



**Systems Portfolio**  
November 2013

**A**cademic  
**Q**uality  
**I**mprovement  
**P**rogram



The World is Waiting

Iowa Western Community College  
2700 College Road, Council Bluffs, Iowa 51503  
[iwcc.edu](http://iwcc.edu)

## Table of Contents

<b>INSTITUTIONAL OVERVIEW.....</b>	<b>8</b>
<b>CATEGORY ONE: HELPING STUDENTS LEARN.....</b>	<b>10</b>
Introduction.....	10
Processes (P).....	10
1P1 Determining Common Learning Objectives.....	10
1P2 Determining Program Learning Objectives .....	11
1P3 New Program Development.....	13
1P4 Balancing Learning Goals with Career Needs .....	14
1P5 Determining Required Skills.....	17
1P6 Communicating Expectations .....	17
1P7 Helping Students Select Programs .....	18
1P8 Dealing With Underprepared Students .....	18
1P9 Differences in Learning Styles .....	20
1P10 Addressing Special Needs.....	21
1P11 Expectations for Effective Teaching and Learning .....	21
1P12 Course Delivery Systems.....	22
1P13 Effective Curriculum.....	24
1P14 Changing or Discontinuing Courses/Programs .....	25
1P15 Determining Needs.....	26
1P16 Co-curricular Goals.....	26
1P17 Measures of Preparedness.....	27
1P18 Assessing Student Learning .....	27
Results (R) .....	28
1R1 Measures of Student Learning and Development .....	28
1R2 Common Learning Objectives Results.....	28
1R3 Specific Program Learning Objectives Results .....	30
1R4 Evidence of Knowledge and Skills .....	30
1R5 Process Results .....	32
1R6 Comparisons .....	34
Improvements (I) .....	38
1I1 Improvements .....	38
1I2 Culture and Infrastructure Support .....	39
<b>CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES.....</b>	<b>40</b>
Introduction.....	40
Processes (P).....	40
2P1 Designing Key Non-Instructional Processes .....	40
2P2 Determining Non-Instructional Objectives .....	40
2P3 Communicating Expectations .....	41
2P4 Assessing Appropriateness and Value .....	41
2P5 Determining Faculty and Staff Needs .....	41
2P6 Incorporating Feedback.....	42
Results (R) .....	42
2R1 Measuring Success.....	42
2R2 Performance Results.....	43
2R3 Comparisons .....	46
2R4 Strengthening the Institution.....	46
Improvements (I) .....	47
2I1 Improvements .....	47
2I2 Culture and Infrastructure Support .....	49

<b>CATEGORY THREE: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS</b> .....	<b>49</b>
Introduction.....	49
Processes (P).....	49
3P1 Identifying Changing Student Needs.....	49
3P2 Building Student Relationships .....	51
3P3 Identifying Key Stakeholder Needs.....	52
3P4 Building Stakeholder Relationships.....	52
3P5 Determining New Groups .....	52
3P6 Handling Complaints .....	53
Results (R) .....	53
3R1 Determining Satisfaction.....	53
3R2 Student Satisfaction Results.....	54
3R3 Student Relationship Results.....	55
3R4 Stakeholder Satisfaction Results .....	56
3R5 Stakeholder Relationship Results .....	57
3R6 Comparisons .....	59
Improvements (I) .....	61
3I1 Improvements .....	61
3I2 Culture and Infrastructure Support .....	61
<b>CATEGORY FOUR: VALUING PEOPLE</b> .....	<b>62</b>
Introduction.....	62
Processes (P).....	62
4P1 Identifying Staff Requirements.....	62
4P2 Ensuring Credentials, Skills and Values .....	63
4P3 Recruiting, Hiring, Retention Practices .....	64
4P4 Employee Orientation .....	64
4P5 Changes in Personnel .....	65
4P6 Contributing to Productivity and Satisfaction.....	65
4P7 Ensuring Ethical Practices .....	65
4P8 Determining Training Needs .....	65
4P9 Training and Development.....	66
4P10 Evaluation Performance .....	66
4P11 Rewards and Recognition.....	66
4P12 Determining Motivation Factors .....	67
4P13 Ensuring a Healthy Workplace.....	68
Results (R) .....	68
4R1 Measures of Valuing People.....	68
4R2 Results in Valuing People.....	68
4R3 Achieving Its Goals.....	71
4R4 Comparisons .....	72
Improvements (I) .....	72
4I1 Improvements .....	72
4I2 Culture and Infrastructure Support .....	73
<b>CATEGORY FIVE: LEADING AND COMMUNICATING</b> .....	<b>73</b>
Introduction.....	73
Processes (P).....	73
5P1 Missions and Values.....	73
5P2 Setting Direction .....	75
5P3 Anticipating the Needs of Students and Stakeholders.....	75
5P4 Seeking Future Opportunities .....	76

5P5 Making Decisions .....	76
5P6 Using Information and Performance Results.....	78
5P7 Communication Strategy .....	78
5P8 Leadership Communication .....	79
5P9 Encouraging Leadership.....	79
5P10 Succession Planning .....	80
Results (R) .....	80
5R1 Measures of Success .....	80
5R2 Leadership Results.....	80
5R3 Comparisons .....	82
Improvements (I) .....	82
5I1 Improvements.....	82
5I2 Culture and Infrastructure Support .....	83
<b>CATEGORY SIX: SUPPORTING ORGANIZATIONAL OPERATIONS .....</b>	<b>83</b>
Introduction.....	83
Processes (P).....	83
6P1 Identifying Student and Stakeholder Needs .....	83
6P2 Identifying Administrative Needs.....	84
6P3 Physical Safety and Security .....	85
6P4 Day-to-Day Management.....	86
6P5 Documenting Support Processes.....	86
Results (R) .....	87
6R1 Process Measures.....	87
6R2 Results for Student Support Services Processes.....	88
6R3 Results for Administration Support Services Processes .....	91
6R4 Improving Services .....	93
6R5 Comparisons .....	94
Improvements (I) .....	97
6I1 Improvements.....	97
6I2 Culture and Infrastructure Support .....	97
<b>CATEGORY SEVEN: MEASURING EFFECTIVENESS.....</b>	<b>97</b>
Introduction.....	97
Processes (P).....	97
7P1 Selecting, Managing and Distributing Data .....	97
7P2 Data Supporting Planning and Improvements.....	98
7P3 Determining Data Needs .....	98
7P4 Analyzing Performance.....	99
7P5 Determining Comparative Data.....	99
7P6 Ensuring Alignment .....	99
7P7 Ensuring System Effectiveness .....	100
Results (R) .....	101
7R1 Measuring Effectiveness .....	101
7R2 Evidence of Effectiveness .....	102
7R3 Comparisons .....	102
Improvements (I) .....	102
7I1 Improvements.....	102
7I2 Culture and Infrastructure Support .....	103
<b>CATEGORY EIGHT: PLANNING CONTINUOUS IMPROVEMENT .....</b>	<b>103</b>
Introduction.....	103
Processes (P).....	103
8P1 Key Planning Process.....	103

8P2 Strategy Selection ..... 104

8P3 Developing Key Action Plans..... 104

8P4 Aligning the Planning Process ..... 104

8P5 Selecting Measures and Setting Targets ..... 105

8P6 Linking Strategy and Resources ..... 105

8P7 Risk ..... 106

8P8 Developing Capabilities ..... 106

Results (R) ..... 107

8R1 Measures of Effectiveness..... 107

8R2 Performance Results ..... 107

8R3 Performance Projections ..... 107

8R4 Comparisons ..... 110

8R5 Evidence of Effectiveness ..... 112

Improvements (I) ..... 112

8I1 Improvements ..... 112

8I2 Culture and Infrastructure Support ..... 112

**CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS ..... 113**

Introduction..... 113

Processes (P)..... 113

9P1 Educational and Organizational Relationships ..... 113

9P2 Creating, Prioritizing and Building Relationships..... 114

9P3 Relationships with Student Service Providers ..... 115

9P4 Relationships with Materials and Service Providers ..... 115

9P5 Fostering Other Relationships ..... 116

9P6 Ensuring Needs are Met ..... 118

9P7 Creating Internal Relationships..... 118

Results (R) ..... 118

9R1 Measures of Collaborative Relationships..... 118

9R2 Performance Results ..... 120

9R3 Comparisons ..... 120

Improvements (I) ..... 121

9I1 Improvements ..... 121

9I2 Culture and Infrastructure Support ..... 121

**Systems Portfolio Glossary ..... i**

## TABLE OF FIGURES

Figure 1: GELO Process .....	11
Figure 2: GELO Results .....	11
Figure 3: Process for Assessment of Student Learning .....	12
Figure 4: Curriculum Process .....	14
Figure 5: Career and Technical New Program Approval Process .....	16
Figure 6: Comparison of Student's Overall Average on Final Exams in Math .....	20
Figure 7: Comparison of Student Completion Rate in Math .....	20
Figure 8: Programs for Special Needs Students .....	21
Figure 9: Course Schedule Development System .....	23
Figure 10: Program Review and Evaluation Timeline .....	25
Figure 11: Measures of Student Learning at IWCC .....	28
Figure 12: GELO Results by Semester .....	28
Figure 13: Fall Semester GELO Results .....	29
Figure 14: Spring Semester GELO Results .....	29
Figure 15: Summer Semester GELO Results .....	29
Figure 16: Employer Survey–Skills for Job .....	30
Figure 17: Employer Survey–Knowledge of Industry .....	31
Figure 18: Employee Survey–Preparation Compared to Others .....	31
Figure 19: Student Services by Use, Satisfaction and Importance .....	32
Figure 20: Tutoring Information .....	32
Figure 21: Netbook Circulation .....	33
Figure 22: Database Usage .....	33
Figure 23: Students that Completed or Graduated within Three Years .....	34
Figure 24: Students that Transferred within Three Years .....	35
Figure 25: Students that Completed or Transferred within Three Years .....	36
Figure 26: Students that Attained their Goal .....	37
Figure 27: NCCBP 2012 Benchmark Summary Table .....	38
Figure 28: Academic Affairs Improvements .....	39
Figure 29: Assessment of Current Facilities .....	42
Figure 30: Foundation Net Asset Growth .....	43
Figure 31: IWCC Grant Dollars Funded .....	44
Figure 32: IWCC Student Athletes .....	44
Figure 33: Beds in Campus Housing .....	45
Figure 34: Campus Housing Occupancy Rates .....	45
Figure 35: IWCC NATYCAA Cup Rankings .....	46
Figure 36: Foundation Assets of Iowa Community Colleges .....	46
Figure 37: Updates Since Last Portfolio in Activities .....	48
Figure 38: Other Distinct Objectives Planning Cycle .....	48
Figure 39: Building and Maintaining Relationships .....	51
Figure 40: IWCC Graduate Satisfaction Survey Results .....	54
Figure 41: CCSSE Survey Question #26 .....	54
Figure 42: SENSE Survey Question #27 .....	55
Figure 43: 2012 SENSE Benchmark Scores–IACC Consortium and 2012 CCSSE Cohort .....	55
Figure 44: 2012 SENSE Benchmark– Academic and Social Network .....	56
Figure 45: Victory Enterprises 2012 Telephone Survey Results .....	57
Figure 46: Bond Issues Passed .....	57
Figure 47: Funds Raised in Total Dollars .....	57
Figure 48: In-Kind Gifts Received .....	58
Figure 49: Scholarships Funded to IWCC Students .....	58

