community college, IWCC focuses on both A&S programs and CTE programs. IWCC capitalizes on the strengths of its CTE programs and has created stronger partnerships with area high schools, worked with industry members to keep informed of changes in industry through each program's advisory boards, and streamlined curriculum to implement the State of Iowa Governor's Future Ready Iowa Plan. As detailed in 1P2, the College is active in statewide committees targeted at creating seamless transfer pathways for A&S students transferring to Iowa's public universities. Additionally, the College has partnered with private colleges to offer 2+2 programs for its students. (5.C.4)

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Through the Strategic Plan, the CICC responded to the ESA's Assumption #12, by working together to devise and implement evening programs targeted at meeting the needs of non-traditional students and creating pathways for non-credit to credit programs. The plan utilized current full-time faculty and staff members. (5.C.1, 5.C.4)

National headlines underscore the need for advanced safety and security measures on college campuses. IWCC worked with the local police department to complete SRP training, which led to discussion regarding the need for updated security systems. With the assistance of a leading global security products and solutions provider, the Director of Facilities identified the areas of the College requiring additional security measures. However, the College has experienced declining enrollment, and state funding has been cut over consecutive years. In Iowa, most community colleges rely mainly upon student tuition as the primary funding source. IWCC was determined to keep any additional financial burden from its students. Therefore, IWCC devised a plan to make the necessary safety and security upgrades though a $14.5M bond issue proposal. Strong ties to the community were apparent as 63.49% of the voters in the seven county region approved the bond issue thereby supporting the College's effort to provide safeguards to ensure security for all students, faculty, staff, and community members who visit the College. (5.C.1, 5.C.4)

Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Outcomes and measures are tracked utilizing a variety of measures. The effectiveness of the Strategic Plan as it relates to inclusiveness, transparency, and communication are evaluated through an annual Strategic Planning Survey at the end of each year. KPIs were identified to track the College's success in End Statement and Goal attainment within in the Strategic Plan. The Assessment Committee, in collaboration with the ESC, identified the KPIs, and with the input of Cabinet, established the corresponding targets and benchmarks for each. Through the security analysis, the College was able to identify the security features that needed updating and to draft corresponding budgets.

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

The Strategic Planning Survey is implemented annually to all College staff and faculty through the Office of Institutional Research and Accreditation. The results are shared with the ESC and SPAC, and the data is provided through the SPAC meeting minutes to all College employees as posted on the College portal, ROC.

KPIs are collected annually. They are reviewed and communicated through SPAC to the College. In addition, the KPIs are posted on ROC.

Information uncovered during the safety and security review was shared during a college-wide campus meeting. Employees were provided with information regarding some of the security upgrades needed, as well as information about the bond issue proposal.

4I2 Based on 1R1, what process improvements have been or will be implemented?

As a result of the new Strategic Plan, the inclusivity, transparency, and communications within the College community have improved. The previous strategic process involved 16 College representatives, while the new process involves over 130 people, representing 252 positions from

across the entire College, actively participating in the various strategic committees, SPAC, and CAPs. Through the analysis of the Strategic Surveys, ambiguities regarding communications between SPAC representatives and their respective constituencies were found and addressed through the creation of the detailed SPAC Communication Organizational Charts. An annual Strategic Calendar was created detailing SPAC meeting dates, ESC meeting dates, the ESA timeline for completion of Assumptions, and the timeline for Strategic Goals evaluation and revisions. Electronic meeting minutes are provided to SPAC members, along with a posted announcement on the College portal providing a link to all College employees for meeting minutes and all documents provided at SPAC.

KPIs are reviewed and discussed at SPAC. The College strives to maintain a culture of continuous improvement; therefore, as a result of the KPI review, the Assessment Committee will be working during the upcoming AY19 to narrow the focus and scale down the number of KPIs in the Strategic Plan. In addition, the committee will assess the effectiveness of the selected tools and make recommendations for changes, as needed.

The $14.5M bond issue allows for the implementation of the safeguards detailed in the safety and security timeline. The installation of bollards to entrances of all the buildings has been completed, while future phases of the plan include a multitude of initiatives including a computerized lockdown system, and the replacement of locks on doors at all locations.

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- SPAC Agenda 10/20/17 SS
- SPAC Constituents Communication Charts
- SPAC Facilities Update 11/17/17
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- Strategic Planning 2.0 Action Project Charter
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- Strategic Planning and Assessment Council Charter
- Strategic Planning Structure
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- What is Strategic Planning Going to Do

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3 Leadership (2.C, 5.B)

Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

The IWCC Board of Trustees are publicly elected, unpaid officials serving each of the IWCC merged areas. They are committed to the College and the communities they serve. The process by which the Board ensures sound and effective leadership is by delegating the day-to-day management of the institution to administration outlined in Board Policy 3.1 Delegations to the President, which states, "All Board authority delegated to staff is delegated through the President, so that all authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the President." Further explanation of the delegated powers to the President are articulated in Board Policy 3.1.2, "As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish all further polices, make all decisions, take all actions, establish all practices and develop all activities," and in Policy 3.1.5, "The President will decide all matters of administrative and supervisory detail in connection with the operation of the College. He/she will have the power to appoint, assign, transfer, promote, demote, discipline, discharge, suspend, and/or take any other actions with the regard to the employment of all non-licensed employees on behalf of the Board. With regard to all employees whose positions require licensing by state law (Licensed Employees), the President shall have those powers, authorities and duties as provided by Iowa Law..." (2.C.4)

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Board Policy 2.1, articulates the BOT job description, which guarantees autonomy of the Board and mandates that the BOT remains knowledgeable while providing oversight to the College through Policy 2.5 Agenda Control and mandated monitoring reports. Policy 3.3, Monitoring Executive Performance, and Policy 4.5, Communications and Counsel to Board, provide guidelines to the monitoring process, including the oversight of legal and fiduciary responsibilities through internal financial reports and external auditing reports. (5.B.2)