Figure 50: 2009-13 CCSSE Benchmark including Iowa Consortium and CCSSE Cohort.....	59
Figure 51: 2009-13 CCSSE Benchmark Scores - Support for Learners .....	60
Figure 52: Iowa Community Colleges in the Consortium .....	61
Figure 53: Valuing People Initiatives .....	64
Figure 54: Annual Social Events at IWCC .....	64
Figure 55: Employee Feedback Opportunities.....	67
Figure 56: Professional Development Expenditures per FTE .....	69
Figure 57: Employee Departure Rate.....	69
Figure 58: Great Colleges to Work For–Overall Average .....	70
Figure 59: Employee Headcount.....	71
Figure 60: IWCC Student Headcount .....	71
Figure 61: Great Colleges to Work For Survey Results .....	72
Figure 62: IWCC Mission Documents .....	74
Figure 63: AQIP Governance Structure.....	77
Figure 64: Great Colleges to Work For–Senior Leadership .....	80
Figure 65: Great Colleges to Work For–Supervisors and Department Chairs.....	81
Figure 66: Great Colleges to Work For–Shared Governance .....	81
Figure 67: Great Colleges to Work For–Communication .....	82
Figure 68: Great Colleges to Work For–Faculty, Administration and Staff Relations .....	82
Figure 69: Service Needs.....	84
Figure 70: Campus Housing Occupancy Rates.....	88
Figure 71: Academic Advising Survey.....	88
Figure 72: Disability Services Survey 2013 .....	89
Figure 73: The College Experience Course Evaluation .....	89
Figure 74: Students Earning Zero Credits .....	90
Figure 75: Fall 2012 Students that Failed All Classes .....	90
Figure 76: Great Colleges to Work For Question #29.....	91
Figure 77: Great Colleges to Work For Question #31.....	91
Figure 78: Great Colleges to Work For Facilities Annual Average.....	92
Figure 79: Institutional Efficiency: Public Two-year Colleges in Iowa.....	93
Figure 80: Great Colleges to Work For–#29–Comparison to Peer Group.....	94
Figure 81: Great Colleges to Work For–#31–Comparison to Peer Group.....	95
Figure 82: Great Colleges to Work For–Facilities–Comparison to Peer Institutions.....	95
Figure 83: Institutional Efficiency: Public Two-year Colleges in Iowa–by rating .....	96
Figure 84: Help Desk Log Problem Categories .....	102
Figure 85: Strategic Goals Dashboard .....	109
Figure 86: Institutional Effectiveness: Public Two-year Colleges in Iowa–by rank .....	111
Figure 87: Relationships with Organizations .....	113
Figure 88: IWCC Accrediting Agencies .....	117
Figure 89: Measuring Effectiveness at IWCC.....	119
Figure 90: NCCBP Performance Results Data.....	121



## INSTITUTIONAL OVERVIEW

### History/Demographics

Founded in 1966, Iowa Western Community College (IWCC) is a multiple campus, urban, public controlled, institution with a service area population of 172,548. Adjacent to the College is the Omaha metro area with a population of 763,326. The average median income in the service area is \$49,408. Fall 2013 headcount was 3,995 full-time and 3,328 part-time for a total of 7,323 students. Transfer credits account for 66 percent of the total credits generated while 19 percent are career technical, seven percent are developmental and nine percent are high school dual enrollment. Current tuition is \$130 per credit hour.

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

### Main Campus

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

### Centers

Iowa Western has four outlying centers; the Clarinda Center is located on an eight acre site in east Clarinda. Instruction services offered at the Clarinda Center include a comprehensive Arts and Sciences program together with career and technical programs—Associate Degree Nursing, Practical Nursing, and Office Management. Supportive services for students and staff are provided by Student Services and the Library. Other centers include the center in Cass County, located in Atlantic, Shelby County located in Harlan, and Page/Fremont located in Shenandoah. The centers serve these cities and the surrounding communities with a wide variety of programming. Credit, continuing education, business and industry, GED (General Educational Development) and ELL (English Language Learner) classes offer a variety of education to all types of learners. The Cass County Center offers a degree in Design Technology as the result of a unique partnership with Siemens PLM, which donated a \$65 million gift of software and equipment to support the program.

### Programs

Key instructional credit and non-credit programs include those in health related fields and business. Courses are delivered face-to-face, online, and in hybrid formats to serve various student populations. The College recently completed a Center for Advanced Nursing and Allied Health Education. The 18,000 square feet, \$6.8 million project provides state-of-the-art virtual learning using human simulators in a hospital-like setting. Plans are currently underway for the construction of a \$13 million Engineering and Technology Building slated to open Fall 2015.



**Branding/Niche**

Iowa Western is frequently described as “a two-year school with a four-year feel”. With over 1,200 students living on campus, nineteen nationally competitive varsity athletic programs, more than thirty-five student clubs and organizations, intramural athletics, and an eighteen hole championship disc golf course on campus, Iowa Western provides students with an exciting campus life that is comparable to our nearest competitor, University of Nebraska Omaha, and many other four-year institutions. In addition, Iowa Western’s state-of-the-art facilities and technology are, in many cases, superior to those offered by competing four-year colleges and universities. As part of an aggressive marketing and recruiting strategy, the College recently underwent a complete rebranding process. A new and updated logo, mascot, and tag line were unveiled in the spring of 2012. Iowa Western “The World is Waiting” is now used on all marketing and promotional materials.

**Learning Management System**

A new learning management system, Joule, was adapted by the College over a transition period of 2011-2012. The Reiver Online Campus (ROC) portal provides numerous online services to students, faculty, and staff. A massive training effort for faculty and staff accompanied the roll-out.

**Affiliations**

The College is an institutional member of the American Association of Community College Trustees, the Iowa Association of Community College Trustees, and is in good standing with the Higher Learning Commission North Central Region. All courses equivalent to college and university work are accepted by colleges and universities of Iowa and by most educational institutions outside of Iowa.

## CATEGORY ONE: HELPING STUDENTS LEARN

### Introduction

Since becoming an AQIP institution, IWCC has most certainly moved in Category One, Helping Students Learn from a reacting level to systematic, often bumping into aligned. Priority has been given to assessment activities and assessment will continue to be a focal point. With a user friendly database and course objectives established and assessed, the College is ready to focus on General Education Learning Objectives (GELO) and program assessment. GELO and program assessment are in the earliest phases of development and Action Teams will be launched around this work. Other priorities for improvement include course completion, student retention, and increased graduation rates.

### Processes (P)

#### 1P1 Determining Common Learning Objectives

<b>HLC Core Component 3.B.</b> —The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.				
<ul style="list-style-type: none"> <li>In addition to the responses to 1P1 and <a href="#">1P2</a>, the following addresses Core Component 3.B:</li> </ul>				
IWCC's general education requirements align with the mission, vision, and values of the College. While there is a core philosophy, the requirements vary by degree and are listed below:				
	<b>Associate of Arts Degree</b>	<b>Associate of Science Degree</b>	<b>Associate of General Studies</b>	<b>Associate of Applied Science</b>
Communications	9 credit hours	9 credit hours	9 credit hours	3 credit hours
Social Sciences	9 credit hours		9 credit hours	
Humanities	9 credit hours		6 credit hours	
Social Sciences and Humanities		9 credit hours		3 credit hours
Science and Math	10 credit hours	20 credit hours	7 credit hours	3 credit hours
Distributed Requirement	3 credit hours	3 credit hours	3 credit hours	
General Electives	24 credit hours	23 credit hours	30 credit hours	
Diversity Requirement	3 credit hours	3 credit hours	3 credit hours	
Career/Diversity				3 credit hours
Program Specific				Credits vary

The common or shared objectives for learning and development, called College General Education/Graduate Outcomes at Iowa Western Community College (IWCC), directly align with the College's mission, vision, and philosophy. The College General Education/Graduate Outcomes were developed as follows:

The GELO PIT Team was formed in Fall 2010 with the following charter:

*Review the college's [general education] learning objectives in response to the Higher Learning Commission's feedback report on our Systems Portfolio.*

The team was comprised of volunteer faculty members with a balanced representation from Career and Technical programs and Arts and Sciences.



Figure 1: GELO Process

GELO Results	
GELO	Expectation
Math	Students will be able to interpret and manipulate mathematical and scientific data.
Communication	Students will be able to analyze and synthesize ideas and communicate their own ideas in a variety of discursive methods.
Diversity	Students will be able to recognize and value diversity in its many facets.
Social Science/ Humanities	Students will be able to value civic and social institutions.

Figure 2: GELO Results

### 1P2 Determining Program Learning Objectives

**HLC Core Component 4.B.**—The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- Is addressed within 1P2 and [1P18](#).

While the process for determining program learning objectives is faculty driven, the College has established the following campus-wide guidelines:

- At least one program goal must link to the General Education/Graduate Outcomes.
- All program course objectives must link to one or more of the program goals.

Adhering to the guidelines above, program faculty set program goals, program learning outcomes, and course learning objectives with input from various sources including advisory boards, industry, state articulation agreements, and external accrediting mandates. Program objectives reference specific courses and predetermined metrics that illustrate achievement of objectives. Faculty is responsible for timely submission of data collection and evaluation of objective achievement. Program chairs will meet with faculty to determine modifications needed to meet or exceed program goal expectations. A direct link will be established to populate program outcome data with predetermined course objectives data. Anticipated implementation of this link is Fall 2014. Career and technical programs are required to have their community-based advisory boards review and provide recommendations on the program goals, program learning outcomes, and course objectives on an ongoing basis.

The process is outlined in Figure 3 - Process for Assessment of Student Learning.