Policy 2.2.1 requires the BOT focus on creating the future of the College by "...leading through learning, along with a commitment to seek input from internal and external constituents." The BOT accomplishes this through Policy 2.4, which states, "It is the intent of the Board of Trustees to host public groups as is appropriate and as frequently as is possible. The purposes to be achieved are to receive input on policy matters and gather information about the needs of people and organizations in the College service delivery area that can be met by the College…" (2.C.2, 5.B.1, 5.B.2)

The BOT preserves its independence from undue influence through the code of conduct Policy 2.6.6.a, which states, "Board members will maintain unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the

personal interest of any Board member acting as an individual consumer of college services." (2.C.3)

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

While the BOT has delegated authority to the President in Board Policy 3.1, the President has further delegated responsibilities through Administrative Policy. The President shall, under Administrative Policy 202.1, "be in all respects the Chief Executive Officer of the Board except as otherwise provided by law. He/she shall have the power to make rules not in conflict with the law or with the policies of the Board, and decide all matters of administrative and supervisory detail in connection with the operation maintenance of the College," under 202.2, "exercise leadership in initiating new procedures for accomplishing goals, and under 202.3, "be directly responsible to the Board; he/she shall be expected to initiate and develop policies for the approval of the Board, and to delegate such responsibility to associates and subordinates as he/she may deem desirable."(2.C.4)

The BOT, through the President and senior administrators, delegate management of academic matters. Faculty have the responsibility of deciding consequences of student violation of academic integrity policies. As discussed in 1P5, faculty model academic integrity, collect evidence, and recommend sanctions for violations of student academic conduct as outlined in the Faculty Handbook. (2.C.4)

Faculty are responsible for accurate attendance records of all students in all classes without regard to modality. Faculty are required to record attendance electronically through Attendance Manager within ROC for every class meeting. (2.C.4)

Faculty are charged with responding to classroom disruptions and maintaining strict classroom management to ensure the optimum learning environment for all students regardless of the modality of the class delivery. Classroom management expectations include the conducting of full instructional periods, clear and accurate syllabi overview on the first class session, requiring notification of absence and excuse, and clear and well-organized class lectures and activities. (2.C.4)

Faculty provide all students with fair and accurate instructional assessment through both formal and informal assessment techniques. Faculty are also charged with providing assessment for individual courses and entire programs to ensure continuous program improvement and to maintain accurate records of program objectives and achievements. (2.C.4)

Ensuring open communication between and among all colleges, divisions and departments

Improving communication, a strategic initiative for the College, has gained momentum through the strategic process developed as a result of participating in the HLC Strategy Forum. Accordingly, the College has developed multiple methods of maintaining open communication. The College developed robust communication methods through its strategic process for interdepartmental communications as detailed in 4P2. The IWCC portal, ROC, is the chosen

conduit for communicating meeting minutes throughout the College and posting College-wide announcements. Academic Affairs, the largest division of the College, shares meeting minutes detailing weekly IC meetings on the IWCC portal to ensure all faculty and staff keep informed, including FAC activities and curriculum that has passed through the committee. ROC houses other important information for College constituents to review, such as the Board Policies, Administrative Policies, organizational charts, strategic planning documentation, charters, forms, College calendars, and institutional data. Twice per year, the institution holds college-wide meetings to share updates. Divisional meetings provide a forum for gathering and disseminating information on a more granular level.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Faculty are leaders and collaborators within the curriculum process. As discussed in 1P1 and 1P2, faculty are key to initiating, proposing and designing curriculum changes in order to maintain contemporary programs through the Curriculum Process. Faculty teaching within a course work together to reach consensus when selecting text and materials, then communicate these selections to the students for reference with the IWCC Bookstore and with divisional leadership. (2.C.4, 5.B.3)

The Developmental Council, comprised of administration, faculty, and staff, work together setting academic requirements and guidelines for English and math placements, along with the processes identified in 2P1 regarding co-curricular supports, such as Navigators, Embedded Advisors and the Academic Resource Center. (5.B.3)

In order to hire faculty who demonstrate high student engagement in the classroom, all full-time faculty are required to deliver a classroom teaching demonstration when they interview. IWCC students have been asked to participate in evaluations of candidates when they perform their teaching demonstrations. The hiring committee values the feedback of current students to assess whether or not the candidate is a good fit to the student population. Students are asked to record notes of their impressions and list strengths and weaknesses of candidates. In a closed-door session with the hiring committee, students are asked to debrief about their experience and rank the candidates, giving their rationale. (5.B.3)

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

In addition to Policy 2.2.1., which guides the BOT to direct, control and inspire the organization through the careful deliberation and establishment of policies, Policy 2.2.3 states, "The Board will conduct itself in a manner which complies with all relevant laws and regulations. The Board will fulfill all of its fiduciary responsibilities as required by state statutes. The Board will operate in a participative manner. To achieve this, they will invite the President and his staff to work with them in their policy formation and in their ends deliberations. The Board will strive for consensus in most decisions. Consensus means Trustees will agree to the extent that one or more persons will not block decisions made. Decisions made by the Board will be a result of individual study and analysis by each Trustee. Pertinent information provided by the community and College staff through the President will form the basis for decision making. Each Trustee has the responsibility to attend Board meetings, study sessions (retreats), participate in discussions

and contribute to the best of his or her ability as a representative of the IWCC community." Additionally, via Policy 2.3, "The Board of Trustees for Iowa Western Community College assumes a leadership role as an educational governing body. The Board is committed to reflecting and acting upon philosophies and educational needs of the communities it serves." (2.C.1, 2.C.2)

The BOT ensures its deliberations reflect priorities through Policy 2.2.4., which states, "The Board will carefully monitor itself in an ongoing manner. Measurement of performance will be against criteria such as End statements and Board policies." (2.C.1)

Developing leaders at all levels within the institution

IWCC develops leaders at all levels of the institution. One way it achieves this is by pairing every new full-time faculty member with an official faculty mentor for one to three years, depending on need. Volunteer faculty mentors are paired with their mentee after the conclusion of Reiver Week, IWCC's annual five-day new full-time faculty orientation, hosted by the Academic Deans. The Academic Deans pair experienced faculty mentors with mentees outside their division. New faculty are encouraged to visit with their mentor throughout the year for guidance. Most mentors provide leadership on the new faculty member's QFP Committee as the faculty representative from outside the division. Adjunct faculty who need additional development are connected with mentors within the department by the Academic Dean upon the dean's recommendation.

The College develops leaders annually through an annual selection of employees by the executive leadership to participate in Leadership Institute for a New Century (LINC), Community College Leadership Initiative Consortium (CLIC), Leadership Council Bluffs and the League for Innovation in the Community College. The College also supports developing leaders at all levels within the institution through internal and external professional development trainings, as detailed in 3P3 and through the Training Cost Reimbursement Policy to support employees who wish to complete Continuing Education courses and credit courses at IWCC. Faculty may apply for a stipend to further their education through an internal application process. IWCC has a designated endowment to support employee professional development in continuing education in perpetuity.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The BOT ensures the institution's ability to act in accordance with its mission and vision by preserving its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties as outlined in the IWCC Board of Trustees Policy Manual, which clearly states in Board Policy 2.6.a Code of Conduct: Board members will maintain unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of college services." Additional guidelines are set forth in Policy 2.7 Conflict of Interest: "No members of the Board shall have a material or substantial interest in any contract, written or unwritten, for services to be performed and/or material to be furnished for the

College. ("This Board shall follow Chapter 68B of the Iowa Code, Conflict of Interest of Public Officers and Employees."),," and Policy 2.7 Whistle Blowing: "Iowa Western Community College is committed to the highest possible standards of openness and accountability in the delivery of its educational program and other services. While the College has put in place a wide range of rules, regulations, procedures and codes of practice to deliver its services; malpractice, abuse and/or wrong doing may unfortunately still occur. The College is not prepared to tolerate any such malpractice, abuse or wrongdoing and it expects employees and others that the College deals with who have concerns about what is happening at the college to come forward and voice those concerns. Administrative Policy… has been adopted by the College to enable individuals to raise concerns about malpractice, abuse or wrongdoing at an early stage, and in proper fashion without fear of victimization, subsequent discrimination or disadvantage. The policy is intended to encourage and enable individuals to raise concerns rather than to overlook a problem." (2.C.3)

Tracking outcomes/measures utilizing appropriate tools

The BOT keeps abreast of the College through its monitoring schedule, and the subsequent monthly reports. Professional development activities are logged and tracked.

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

IWCC's commitment for developing leaders is evidenced in its annual investment in faculty and staff's advanced educational efforts, professional development activities, and support for leadership training such as, CLIC, LINC, and Leadership Council Bluffs. In addition to the annual monetary investments, the College mandates and provides professional development opportunities for all College employees.

4I3 Based on 1R1, what process improvements have been or will be implemented?

Regular access to executive leadership has been improved and has allowed all College employees to have a voice in College operations through the new strategic process, as detailed in 4P2.

In SU18, IWCC launched the Learning and Development Committee to plan and implement new opportunities for learning and development and to align programs to promote professional and personal growth under a shared umbrella to enhance communication and collaboration during the fall of 2018. IWCC will be funding three long-term leadership development academies in the upcoming year, Intentional Leader, Effective Management Development and Effective Leadership Development. Each program will train 12-15 staff members and will be taught through eight sessions by a professional development firm that acts as a coach, posing thought-provoking questions, providing support, and offering proven methodologies. In addition, IWCC will offer short-term workshops on a variety of topics, which will be open to all employees. Workshops will utilize both internal and external facilitators and be offered at least monthly. Workshop topics will be determined by feedback from employees and needs identified in the strategic plan.

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- Board Meeting Minutes_December 2017_Official page 1
- Board Policy Manual_Updated May 2017 pg 11 Bd Job Desc
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- SPAC Constituents Comm Charts 2017-18
- Strategic Planning Structure
- Student Intervention Form
- The John and Suanne Roueche Excellence Awards Archives
- Training Cost Reimbursement_Policy

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4 Integrity (2.A, 2.B)

Developing and communicating standards

The IWCC BOT sets forth guidelines detailing legal and ethical behavior standards in the Board of Trustees Policy Manual. The BOT oversees the implementation of those mandates through monthly monitoring reports, and the President of the College is evaluated annually against standards as they relate to mission and to policy.

Administrative policies are the second layer of guidelines established that communicate the legal and ethical standards of the institution. These policies include Policy 504, the Student Code of Conduct, Discipline, and Appeals Procedures, Policy 506, Substance Abuse Testing, and Policy 714, Information Technology Acceptable Use. The College is able to monitor the legal and ethical standards through processes outlined in administrative policy, including Policy 507, Grievance Process for Students, and Policy 507.2, Public Interest Disclosure (whistle-blowing). Further communications of standards are provided through many channels, including the college catalog, Faculty Handbook, Staff Handbook, Student Handbook, course syllabi, scholarship agreements, internship contracts, and affiliation agreements.

The BOT Policy Manual, Administrative Policy Manual, HR policies, Business office policies, and employee handbooks are available on ROC. HR policies cover topics including, employee handbooks and tuition assistance. Business office policies include fundraising, purchasing, and travel.

Training employees and modeling for ethical and legal behavior across all levels of the institution

IWCC is committed to the legal and ethical training of all employees. HR provides annual training for all full-time and part-time employees regarding discrimination and harassment, and sexual misconduct. All supervisors receive additional training on these subjects. College-wide training is provided consistently during Professional Development Days to all College employees. Departmental training topics for ethical and legal behavior include copyright, accessible content, gender sensitivity, gender identity, Family Educational Rights and Privacy Act (FERPA), ADA compliance, discrimination and harassment, Title IX, and SRP trainings.

It is an expectation that all faculty follow the IWCC syllabi template to ensure that all syllabi remain ADA compliant and to ensure that all policy statements are provided to every student. The Faculty Handbook and the QFP developed by the College outline the expectations of faculty members in the performance of their duties and the execution of their classroom and research efforts. Reiver Week training is provided to new faculty members at the onset of the fall and spring semesters which includes an overview of the Faculty Handbook.

Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

The BOT, President, administration, faculty and staff are unwavering in their mission to operate the College with integrity. The policies on the topics of conflict of interest and whistle-blower referenced in 4P3 provide guidance to adhering to processes to ensure integrity. Additional policies that ensure fair and ethical practices are followed in regard to financial and auxiliary

functions include Board Policy 2.7, which states, "The Board of Trustees shall appoint an auditor to audit the accounting system and financial records of the College," and Board Policy 4.1, which maintains, "Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board Ends and strategic initiatives, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board." (2.A)

Administrative Policy 430 provides clear direction for all College employees regarding processes as it relates to harassment, child abuse reporting, consensual relationships, drugs, immigration reform, and employment of relatives, while Administrative Policy 431 provides direction on the IRB process and the use of human subjects in research projects. (2.A)

The Office of Institutional Advancement strives to continuously improve its process of disbursement of institutional scholarship dollars in the most fair and ethical way. The process was revised to move away from a one-person decision model to a decision by committee model with the incorporation of a more robust rubric to determine if continuing students are eligible to continue receiving scholarship funding. (2.A.2)

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

IWCC is dedicated to providing clear, accurate, and easy access to information for all constituents by the process of publishing information through the external IWCC website. Much of the information is also published in the college catalog and the Student Handbook. All academic programs, program requirements, including prerequisites and recommended course sequencing, and requisite consumer information, including FERPA, equal employment opportunity, Title IX and discrimination, disability, financial aid, cost of attendance, accreditation, and, in compliance with the Clery Act, the Annual Security and Fire Safety Report are posted on the IWCC website. The College makes available an online Employee Directory on internal and external websites. The governance and control of the College may be monitored though the examination of the IWCC BOT agendas, minutes, and calendar, which also is available through the external website. (2.B)

In addition to the website, IWCC publishes the equal opportunity, non-discrimination, and affirmative action statements in the college catalog, Faculty Handbook, Student Handbook, and syllabi. Non-discrimination statements are posted on all recruiting materials. (2.B)

4R4 What are the results for ensuring institutional integrity?

IWCC requires that its faculty and staff complete annual mandatory trainings to ensure faculty, staff and administration are knowledgeable of the most up-to-date ethical and legal information to better serve students. All-college meetings for all faculty, staff, and administration have included Title IX training, while discrimination and harassment trainings are provided to all staff and faculty through HR. Divisional trainings include Gender Sensitivity and ADA Compliance

for all employees in Student Services and Academic Affairs, SafeSpace training for faculty and staff, as well as Copyright and Accessible Content training modules for all faculty.

The scholarship reviewing committee consists of 24 employees representing Student Services, faculty, and other staff. Each member receives standardized training from the Scholarship Coordinator within the Division of Institutional Advancement. The awarding committee consists of 11 members representing both faculty and staff. The awarding committee gathers each semester to select award recipients in a group process led by the Scholarship Coordinator. While the changes helped remove the possibility of bias and improve the equitability of scholarship distributions, a further review of scholarship policies and applicant data identified two other concerns: scholarships structured without qualifying academic criteria, and 26% of applicants categorized as low income (Pell eligible) compared to 70% of the low income student population. As a result, the team identified the need to determine additional process improvements to serve the low-income students who were not completing applications.

4I4 Based on 1R1, what process improvements have been or will be implemented?

IWCC is investing in software that requires all Board, Administration, and other employees with purchasing power to complete annual forms and disclosures to identify potential conflicts of interest. Should a potential conflict be identified, the system will notify HR to begin an investigation. This will create a more robust process to ensure that the College continues to operate ethically at all levels within the College. The target implementation date is FA18.

IWCC recently added the administrative policy concerning research on human subjects and the IRB to ensure that any research conducted at the College is done with the utmost integrity.

Since the last portfolio submission, IWCC has created and increased annual trainings in the areas of ADA compliance, gender identity, anti-harassment, and non-discrimination. IWCC faculty and staff created the SafeSpace CAP to develop a program which emphasizes education, training, and discourse to construct foundational support of LGBTQ+ issues, topics, and best practices.

The lack of academic criteria meant scholarships could be awarded to students who were not academically successful or eligible for a degree. To correct this issue and ensure the effective distribution of limited scholarship funds, Institutional Advancement updated its practices to incorporate new guidelines mandating the minimum academic criteria of good academic standing (2.0 GPA) and full-time status for all scholarships. To address the apparent disparity between the percentage of low income students and scholarship applicants, the Institutional Advancement team delayed the application timeline. This allows students to learn about scholarships during many of the NSRO sessions on financial aid and removes a potential barrier for first generation, low-income students unfamiliar with the scholarship process and traditional early application deadlines.

Sources

- Administrative Policy_Updated April 2017 pg 107 506
- Administrative Policy_Updated April 2017 pg 107 506 (page number 107)
- Administrative Policy_Updated April 2017 pg 109 507
- Administrative Policy_Updated April 2017 pg 109 507 (page number 109)
- Administrative Policy_Updated April 2017 pg 111 507.2
- Administrative Policy_Updated April 2017 pg 111 507.2 (page number 111)
- Administrative Policy_Updated April 2017 pg 192 714
- Administrative Policy_Updated April 2017 pg 192 714 (page number 192)
- Administrative Policy_Updated April 2017 pg 62 430
- Administrative Policy_Updated April 2017 pg 62 430 (page number 62)
- Administrative Policy_Updated April 2017 pg 77 431
- Administrative Policy_Updated April 2017 pg 77 431 (page number 77)
- Administrative Policy_Updated April 2017 pg 94 504
- Administrative Policy_Updated April 2017 pg 94 504 (page number 94)
- Board Agenda, Minutes & Calendar
- Board Policy Manual_Updated May 2017 pg 25 2.7
- Board Policy Manual_Updated May 2017 pg 25 2.7 (page number 25)
- Board Policy Manual_Updated May 2017 pg 30 4.1
- Board Policy Manual_Updated May 2017 pg 30 4.1 (page number 30)
- College Catalog page 3
- College Catalog page 3 (page number 3)
- External Employee Directory
- Faculty Handbook AY17-18 (2)
- Fundraising Guidelines
- Instructor Copyright and Accessibility Training Modules Results
- Internal Employee Directory
- IWCC AQIP Webpage
- IWCC Campus Visit
- IWCC Website Academic Programs
- IWCC Website Consumer Information
- IWCC Website Program Requirements Example - Nursing
- President's Evaluation Form_June 2017_Electronic Form
- Professional Development Sessions
- Purchasing Policy
- Quality Faculty Plan
- SafeSpace CAP Proposal
- Scholarship Review Committee Process 2016
- Travel Policy