### Process for Assessment of Student Learning

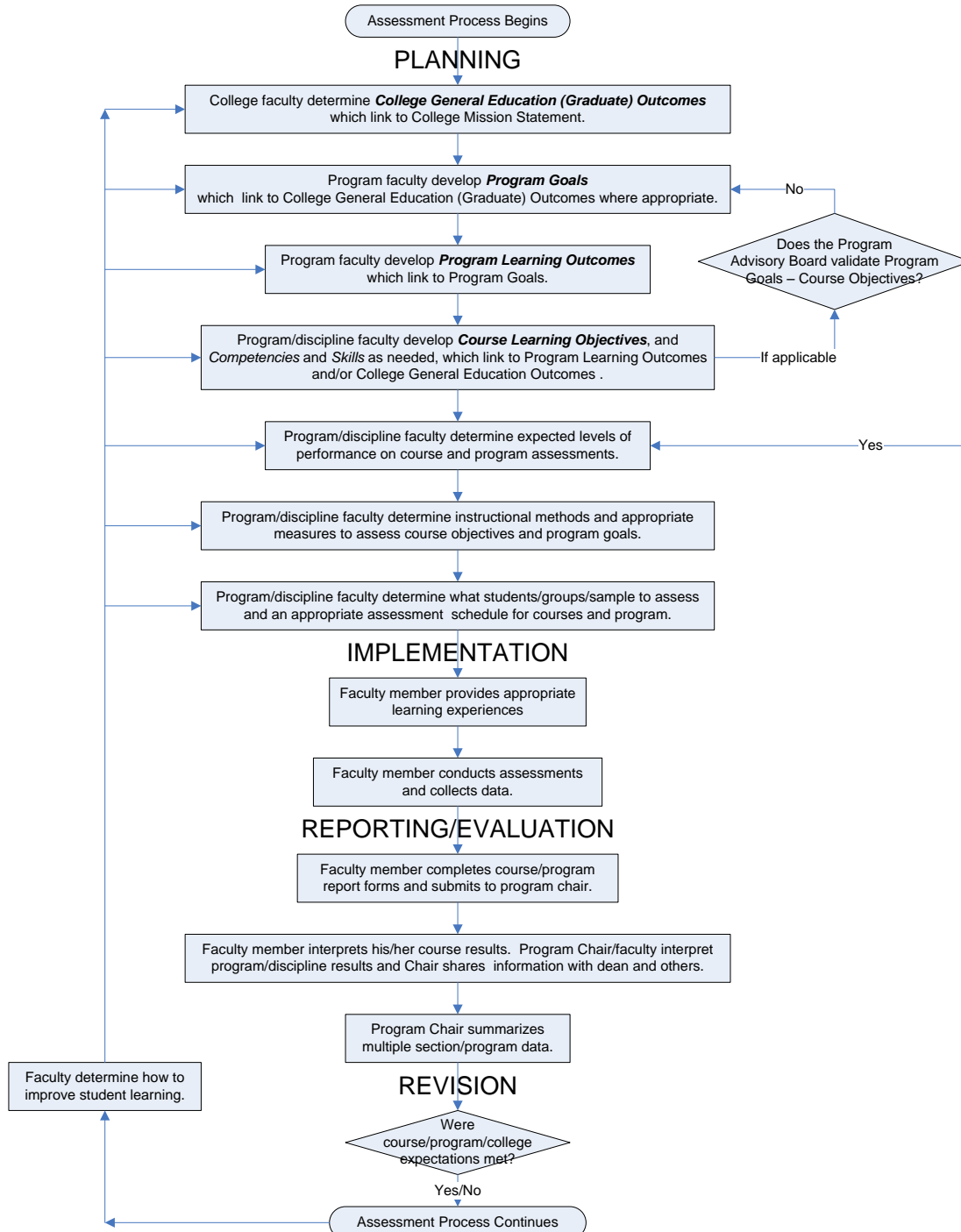


Figure 3: Process for Assessment of Student Learning

### **1P3 New Program Development**

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

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

### Curriculum Process

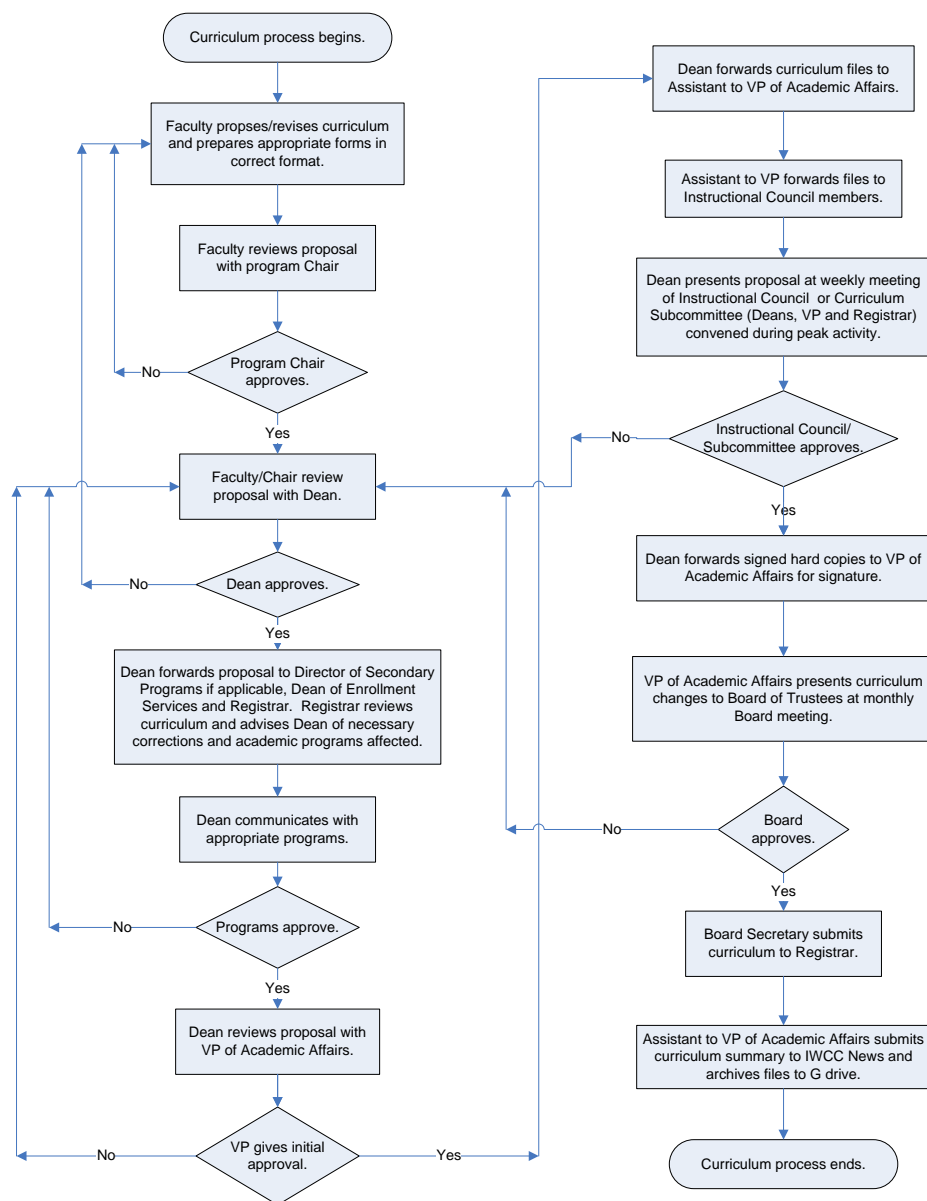


Figure 4: Curriculum Process

### 1P4 Balancing Learning Goals with Career Needs

**HLC Core Component 1.C.**—The institution understands the relationship between its mission and the diversity of society.

- Is addressed in common general education requirements [1P1](#) and within the mission statement, vision statement, values, and core beliefs of the College [5P1](#).

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

As a result of an Iowa legislative mandate in 2009, Iowa's community colleges have been meeting with the three Regent institutions to articulate programs and specific curriculum from the community colleges to the four-year institutions. Special emphasis has been placed on developing a transition guide which provides information regarding factors which should ease transition from high school to community college to university level coursework in general areas such as mathematics, biology, and chemistry.

In addition, a Common Course Number system is undergoing update and revision through efforts by Iowa's Department of Education office with the new CurricuNet software purchased for each community college. This new software provides statewide access to the programming at each community college and is part of the state's new program approval and program modification processes.



**Career and Technical New Program Approval Process  
For AAS, Diploma, and AS/Career Option Programs**

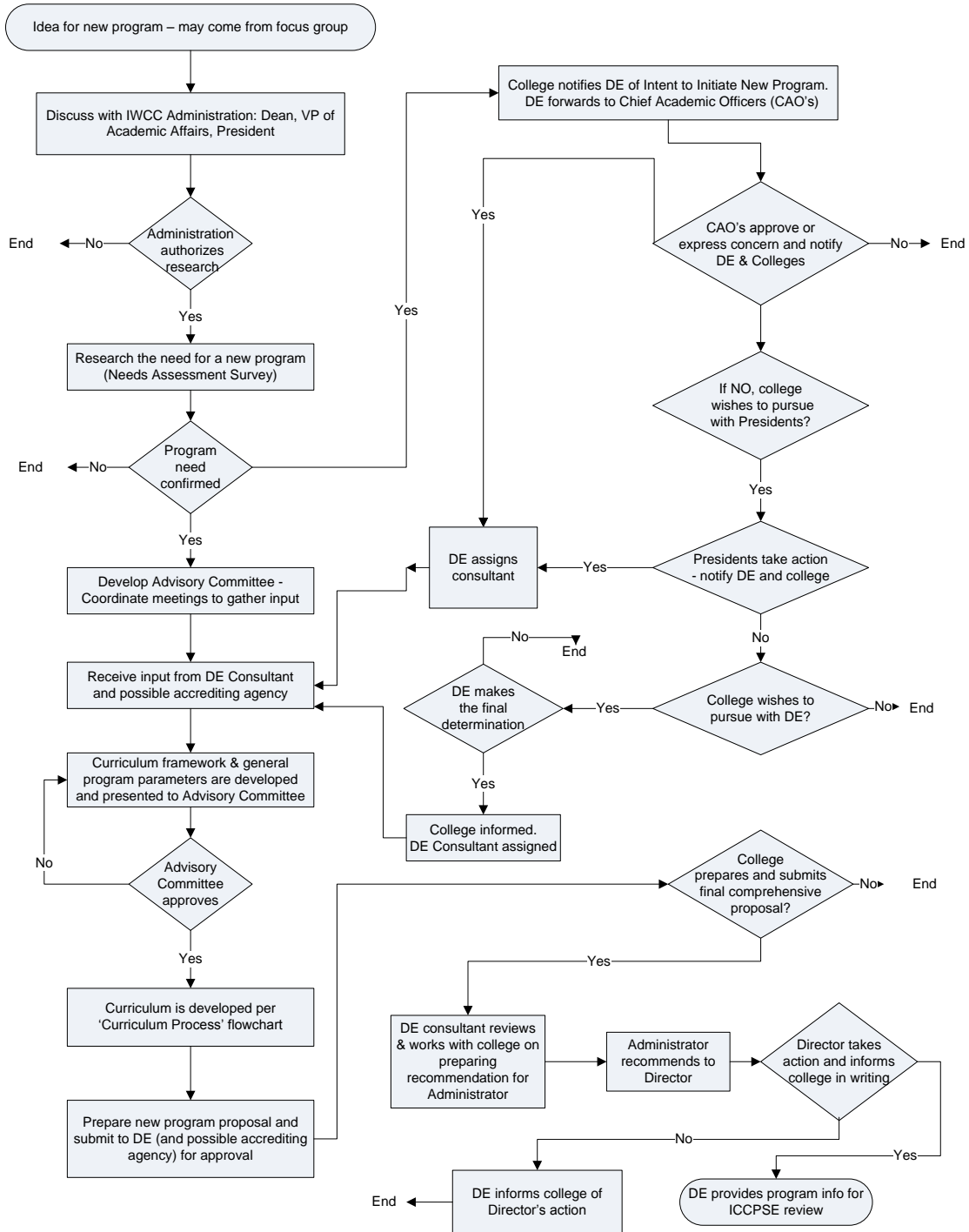


Figure 5: Career and Technical New Program Approval Process

## 1P5 Determining Required Skills

The Academic Division determines the preparation required of students for specific curricula, programs, courses, and learning by collaborating with various academic departments and specific programs of study. Students are required to complete a placement test prior to enrolling in classes at IWCC unless they have submitted ACT or SAT scores. The placement tests consist of reading, writing, and a mathematics component. The Admissions Office uses these scores to place students in appropriate courses based upon the students' abilities and level of preparation. Some high demand industries or externally accredited programs have developed program specific minimum scores and/or prerequisite courses to ensure student success. Because this area is critical to student persistence and success, an Action Team was launched to gather data regarding the appropriateness of the placement scores. The team studied five years of college placement data and its results and recommendations can be found in (111).