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1 Knowledge Management

Selecting, organizing, analyzing, and sharing data and performance information to support planning process improvement and decision making

IWCC predominantly utilizes Ellucian Colleague as its ERP and data collection center. Data management is primarily led by IT and IR. The IT department includes 6 experts in knowledge management, who work closely with IR to provide information used in strategic planning and decision-making by executive leadership. The IR department is responsible for providing data reports for operational effectiveness, planning, and improvements. The BOT maintains a monitoring report schedule for each VP's division (4P3), and multiple schedules are maintained by IR to collect data and to ensure those providing data for strategic planning are timely. Both IR and IT simultaneously remain responsive to rapidly changing needs for information to provide the most relevant and current information for leadership to render data-informed decisions.

Determining data, information and performance results that units and departments need to plan and manage effectively

Through the College's strategic process (4P2), the Executive Steering Committee approves the KPIs that have been created by cross-functional representatives serving on the Assessment Committee. CAPs and departmental tactical plans are created to achieve the goals and meet targets of the KPIs.

Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

IWCC has devised multiple methods to make information and results available to College departments. IR is responsible for coordinating, gathering, and disseminating KPI updates regarding the progress of KPI targets to the College through SPAC and the subsequent posting of the KPIs on the ROC portal. Role specific database queries are available to ensure data is readily and reliably available to specific individuals and departments, while some reports, such as enrollment stats, are automatically populated into a shared drive each week so that Academic Deans are able to review course section enrollments to determine if new sections should be made available. Reports, such as CCSSE, SENSE, and NCCBP data reports are located in the data warehouse on the ROC portal for all faculty and staff to access, and program specific reports, such as PR&E data reports, are located in a shared drive for College faculty and staff.

Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

IT is responsible for the storage and security of data. IT's process utilizes defense in-depth, which provides security in multiple layers. IWCC secure servers are protected by disaster recovery, and data is kept in perpetuity with servers copying information every hour. Network management systems (NMS) monitor performance of the network and network providing

equipment. Network and server firewalls are in place, while a domain name service (DNS) filters requests to the internet for inappropriate or dangerous content. Antivirus and anti-malware software are incorporated, and the ERP and other software systems are updated as needed. Security audits are performed by outside professional services.

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

The IWCC ERP provides student, employee, contract, and financial records. Entrinsik Informer is the web-based tool that IR utilizes to pull custom reports. Perceptive Content is a recent addition providing electronic filing and document imaging. The NMS provides alerts to any outages or failures through immediate email alerts to IT. Internal and external surveys provide information on items, such as graduate outcomes, course evaluations, and progress on meeting strategic initiatives. Contracted reports, such as CCSSE, IWD, and Ruffalo Noel Levitz also are utilized by the College.

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

IWCC utilizes the following measures in decision making:

- IWCC Strategic Ends Statements, Goals, and KPI targets are utilized in the creation of CAPs, departmental tactical plans, and in strategic planning. The KPI dashboard provides the College KPI progress towards meeting its targets. End of Year SPAC Surveys provide feedback on how well the four pillars of the Strategic Plan are being implemented.
- Colleague reports are generated and utilized for tracking retention and completion metrics that are posted on the external website.
- VFA Developmental Progress and Two-Year Progress measures provide year-to-year and national comparisons.
- SENSE data and Key Findings help to identify services to target for improvement for new students
- NMS provides security alerts and monitors performance of the network and network providing equipment delivering real-time alerts of system failures
- IDConnect is a fingerprint scanner to allow student to authenticate for their meal plans, while providing for much quicker customer service.

5I1 Based on 5R1, what process improvements have been or will be implemented?

Although not new, NMS security alerts have led to recent systems and process improvements. For instance, alerts guided IT in early detection and replacement of an existing server to a newer server, and were the impetus to the process of partnering with an outside resource to initiate the use of heat maps to create and implement plans to improve internet access for students, faculty and staff. However, pinpointing transient events were still difficult. To overcome this obstacle, IWCC began monitoring the availability, usage trends, and response times of our websites and web applications to gather quantifiable representation of how the sites are performing for the

College's users through and external service. The new process has been a tremendous help in troubleshooting transient events that were difficult to pinpoint in the past.

The new process of using IDConnect was successful and was implemented as a security measure for campus housing access. The new process provides an additional layer of security for housing residents, as a picture of the student is displayed to on-duty desk workers. Additionally, the display is recorded into the IWCC camera system for cross-reference with cameras at the entrance of housing.

A new mobile application was launched 2018 spring to incoming NSRO students, providing easy ERP access to schedules, assignments, and billing information.

As a result of 2016 SENSE findings, new processes to target building summer relationships, advising communications, transfer assistance, and NSRO have been implemented.

Sources

- Assessment Committee Charter revised 6/6/16
- Board Planning Cycle_Revised 2017
- Calendar of Tasks
- Dashboard all goals 4.19.18
- Executive Steering Committee Charter
- FY18 Strategic Plan with KPIs and Targets
- Graduation Rates 2014 Cohort
- IWCC Example of NMS Security Alert
- IWCC Strategic Planning Annual Calendar-3yrCombined
- Network Monitoring System Performance
- SENSE 2016 Executive Summary
- SENSE 2016 Frequency Distribution All Students
- SENSE Initiatives
- SPAC Meeting PPT 4/20/18 KPIs
- SPAC Meeting Summary 4/20/18
- Student Services Annual Report FY18
- Trouble-shooting Transient Events
- VFA Developmental Progress Measures Dashboard
- VFA Two-Year Progress Measures Dashboard

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2 Resource Management (5.A)

Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

The fiscal infrastructure of IWCC is primarily the responsibility of the Vice President of Finance (VPF) and the Business office. The College runs on an annual general unrestricted fund budget

of $52 million, has a tax base of $10 billion, and is the recipient of public tax dollars spent on its Equipment Replacement Levy, Unrestricted Fund Levy, and Plant Levy. The College has also passed several bond issues over the past five years for a variety of projects including renovations and new construction. (5.A.1)

The financial policies and processes of IWCC are governed by state and federal statutes. The College has received an unmodified opinion on all five of the last audit reports which are conducted on an annual basis. IWCC also performs inventory counts as a form of internal auditing. Inventory counts of all departments that carry actual merchandise inventory are performed every June to ensure that the inventory on-hand matches records. (5.A.1)

IWCC has been assigned a Moody's Aa1 rating for New Jobs Training Certificates and General Obligation Bonds which are backed by the property tax base. The College has also been assigned a Moody's A2 rating for Dorm Revenue Bonds which are backed by actual revenue funding. Continual clean internal and external audits as well as stable Moody's ratings are ways in which the institution can help to ensure fiscal resources are sufficiently maintained. (5.A.1)

IWCC's commitment to student life and success through physical infrastructure is evident; new facilities are being built to meet growing needs of the community, and existing facilities are being renovated to keep current structures sound and conducive to student learning. To coordinate these goals, IWCC maintains a master facilities plan which includes a 3-5 year outlook to help keep the College on track with smaller goals. Fiscal responsibility is crucial, building budgets through constant communication and consciously conserving energy by timing of projects such as window replacement to keep budget goals successful. IWCC's commitment to communication and budget awareness helps maintain a physical infrastructure that is reliable, secure, and user-friendly. (5.A.1)

The IT Director meets with the Vice President of Marketing (VPM) and the VPF at the start of each fiscal year to ensure that the ongoing functionality of the information infrastructures are meeting the needs of students and College employees. The hardware, network, phones, and distance learning technologies are monitored by respective support technicians as well as any Help Desk tickets created by end users in regard to the use of those systems. The IT Director also meets with the VPAA to address any technology infrastructure needs in the classroom. The divisional Academic Deans bring forward requests or needs on behalf of faculty throughout the College. (5.A.1)

Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Fiscal goals are set by Cabinet with the College mission, resources, and emerging needs reflected: maintain a quality education for students with affordability in mind; identify equipment, maintenance, and technology needs; monitor salary and benefit costs as they make up 70% of the budget; maintain a balanced budget; maintain a clean audit. Beyond the primary fiscal goals, those for tactical plans, CAPs, and the overall Strategic Plan are carefully developed and reviewed to ensure the goals are realistic considering IWCC's resources, needs and opportunities. (5.A.3)

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

IWCC allocates and assigns its resources to meet the strategic end goals of the Strategic Plan in accordance with the College mission and vision and is under no obligation or responsibility to support any other entity other than its own operations. Budgets are developed and monitored with fiscal responsibility in order that educational goals are achieved. (5.A.2)

The College has a Nine Cent Tax Levy fund allocated for educational resources. The VPAA and the Academic Deans determine how these funds will be allocated each year. Approximately $850,000 of the allocation annually is directed toward educational technology. (5.A.2)

Tracking outcomes/measures utilizing appropriate tools

The ERP Financial Module is the primary budget tracking tool.

To track the effectiveness of new technology implementations, IT Center utilizes a Help Desk incident reporting system, HelpSTAR, for any issues that may arise, or for assistance that may be needed after the initial deployment/setup and training.

5R2 What are the results for resource management? The results presented should be for the processes identified in 5P2?

The Ellucian Colleague Financial Module is utilized to manage the financial resources of the College. The budget is based on projected tuition and revenues as well as known annual expenses. The BOT is presented with monthly information that includes current data for all funds, unrestricted general revenues broken out by object code, expenses broken out by object code and function, and revenues and expenses compared to the previous fiscal year. Receiving an unmodified opinion on the audit reports indicates fiscal responsibility and effectiveness.

5I2 Based on 5R2, what process improvements have been or will be implemented?

The Business office has been actively working to implement new financial and forecasting software to improve the budgeting process and maintain stronger fiscal responsibility both in current year decision making and in budgeting for upcoming years. The software has the ability to build trends based on five years of financial data to help project current year spending. The first financial reports from this software were presented to the BOT in January 2018.

Sources

- Board Policy Manual_Updated May 2017 pg 5 mission stmt
- Board Policy Manual_Updated May 2017 pg 5 mission stmt (page number 5)
- Bond Overview
- Draft press release for IWCC review
- IWCC Strategic Plan 2014-18

- January 2018 Forecast 5
- Master Facilities Plan
- Monthly Financials January 2018
- Published Press Release

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3 Operational Effectiveness (5.A)

Building budgets to accomplish institutional goals

The budget process uses the previous year's budget as the basis for the next year's budget. State allocations and property tax estimates as well as enrollment predictions also play a factor in building the next year's budget. Recent budget years have continuously seen a mid-year reduction in funding, so in turn, the College has been expected to adjust budgets accordingly.

Budgets are built for each program; budget managers have the opportunity to request additional funding, or to adjust funding from one expense to another.

Monitoring financial position and adjusting budgets (5.A.5)

Financial reports are provided to Cabinet and the BOT each month for review and analysis. These reports show an overview of revenue and expenses for all funds and more precise details for the Unrestricted General Fund revenues and expenses. Revenues are detailed by object code while expenses are detailed by object code and function. (5.A.5)

Budget managers within each department access their budgets and expenditures through the ROC portal. Adjustments to budgets are submitted to their supervisors and then approved by the VPF. The Business office reviews various programs, cost centers, and the overall fiscal statements on a monthly basis. (5.A.5)

Financial position is monitored throughout the year by the VPF as well as the Director of Accounting and the Accounting Manager. Department budget officers review budgets and actual revenues and expenditures on ROC to monitor the budget and request possible adjustments. Mid-year budget increases may also be approved depending on the necessity of the request. The pace of the revenues and expenditures is reviewed monthly by the VPF. Projections are usually created for auxiliary funding throughout the year by the General Accountant. Grant funding is secured to cover expenses for new projects as often as possible. Auxiliary funds are a significant component of IWCC, and these funds are often used to further initiatives throughout the College. (5.A.5)

Maintaining a technological infrastructure that is reliable, secure and user-friendly

The reliability of IWCC's technological infrastructure is maintained through efficient network and application system patches and upgrades, systems protection by Uninterruptible Power Systems (UPS) with generator backup for critical systems, virtual servers, and data replications and backups.