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

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

## 1P6 Communicating Expectations

**HLC Core Component 2.B.**—The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationship.

- In addition to the means of communication outlined in 1P6, a statement of accreditation relationships is posted on the College website.

The College communicates required preparation and expectations and opportunities to prospective students through:

- Admissions recruiter visits to high schools.
- Student participation in concurrent enrollment.
- Personalized campus visits.
- Reiver Visit Days for students and parents.
- The annual Program Showcase for high school students.
- The college catalog, <http://www.iwcc.edu/catalog.pdf>.
- Program web pages.
- New Student Registration and Orientation Days (NSRO).
- Science, Technology, Engineering and Math (STEM) outreach initiatives, including Anti-Gravity Games.

Admissions, Student Support Services and Registration Services communicate required preparation and expectations to current students through:

- New Student Registration and Orientation Days (NSRO).
- Academic advising by faculty.
- Advising Week.

- Online access to personal program review (degree audit).
- The college catalog, <http://www.iwcc.edu/catalog.pdf>.
- Program web pages.
- Be First! grant activities to support first-generation students.

### 1P7 Helping Students Select Programs

**HLC Core Component 3.D.**—The institution provides support for student learning and effective teaching.

- Is addressed within 1P7 and [1P15](#).

IWCC helps students select programs of study by:

- Use of State of Iowa “I Have A Plan” career planning software.
- Use of an in-house pathway assessment.
- Evaluation of placement test scores.
- Individual meetings with specific program chairs.
- Conferences with admissions advisors.
- Conferences with program faculty.
- General Studies Pathway Assessment.
- Be First! grant activities.
- Student participation in Career Technical Education (CTE) courses through concurrent enrollment at high schools.
- Providing guidance in research and use of information resources in The College Experience Course and/or Strategies for Student Success.

### 1P8 Dealing With Underprepared Students

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

The Strategies for Academic Success course has the following student objectives:

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

To better align efforts that provide supportive learning services to IWCC students, the Learning Resource Center (LRC) is part of the Student Services Division. Cross training LRC and Academic Support Center (ASC) staff in available services enables them to quickly refer struggling students to the appropriate support they need. In 2010 all Academic Support Services moved into the new Student Center and are housed in close proximity making it more accessible and convenient for students.

The Iowa Department of Education has funded a Program of Study (POS) grant to familiarize secondary schools and students with recommended courses of study to increase potential success in post-secondary education. Iowa Western was selected to chair the POS grant for Health Education. The proposed Program of Study for nursing education was published in Summer 2013. Publication of POS recommendation for Medical Assisting and Surgical Technology is anticipated in Fall 2013.

Iowa Western was awarded a Be First! grant to assist first-generation students in the following programs: nursing prep, criminal justice, and human services. This effort seeks to help a minimum of 50 students in each of the areas. The components include intrusive advising, intensive tutoring, and emotional support and mentoring.

In 2010 members of the math department attended a conference on Course Redesign of Developmental Math. It introduced the process of using a flipped classroom to improve success rates and retention rates in developmental math courses. IWCC currently had less than a 40 percent success rate in all levels of developmental math using a traditional lecture based approach. Prior work had been done by the College to reevaluate placement test scores. Changes did occur to the success rates of developmental math after new placement test scores were implemented; however, IWCC needed other options to improve success and retention rates further.

IWCC wrote and applied for a grant to implement course redesign. After receiving the grant in August 2010, a pilot program was implemented in the Spring 2011 semester with full implementation in the Fall 2011 semester. In determining which product to use for our course redesign project, IWCC explored MyMathLab, ALEKS, and the Hawkes Learning Systems. The course redesign committee chose ALEKS due to the initial assessment feature. In beginning College Preparatory Math, all students take an initial assessment over Pre-Algebra/Basic Math material. The computer uses artificial intelligence to measure the student's prior knowledge and indicates this as a mastery percent. The students then complete homework on topics and complete periodic assessment to demonstrate mastery level knowledge of the remainder of the material. The format of the ALEKS program is a pie chart. Iowa Western Community College would need a pie chart of over 400 topics in order to effectively cover the fifteen course objectives of College Preparatory Math. Rather than overwhelm the students with one pie chart, IWCC has split the fifteen objectives into three pie charts, each with five objectives. After a student has achieved mastery level knowledge on the first five objectives and passes a comprehensive final, the student is moved to pie chart two entitled Beginning Algebra and continues working on the next five course objectives. Upon completion of pie two, students may exit to take Statistics or move to pie three and complete the last five objectives of Intermediate Algebra. Upon completion of pie three, students may enroll in College Algebra or other college-level courses. Students may complete multiple pie charts in a single semester with no change of their enrollment and no additional tuition fees. Students may also take multiple semesters to complete the pie chart, enrolling in College Preparatory Math II or III as needed.

Data was collected from traditional courses on students' overall average on departmental comprehensive final exams. This average is then compared to the average on final exams administered in College Preparatory Math. Results from multiple semesters may be seen in Figure 6. Doing a t-test analysis of the data, all increases in averages on final exams have proven to be statistically significant at the 0.05 significance level.

Comparison between Traditional Courses and College Prep Math of Students' Overall Average on Departmental Comprehensive Final Exams						
Traditional Course	Traditional Delivery	Flipped Classroom Delivery				
		Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Basic Math	78%	87%	85%	91%	91%	92%
Pre-Algebra	76%	91%	90%	90%	92%	92%
Beginning Algebra	75%	83%	91%	89%	88%	88%
Intermediate Algebra	75%	92%	89%	90%	86%	86%

Figure 6: Comparison of Student's Overall Average on Final Exams in Math

Data was also collected from traditional courses on student completion rates and compared to College Prep Math. Results from multiple semesters are as follows, numbers indicate percentage of students passing the course:

Comparison between Traditional Courses and College Prep Math of Student Completion Rates						
Traditional Course	Traditional Delivery	Flipped Classroom Delivery				
		Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Basic Math	24%	21%	31%	22%	34%	22%
Pre-Algebra	35%	40%	47%	35%	42%	32%
Beginning Algebra	27%	61%	51%	37%	39%	34%
Intermediate Algebra	29%	63%	61%	57%	54%	41%

Figure 7: Comparison of Student Completion Rate in Math

Completion rates have improved. However, it is still a goal of the math department to see more of an increase of these scores. For many students, non-completion results in a lack of understanding of the flipped classroom approach and regular progress towards the completion of the pie chart. For the Fall 2013 semester IWCC has implemented more training for students on the flipped classroom approach to the class as well as objective due dates throughout the semester that contribute to the overall grade in the course. IWCC hopes to see improvement of these numbers after the end of this semester.

### 1P9 Differences in Learning Styles

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

- Encouraging instructors to administer learning styles inventories to their students and explaining results.
- Providing faculty ongoing professional development on identifying different learning styles as well as teaching to them.
- Offering the Strategies for Academic Success and The College Experience. Both courses include a component on learning styles.

## 1P10 Addressing Special Needs

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

Service	Students Served
<b>ESL</b> – English as a Second Language (ESL)	Students whose native language is not English
<b>TRIO</b> – Student Support Services	First-generation, low-income, and disability students
<b>Student Accommodations Subcommittee</b>	Students with disabilities
<b>Interpreter Services</b>	Deaf and hard of hearing students
<b>Nontraditional Student Orientation (NSO)</b> – for Nontraditional Students	Adult students
<b>STEM</b> – Science Technology Engineering and Math	Initiative to recruit, and retain women to graduation in IT careers
<b>Enrollment/Advising Navigators</b>	Veterans
<b>Enrollment/Advising Navigators</b>	Athletes
<b>Enrollment/Advising Navigators</b>	GED Students
<b>Enrollment/Advising Navigators</b>	Students eligible for GAP funding
<b>Be First!</b>	First-generation, pre-nursing, prep math, and specific human services programs

Figure 8: Programs for Special Needs Students

## 1P11 Expectations for Effective Teaching and Learning

<p><b>HLC Core Component 2.D.</b>–The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p> <ul style="list-style-type: none"> <li>• Is addressed within 1P11.</li> </ul> <p><b>HLC Core Component 2.E.</b>–The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.</p> <ul style="list-style-type: none"> <li>• Is addressed within 1P11.</li> </ul>
--

IWCC defines expectations for effective teaching and learning through:

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

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

IWCC documents expectations through:

- Faculty position job description.
- Criteria listed on student evaluation of instruction.
- Criteria listed on faculty professional evaluation.
- Individual Quality Faculty Plans.

IWCC communicates expectations through:

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

Faculty members with common courses are expected to follow program guidelines for textbook selection and course objectives. They are, however, given freedom within the classroom as to how teaching and learning transpires and objectives are met and assessed.

Responsibilities for IWCC faculty and staff regarding academic integrity are articulated in [Administrative Policy 607.7](#).

The College communicates its expectations regarding learning on its website via the college catalog and academic program information which includes prerequisites and required examinations if applicable. The learning expectations are communicated at the New Student Registration Orientation and through the Student Success Series Workshops that are held during Welcome Week. The College offers a College Experience course and Strategies for Student Success course where learning expectations are communicated.

In addition, students are required to take a placement exam prior to enrolling in classes. The exam results help the registration office place students in the appropriate course learning level. Instructors also communicate their expectations of learning through their syllabi, which has a detailed account of activities and the outcomes of their learning.

Policies for Student Responsibilities and Rights and a Student Code of Conduct are published in the student handbook. Key topics pertaining to learning include: academic dishonesty, plagiarism and cheating, electronic resources, acceptable use policy, computer conduct, copyright, and other intellectual property.

## 1P12 Course Delivery Systems

**HLC Core Component 3.A.**—The institution’s degree programs are appropriate to higher education.

**Subcomponent 3.A.1.**—IWCC ensures courses and programs are current and appropriate through the annual Program Review and Evaluation process outlined in [1P13](#).

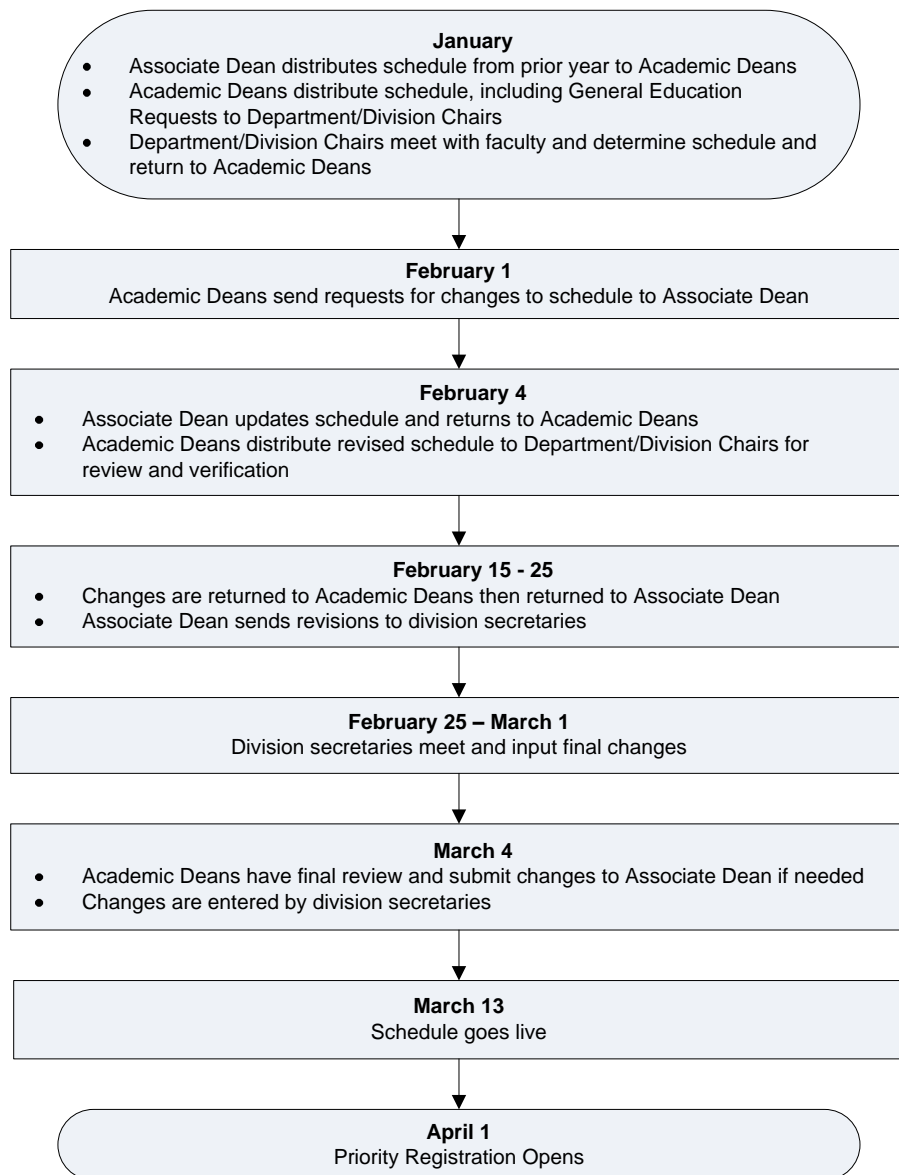
**Subcomponent 3.A.2.**—The College articulates and differentiates learning goals for degrees, certificates, and diplomas through the [college catalog pages 18-20](#) (complete [IWCC College Catalog](#)).

**Subcomponent 3.A.3.**—Consistency of program quality and learning goals that are consistent across all modes of delivery and all locations are the responsibility of the Vice President (VP) of Academic Affairs, Academic Deans, Center Directors, and the Coordinator of Secondary Programs and is monitored through Program Review, Course Evaluations by Students, and National Alliance for Concurrent Enrollment Partnership (NACEP).



Course schedule development is as follows:

### Course Schedule Development System



**Figure 9: Course Schedule Development System**

Student Course Evaluations are done each semester and Question 17 asks students about the availability of class times and days. The response is based on a Likert scale and students also have the opportunity to leave descriptive feedback.

17. Course times and number of sections offered met my needs.

IWCC continues to struggle to find a balance between student needs and classroom space. Many programs have added hybrid classes to free up classroom time to accommodate the growing number of sections needed for each course. Online courses are also a popular option.

IWCC will continue to look for ways to expand course offerings face-to-face, hybrid, online, in the evenings, and on the weekends and taking into consideration students' preferences.

### 1P13 Effective Curriculum

**HLC Core Component 4.A.**—The institution demonstrates responsibility for the quality of its educational programs.

**Subcomponent 4.A.1.**—The College has a formal Program Review and Evaluation process outlined in 1P13.

**Subcomponent 4.A.2. and 3.**—Iowa Western will accept credits awarded with a C or higher from a regionally accredited college or university. All acceptable college credit will be evaluated by the Registrar and then transfer credit applied to the student's program of study. More detail on transfer policies for the College can be found in the [college catalog pages 17-20](#) (complete [IWCC College Catalog](#)).

**Subcomponent 4.A.4.**—The Vice President of Academics, Academic Deans, and Program Chairs are responsible for prerequisites, rigor, determining expectations for student learning, access to learning resources, and faculty qualifications. IWCC is in compliance with requirements from the Higher Learning Commission and the Iowa Department of Education. IWCC was accredited by NACEP in the spring of 2013.

**Subcomponent 4.A.5.**—All career and technical programs maintain appropriate accreditation as required and are posted on the respective program pages in the college catalog.

**Subcomponent 4.A.6.**—Each term IWCC administers the Graduate Survey before students leave campus. The Employer Survey and Graduate Follow-up Survey (three years after graduation) are administered annually. Follow-up information on students is also gathered from the National Student Clearinghouse.

IWCC ensures that course offerings and academic programs are up-to-date and effective through the institutional Program Review and Evaluation (PR&E) process. This state-mandated process includes an in-depth analysis of a minimum of 20 percent of all CTE programs each year, ensuring that each academic program shall be evaluated at least once every five years. The process is flexible to accommodate fluctuations in existing programs should unexpected forces impact the vitality of a program or the College.

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

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

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

(See [Program Review and Evaluation Form](#))

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

Figure 10: Program Review and Evaluation Timeline

### 1P14 Changing or Discontinuing Courses/Programs

The College may base program and course changes on input from advisory boards, external stakeholders, the Program Review and Evaluation process, and program faculty.

Advisory Boards:

- Meet at regularly scheduled intervals.
- Are selected for their abilities, expertise, and willingness to support the education of future professionals in the specific field.
- Offer the programs input regarding developing trends in professional needs of the community, upcoming regulatory developments, and employment.
- Review student outcomes per program and course and discuss changes that may improve student outcomes.
- Make suggestions for curricular modifications.

External Stakeholders provide information through:

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

Program Faculty initiate change based on:

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

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

### 1P15 Determining Needs

Iowa Western Community College determines the learning support needs of students through:

- Administering the Community College Student Survey of Engagement (CCSSE) every other spring.
- Administering the Survey of Engagement for New Students (SENSE) every other fall.
- Graduate Follow-up Surveys.
- Analyzing enrollment and retention data.
- Student evaluation of instruction.
- Course, program, and GELO assessment data.
- Academic Advising Survey (see [6R2](#)).

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

- Department level tactical plans based on strategic goals are developed annually.
- Faculty complete course assessments at the end of each term, which include analysis of outcomes and recommendations to improve, if needed.

The College determines the learning support needs of faculty through:

- The Program Review and Evaluation process (see [1P13](#)), which identifies program weaknesses in equipment, staff, labs, etc.
- Annual requests for program equipment and classroom technology.
- AQIP Conversation Day results.
- Requests identified through the Quality Faculty Plan process.
- External accrediting and regulatory agencies.
- Evaluations of Reiver Week (formal faculty orientation).
- Evaluations of Academy for Teaching Excellence.
- Analysis of Community College Survey of Faculty Engagement (CCSFE).
- Feedback from the Quality Faculty Plan Committee (QFP).

The College addresses learning support needs through:

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

### 1P16 Co-curricular Goals

**HLC Core Component 3.E.**-The institution fulfills the claims it makes for an enriched educational environment.

- Is addressed within 1P16.

Faculty is given the opportunity to incorporate service and diversity activities into their course(s) every semester.

The process used to ensure service projects align with course curriculum is as follows:

- The Service Learning Office provides information and training opportunities about service learning and community engagement to faculty, staff, and community organizations on a regular basis.
- Once faculty/staff decide to incorporate service into their course/program, the Service Learning Coordinator matches the course/program with a community organization. Faculty and staff, in partnership with representatives of nonprofit community organizations, design service learning projects based on two main objectives:
  1. Meeting community needs, which helps strengthen the community
  2. Advancing the students' understanding of specific course content and related civic learning objectives. Strong reflective components are built into the course to help students consider relationships between their service, the course curriculum, and its impact on their personal values and professional goals.
- The Service Learning Office provides continual support to students, faculty, staff, and community organizations for the duration of the service project (as needed).
- The Service Learning Office also provides information and support to students, faculty, and staff to allow for additional service and engagement opportunities with community organizations.

### **1P17 Measures of Preparedness**

IWCC determines that graduating students have met learning and development expectations through:

- [Program Assessment](#) process.
- [Graduate](#) and [Three Year](#) Follow-up Survey results.
- Advisory Board feedback.
- [Employer Satisfaction Survey](#) results.
- Third party evaluators such as state board exams.

### **1P18 Assessing Student Learning**

After reviewing best practices, IWCC decided to model the assessment program of Neosha County Community College (NCCC). The president from NCCC came and spoke to IWCC faculty and mentored through the development phase. A team from IWCC also visited NCCC campus and talked to several faculty members face-to-face.

Based on the NCCC model, in 2009 two Iowa Western Computer Information Technology faculty developed and implemented an assessment database for tracking course and program objectives college-wide. As a result, a process was developed where the five academic division secretaries enter into the database all courses, learning objectives, and program objectives at the start of each semester. At the end of the semester faculty calculate their progress in meeting their established goals. The College has adopted a peer-to-peer model, whereby a team of faculty members have volunteered to serve as Assessment Champions and have attended extensive training on writing and measuring course and program objectives. These Champions have been assigned to both full-time, adjuncts, and concurrent enrollment faculty to mentor them on using the database, course objectives, program objectives, and measuring their effectiveness against the established learning goals.

## Results (R)

### 1R1 Measures of Student Learning and Development

Measures of Student Learning at IWCC
Assessment of student learning by course
Assessment of student learning by program
Assessment of student learning by GELO
Assessment of student learning by delivery method
Student Retention Rates
Student Persistence Rates
Graduation Rates
Transfer Rates
Graduate Follow-up Survey
Employer Survey
Board/Licensing Pass Rates

Figure 11: Measures of Student Learning at IWCC

### 1R2 Common Learning Objectives Results

GELO Results by Semester		
GELO	Expectation	Assessment
Math	Students will be able to interpret and manipulate mathematical and scientific data.	All Course objectives from MAT711, MAT121, MAT110, MAT140
Communication	Students will be able to analyze and synthesize ideas and communicate their own ideas in a variety of discursive methods.	All Course objectives from ENG105, ENG106, SPC112
Diversity	Students will be able to recognize and value diversity in its many facets.	All Course objectives from MGT 195, HIS110, SDV108
Social Science/ Humanities	Students will be able to value civic and social institutions.	All Course objectives from HIS151, HIS152, POL111, MGT165