Security of this infrastructure is ensured by Secure Sockets Layer (SSL) encryption of sensitive data off the network, anti-virus software protection on client desktops and system servers, firewall servers to control network access, anti-spam/anti-virus mail filtering appliances, complex passwords changed regularly, system accessibility based on employee position, and Defense in Depth.

The IT Center has instituted a user-friendly HelpSTAR ticketing system to manage Help Desk requests for faculty, staff, and students. The Help Desk may be reached online through ROC or by the Help Desk phone number to assist with computer, network, or classroom related issues weekdays from 7:30 a.m. through 11:00 p.m.

Maintaining a physical infrastructure that is reliable, secure and user-friendly

In 2015, IWCC entered into partnership with Mid America Energy to implement energy conservation measures throughout the Council Bluffs main campus such as adding motion detection for lighting, scheduling buildings' HVAC systems to correspond with occupancy, and installing ultra-premium use electric motors. IWCC is continually improving building automation systems to make current infrastructure on the main campus and outlying centers more energy efficient. These improvements include items such as implementing static pressure resets, adding schedules to hot water circulating pumps, and utilizing temperature setbacks. Additionally, the preventative maintenance team can identify potential issues and equipment maintenance schedules in order to be proactive rather than reactive.

IWCC provides 24-hour campus security who routinely patrol the buildings and grounds to ensure the safety and security of students, faculty and staff. Off-duty Council Bluffs police officers are hired to work evening and early morning hours in the housing facilities to further guard the safety of student residents.

Currently, there are three major emergency notification systems at IWCC: "Reiver Alerts," a messaging system which sends alerts in the form of text messages and emails to staff and students who register with the system; Alertus, a system which takes control of networked computers to display alert messages during emergencies; and an overhead paging system.

As outlined in 4P2, voters approved a $14.5M Safety and Security Bond Referendum in December 2016, to make security improvements at the main IWCC campus and all center locations. Among the improvements are new doors and locking systems which integrate with the Alertus and Reiver Alerts to allow the campuses to be safely and efficiently placed in a lockdown mode during an emergency.

Managing risks to ensure operational stability, including emergency preparedness

In 2015, IWCC created the Director for Safety and Security position to focus on managing risk, community education, and deployment of the SRP which allows a common language for employees, police and first responders to use in an emergency. That fall, the College partnered with Council Bluffs Police Department to implement SRP at IWCC. The Director for Safety and Security became a certified SRP trainer and by the spring of 2016, the entire campus community had completed SRP training.

An internal audit of potential risks was performed in the spring of 2016 utilizing the following factors: probability, severity, human impact, property impact, business impact, preparedness, internal response, and external response. This information was shared with a national leader in risk management who performed an external audit of the College's Safety and Security department as well as response to an active incident.

Tracking outcomes/measures utilizing appropriate tools

The ERP Financial Module is utilized to manage the financial resources of the College. The software includes applications for HR, Financial, Student, Housing and Institutional Advancement.

IT Help Desk reports are analyzed to measure the effectiveness of technology services.

Emergency drills are followed with questionnaires to gain feedback and provide evaluation results.

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

Results of both internal and external risk management audits showed high probability of human hazards and low probability of technological and natural hazards. The College has continuously trained faculty and staff on a variety of active shooter and emergency response situations and developed SRP training materials and online resources for emergency response. SRP drills are regularly conducted to practice trainings and are evaluated to improve procedures. The See Something/Say Something campaign was launched to report suspicious activity which resulted in a 20% increase in call volume from the previous year, indicating community members have become more aware of their surroundings and are taking proper action.

5I3 Based on 5R3, what process improvements have been or will be implemented?

Safety and Security collaboration with Facilities and IT allowed for concerns to be addressed, including the creation of additional signage indicating locations of storm shelters. The College is in the process of creating a new Emergency Response Plan which is expected to be completed by the fall of 2018. Safety equipment and upgrades continue to be implemented and installed.

Sources

- 2017 AQIP Budget
- Emergency Plan 2018
- External Safety Assessment
- FY19 Published Budget
- Internal Risk Audit
- Monthly Financials January 2018
- See Something Say Something
- SRP Drill - 12-5-2017 - Employee Email
- SRP Poster
- SRP Review

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1 Quality Improvement Initiatives

Selecting, deploying and evaluating quality improvement initiatives

IWCC encourages any and all employees to propose continuous quality improvement (CQI) initiatives called CAPs. This process begins when an employee presents his or her CAP proposal to SPAC for discussion and feedback. Using established guidelines, SPAC members later electronically vote whether or not to recommend the CAP proposal to the ESC. Depending upon the outcome of the vote, the proposal is either abandoned, revised or if voted by SPAC member majority for recommendation, forwarded to the ESC. The ESC votes to approve, approve with modifications, or reject the CAP proposal. The ESC Chair communicates decisions back to the CAP proposer and SPAC. If approved, the CAP is officially launched.

Each CAP is assigned a CAP champion to ensure the project maintains alignment with the Strategic Goals of the Strategic Plan, assembles a cross-functional and collaborative project team, and stays on track with progress by meeting established target dates and goals. If performance is lagging, the champion implements additional action plans as necessary to build momentum and review key measures accordingly.

Evaluating CQIs is based upon whether the initial goals of the project are met, and by utilizing metrics and measures for the project to establish effectiveness. CAPs are evaluated and reviewed upon their completion at ESC. If approved for project retirement, an official CAP closure presentation is made at SPAC.

Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

In participation as an AQIP institution, IWCC has made deliberate and calculated efforts to align College strategic planning and quality improvement initiatives with each of the components of the AQIP accreditation pathway processes. Through self-reflection in writing the 2013 Systems Portfolio and in receiving the Systems Appraisal Feedback Report, the College recognized areas in need of improvement such as having a more inclusive strategic planning process. This became the focus for activities at the 2014 Strategy Forum, which later became an AQIP Action Project, Strategic Planning 2.0. Each year, the ESC decides which CAP(s) will become the AQIP Action Project(s) by choosing those which are most congruent with other aspects of the College's strategic goals and CQI measures to ensure the institution is collectively moving forward on the same path.

What are the results for continuous quality improvement initiatives?

Currently, IWCC has a total of five CAPs in progress as CQI initiatives involving 57 faculty and staff from a variety of departments across the College, further confirmation of employee involvement and engagement in strategic planning processes. In addition to these active CAPs, IWCC has completed and retired numerous other CAPs, many of which have been institutionalized and are part of the College culture, such as IWCC Goes Green, Helping ESL Students Transition into Academic Curriculum and Strategic Planning 2.0.

6I1 Based on 6R1, what quality improvement initiatives have been or will be implemented?

There are five quality improvement initiatives as CAPs currently being implemented at IWCC: Campus Navigation, Culture of Completion, LMS Review, SafeSpace, and Veterans Center.

Sources

- Campus Navigation
- CAP Proposal Process
- CAP Proposal Voting Considerations
- Culture of Completion

- Current CAPs
- Executive Steering Committee Charter
- LMS Review
- Retired CAPs
- Role of the CAP Champion
- SafeSpace
- SPAC Charter
- Veterans Center

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2 Culture of Quality (5.D)

Developing an infrastructure and providing resources to support a culture of quality

As part of IWCC's commitment to AQIP's principles of CQI, the College designed its current strategic planning processes to be inclusive of all College leadership, faculty, and staff in which they may participate on committees, SPAC, and/or CAPs. IWCC provides resources to support a culture of quality with a supplemental fund specifically reserved for CAPs in which the CAP champion may submit a one-time request for project funding. The Budget Committee manages the budget allocated for CAPs, approves and tracks expenditure decisions, and reports annually through SPAC.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

At the end of each fiscal year, departments and divisions are asked to complete an annual report with updated tactical plans as a means to measure effectiveness and performance in operations and improvement initiatives. Proposed tactical plans for the next fiscal year are also due at this time. Tactical plans are department-level, strategic planning process improvement plans that are aligned to one or more strategic goals of the College strategic plan. These action plans afford additional opportunities for all employees to engage within strategic initiatives and improvements. Annual reports and tactical plans are reviewed through Cabinet by the respective VPs and analyzed through the Office of Institutional Research and Accreditation. Completed tactical plans are posted on the IWCC portal, ROC, for all employees to access. By contributing toward improvement of operations within their departments and divisions, employees are able to understand the connection to College strategic initiatives and the overall effect of CQI on the institutional culture. (5.D.1, 5.D.2)

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

IWCC incorporates evaluative processes into its strategic plan through measurement of KPIs. Data and metrics are also analyzed in annual reports, tactical plans, CAPs, and AQIP action projects. The College uses this information, as well as feedback from reviewed AQIP action projects, to assess institutional effectiveness and to plan improvements accordingly. (5.D.1, 5.D.2)

Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

IWCC has integrated a variety of institutional effectiveness and CQI activities into the monthly SPAC meetings to instill in council members the value of the role that the HLC and AQIP Pathway have in relation to the institution. Starting in the AY17, SPAC members and their constituents from all job classifications were invited to share information and gather evidence to be used in the writing of the Systems Portfolio. This was the first time the College had utilized such a broadly inclusive and transparent approach toward the reaffirmation of its accreditation.

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

For this momentous collaboration effort, the Office of Institutional Research and Accreditation created a total of 22 teams according to the subcategories within the six categories of the AQIP Systems Portfolio. Volunteers throughout the College served as team leads and pulled together experts in the content area of each subcategory to assist as team members. Team members reached out to additional College personnel for data, to verify information, and to collect documents for evidence. Overall, there were a total of 129 College administration, faculty, and staff from all departments who volunteered and contributed toward the development of the Systems Portfolio. Furthermore, one team included student representation to make the experience truly transparent and inclusive.

6I2 Based on 6R2, what process improvements have been or will be implemented?

As mentioned in 6I1, IWCC has five quality improvement initiatives as CAPs currently being implemented at this time. Aside from the initiatives themselves, the College also seeks to improve the processes for initiating, monitoring, and evaluating the projects to ensure the participatory experience is as uncomplicated and engaging as possible for faculty and staff involved, and that optimal outcomes are achieved. With this in mind, the importance of establishing clear goals and effective metrics to measure project outcomes led to a redesign of CAP proposals as a previous form lacked this information. The current CAP Proposal Form now has a specific section dedicated to defining success with performance indicators/outcome measures. Additionally, the Assessment Committee Chair now assists CAP champions with determination of performance metrics and offers guidance throughout the course of the project.

A central purpose in creating the new annual report template was to be able to track and document information and data, outside of merely the tactical plans, as evidence for Systems Portfolios in a consistent format for each area of the College. An Institutional Effectiveness Subcommittee of the Assessment Committee has been created to assist in reviewing department annual reports for data and information to be included in future Systems Portfolios, and to help maximize campus-wide engagement in institutional effectiveness measures for strategic planning and CQI to create a culture of assessment that is maintained between AQIP accreditation review cycles.

Sources

- Action Project Proposal Form
- Action Project Update
- Annual Report Template-with examples
- Annual Report-Institutional Advancement
- Annual Report-Student Services
- Assessment Committee Charter
- Budget Committee Charter
- CAP Proposal Form
- Contributors to SP
- Culture of Completion
- Dashboard 4/24/18
- FY18 Strategic Plan with KPIs and Targets
- ROC-Tactical Plans FY18
- SPAC Agendas
- Strategic Planning CAP Supplemental Funding Request Form
- Strategic Planning Structure
- Tactical Plans-Housing Wireless
- Tactical Plans-Strategic Planning Process Improvement Form