Figure 12: GELO Results by Semester

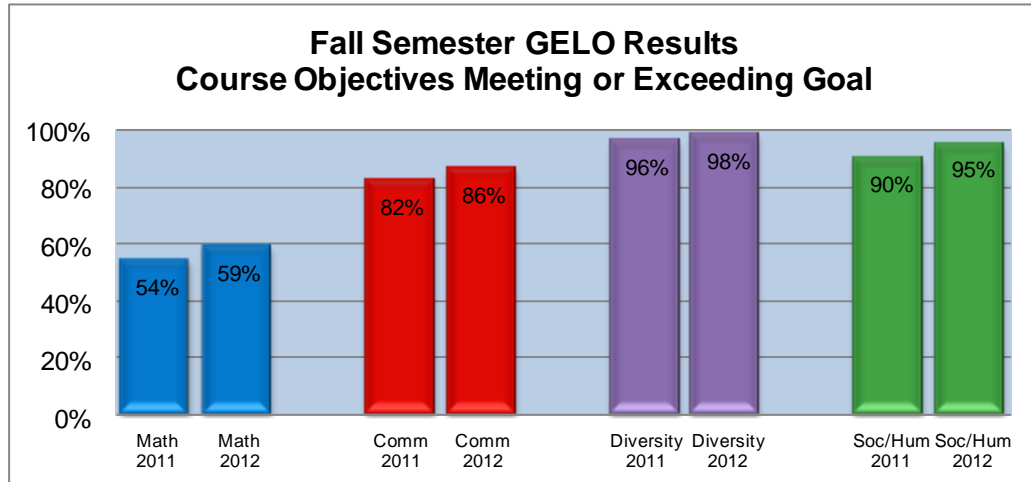


Figure 13: Fall Semester GELO Results

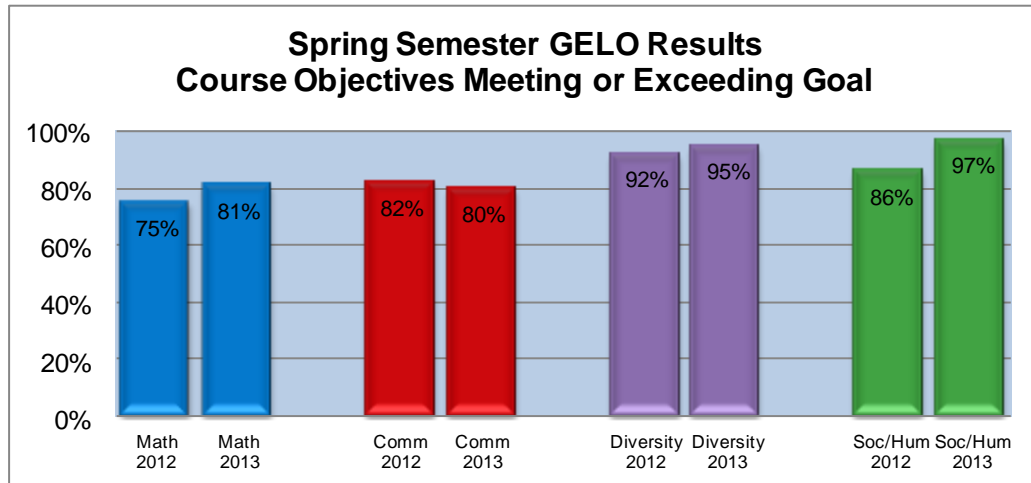


Figure 14: Spring Semester GELO Results

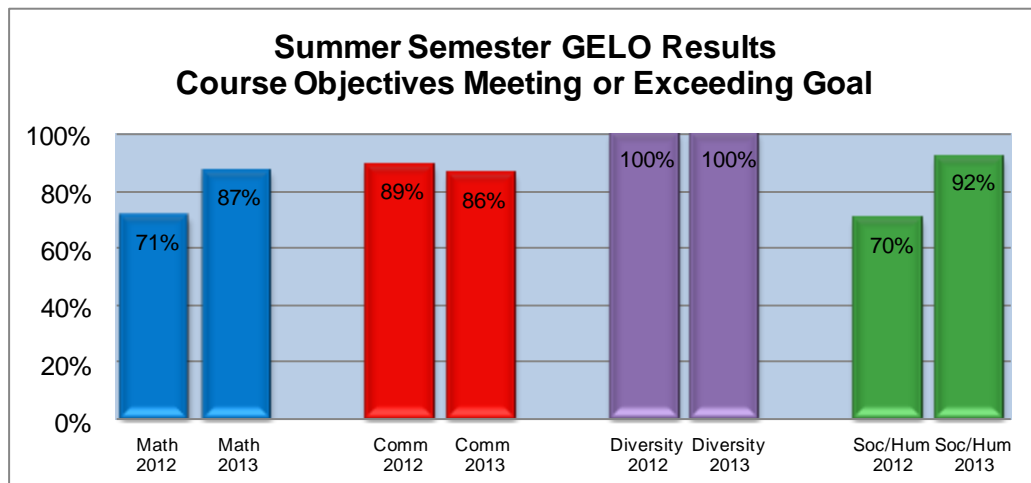


Figure 15: Summer Semester GELO Results



### 1R3 Specific Program Learning Objectives Results

After attending training on program assessment, faculty members developed program objectives using a matrix that ties each program objective back to course objectives. At this time, 93 percent of IWCC degree programs have program objectives developed. Programs with objectives still to be developed include two recently launched programs and the AA and AS General Studies Degrees. Within the database at any given time, the percentage of course objectives meeting or exceeding the program objective goal\* is displayed by program. Next steps will apply the matrix to individual program objectives.

\*Program objective goal is a minimum of 75 percent of course objectives meeting or exceeding the course objective goal. \*\* (Some programs, such as Dental Hygiene and Nursing, have higher course objective and program objective goals.)

\*\*Course objective goal is to have a 75 percent or higher average score of one or more student assessments.

[IWCC Objectives and Goals](#)

[Sample Matrix of Mapping Course Objective to Program Objective](#)

[Sample Program Objective Results](#)

### 1R4 Evidence of Knowledge and Skills

IWCC conducts an [employer survey](#) annually and the results are reviewed by the Program Review and Evaluation Committee as well as by the respective programs.

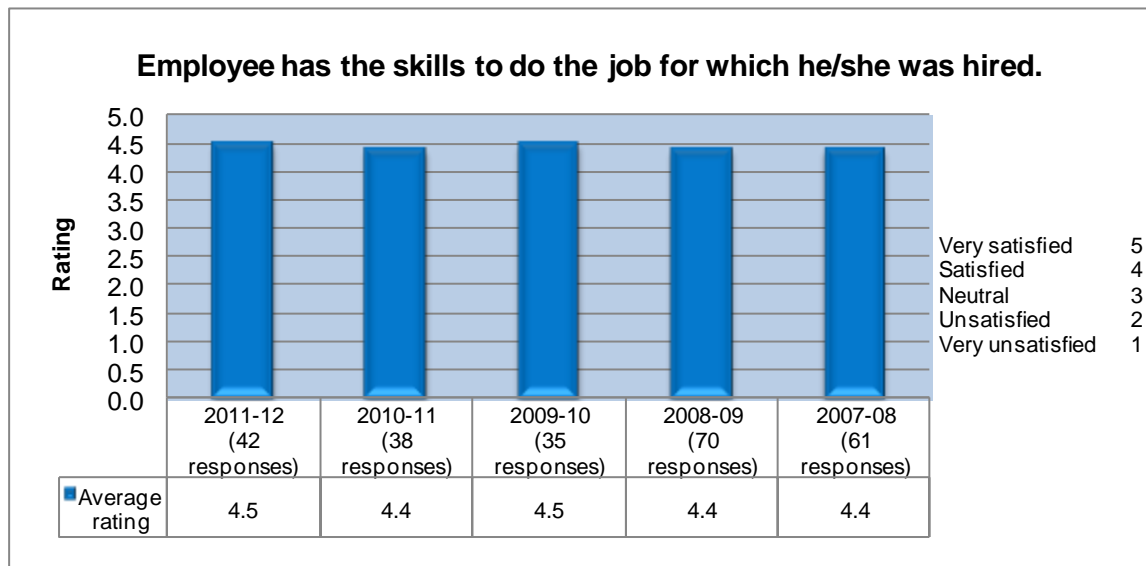


Figure 16: Employer Survey–Skills for Job

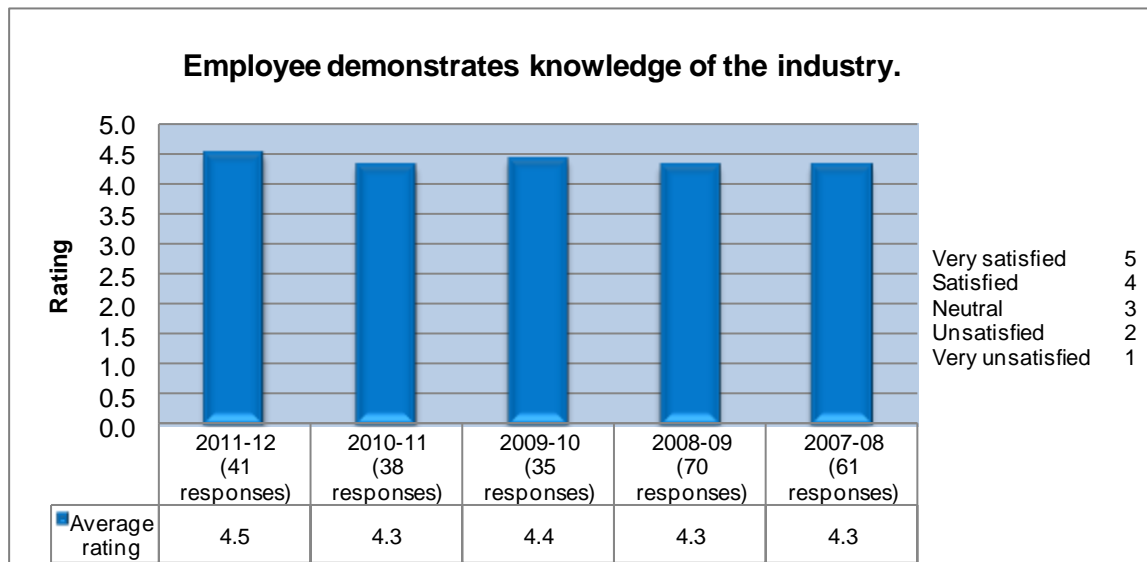


Figure 17: Employer Survey–Knowledge of Industry

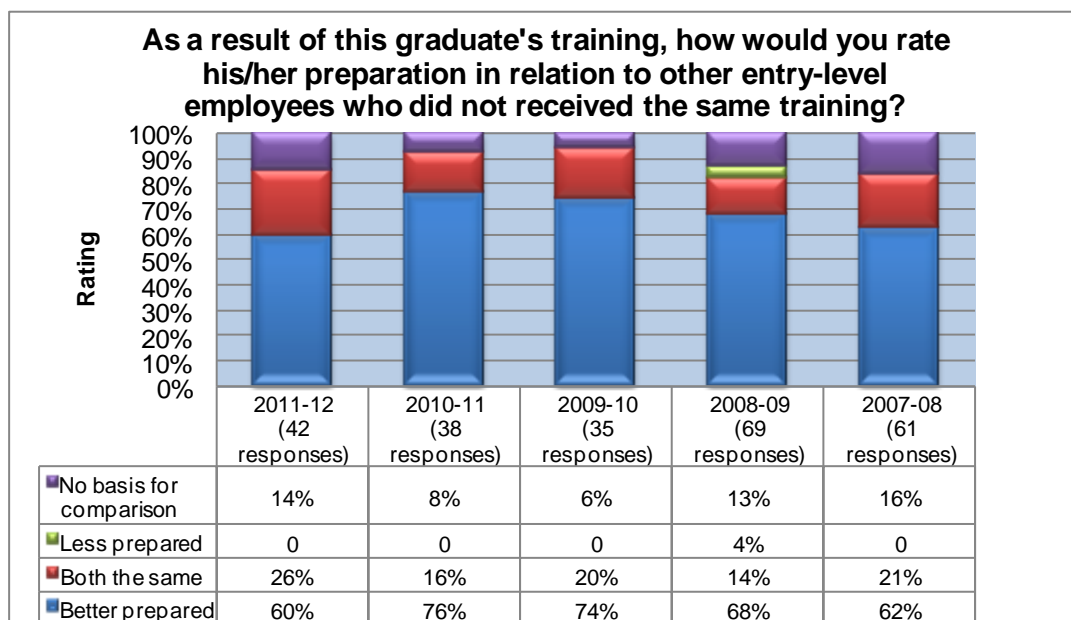


Figure 18: Employee Survey–Preparation Compared to Others

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

## 1R5 Process Results

IWCC conducted the Community College Survey of Student Engagement (CCSSE) for the third time in the spring of 2013. The following are results for learning support processes.

CCSSE Results for Learning Support Processes									
	Use (Sometimes/Often)			Satisfaction (Very/Somewhat)			Importance (Very/Somewhat)		
	2009	2011	2013	2009	2011	2013	2009	2011	2013
Academic Advising/planning	56%	57%	62%	72%	72%	78%	90%	90%	91%
Career Counseling	28%	21%	25%	45%	40%	46%	79%	79%	80%
Job placement assistance	12%	10%	14%	23%	25%	27%	66%	71%	72%
Peer or other tutoring	25%	17%	21%	40%	35%	36%	70%	68%	69%
Skills labs (writing, math, etc.)	39%	45%	50%	51%	54%	59%	75%	75%	77%
Child care	5%	5%	7%	12%	15%	16%	45%	45%	46%
Financial aid advising	45%	63%	62%	52%	71%	67%	79%	87%	86%
Computer lab	63%	65%	65%	73%	74%	75%	85%	86%	87%
Student Organizations	17%	20%	25%	29%	34%	38%	59%	64%	63%
Transfer credit assistance	28%	28%	28%	38%	36%	38%	73%	74%	74%
Services to students with disabilities	9%	9%	11%	18%	20%	22%	60%	58%	58%

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

Figure 19: Student Services by Use, Satisfaction and Importance

Source: 2009, 2011, 2013 CCSSE Report

All student success services were relocated to the new Student Center which opened Summer 2010. As part of the focus on the completion agenda, tutoring services became more intrusive starting in 2012.

Tutoring Information		
Fall 2009	623 students served	No data available
Spring 2010	600 students served	5 tutors employed
Fall 2010	635 students served	12 tutors employed
Spring 2011	No data available	13 tutors employed
Fall 2011	525 students served	15 tutors employed
Spring 2012	947 students served	21 tutors employed
Fall 2012	1136 students served	15 tutors employed

Figure 20: Tutoring Information

In the fall of 2012 Smarthinking (online tutoring) was launched.

The Learning Resources Center (library) has changed in recent years from a depository of books to a completely cyber resource center.

Foot traffic is no longer tracked in the Cyber Library; rather circulation of netbooks and database searches provides a more accurate reflection of student usage. The recent decrease in the circulation of netbooks is attributed to a higher number of students owning their own instruments.

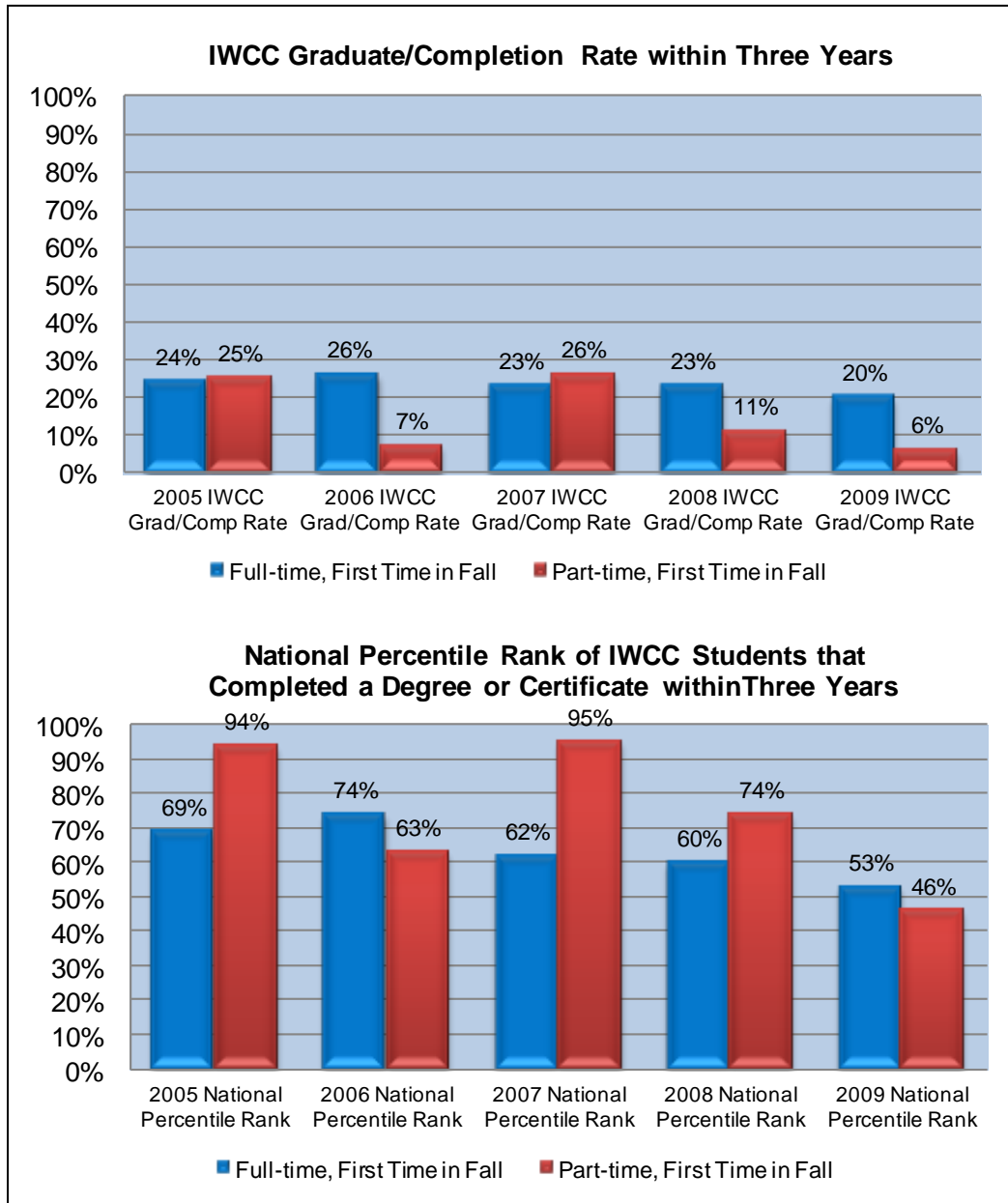
<b>Netbook Circulation</b>	
Fall 2009	0
Spring 2010	0
Fall 2010	6,191
Spring 2011	4,163
Fall 2011	4,747
Spring 2012	4,329
Fall 2012	3,440
Spring 2013	2,043

**Figure 21: Netbook Circulation**

<b>Database Usage</b>	
Fall 2009 and Spring 2010	89,306*
Fall 2010 and Spring 2011	112,043*
Fall 2011 and Spring 2012	218,811
Fall 2012 and Spring 2013	258,898
*Data not available for Ebsco databases	

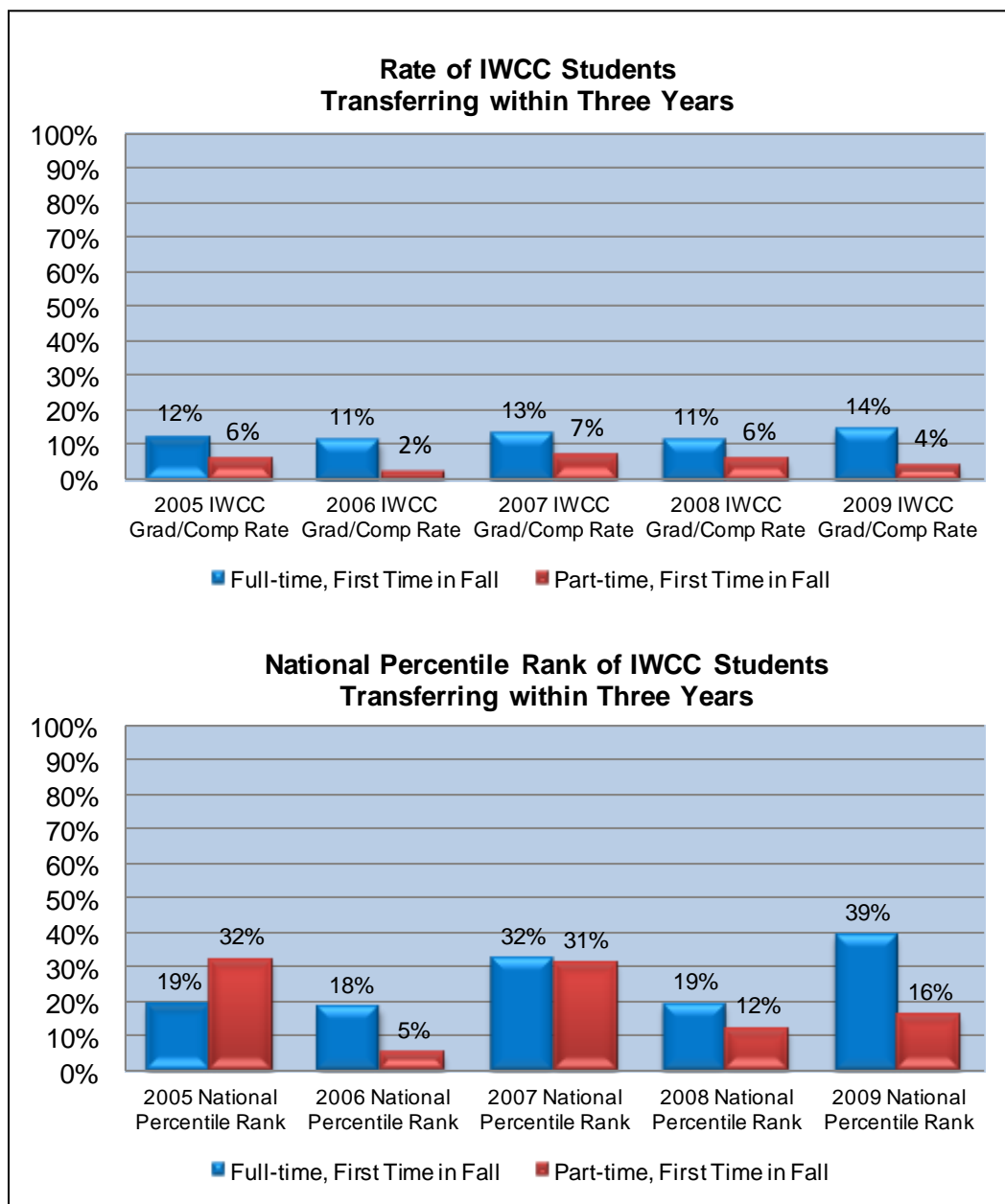
**Figure 22: Database Usage**

## 1R6 Comparisons



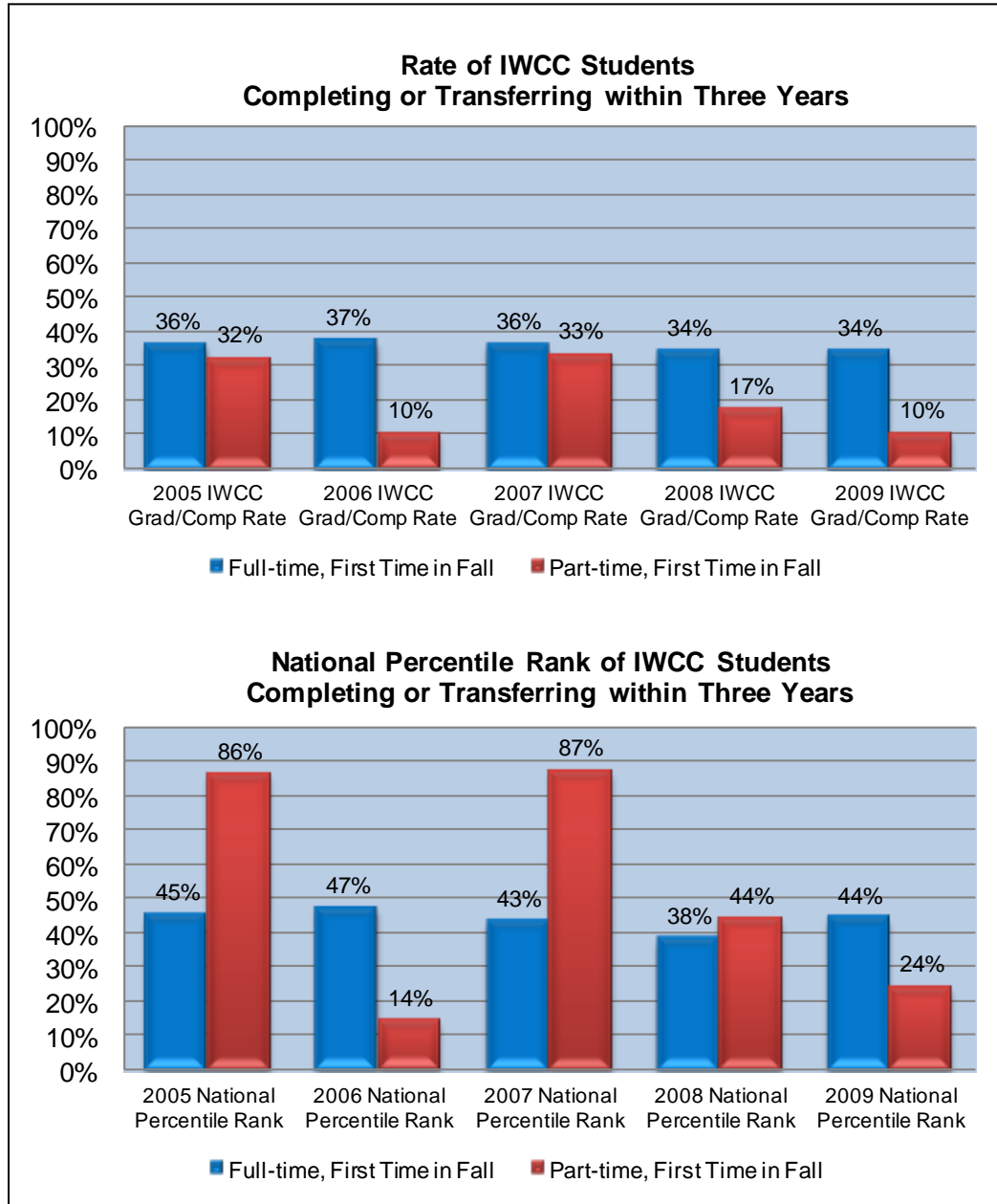
**Figure 23: Students that Completed or Graduated within Three Years**

Source: NCCBP 2009, 2010, 2011, 2012, 2013



**Figure 24: Students that Transferred within Three Years**

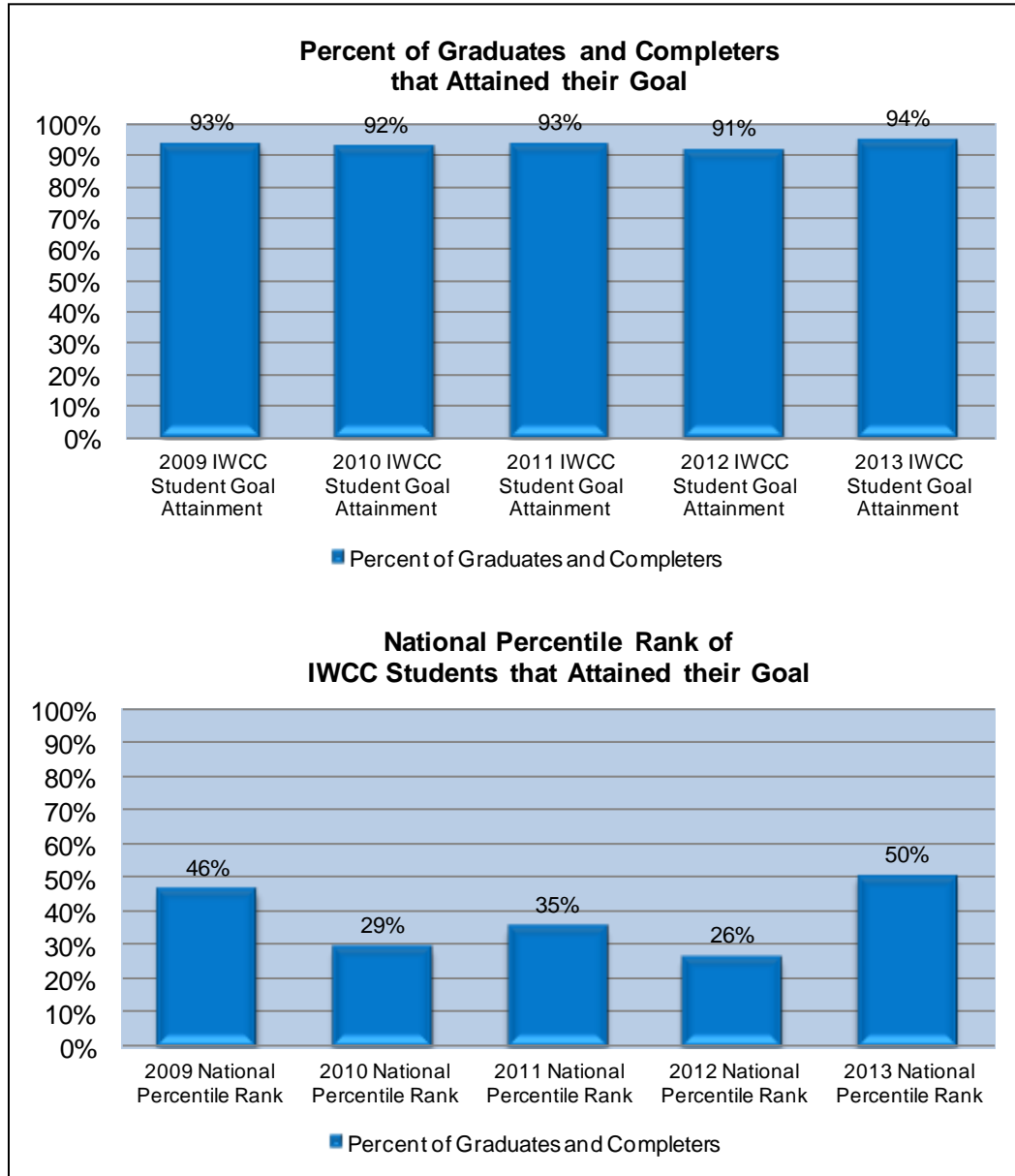
Source: NCCBP 2009, 2010, 2011, 2012, 2013



**Figure 25: Students that Completed or Transferred within Three Years**

Source: NCCBP 2009, 2010, 2011, 2012, 2013





**Figure 26: Students that Attained their Goal**

Source: NCCBP 2009, 2010, 2011, 2012, 2013

<b>NCCBP 2012 Benchmark Summary Table – All Students Iowa Western Community College, Iowa Consortium</b>				
<b>All Students</b>				
<b>Benchmark</b>	<b>IWCC</b>	<b>Comparison Group Statistics</b>		
			<b>Consortium</b>	<b>2012 CCSSE Cohort</b>
Active and Collaborative Learning	48.5	Benchmark Score	49.9	50.0
		Score Difference	-1.4	-1.5
Student Effort	48.6	Benchmark Score	50.2	50.0
		Score Difference	-1.6	-1.4
Academic Challenge	46.2	Benchmark Score	49.9	50.0
		Score Difference	-3.8	-3.8
Student-Faculty Interaction	49.1	Benchmark Score	50.1	50.0
		Score Difference	-1.0	-.09
Support for Learners	48.1	Benchmark Score	50.1	50.0
		Score Difference	-2.0	-1.9
		Number of Colleges	7	663

**Figure 27: NCCBP 2012 Benchmark Summary Table**

Source: NCCBP 2012 Aggregate Data Report

The Consortium includes the following Iowa Community Colleges:

- Eastern Iowa Community College
- Ellsworth Community College
- Hawkeye Community College
- Indian Hills Community College
- Iowa Central Community College
- Iowa Lakes Community College
- Iowa Western Community College
- Kirkwood Community College
- Marshalltown Community College
- North Iowa Area Community College
- Northeast Iowa Community College
- Northwest Iowa Community College
- Southeastern Community College
- Southwestern Community College
- Western Iowa Tech Community College

## Improvements (I)

### 111 Improvements

Academic Affairs continues a focused effort to review processes and systematize them as needed. The most recent improvements are listed as follows:

<b>Academics Affairs Improvements</b>
Implemented new Learning Management System (LMS)
Launched campus portal, Reiver Online Campus (ROC)
Developed an in-house database for assessment
Developed and assessed course objectives for every course
Developed and assessed program objectives for every program
Developed and assessed GELOs
Developed Design Technology Program in partnership with Siemens PLM
Developed Robotics Technology Program in partnership with Ellison Technologies
Created Google Enterprise Lab sponsored by Google
Implemented LYNC technology to provide a greater variety of courses at each of the outlying centers
Implemented student orientation for online students
Piloted E-Advising for 185 Students
Revised and updated student club sponsorship stipends
Developed Adjunct Outreach:
<ul style="list-style-type: none"> <li>• Orientation</li> </ul>
<ul style="list-style-type: none"> <li>• Instructional Support</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
<ul style="list-style-type: none"> <li>• Recognition</li> </ul>
Received National Alliance for Concurrent Enrollment Partnership (NACEP) Accreditation Spring 2013
Received State of Iowa Department of Education Accreditation Summer 2013
Withdrew from the Iowa Community College Online Consortium to develop and implement our own online course offerings.
Implemented CurricuNET curriculum software as part of a statewide effort
Added the following positions:
<ul style="list-style-type: none"> <li>• Online Instructional Developer</li> </ul>
<ul style="list-style-type: none"> <li>• GAP Coordinator</li> </ul>
<ul style="list-style-type: none"> <li>• Pathway Navigator</li> </ul>

**Figure 28: Academic Affairs Improvements**

As the processes for assessing student learning have become more systematic and comprehensive the focus has shifted. Analyzing performance results, identifying opportunities for improvement, and developing strategies for action are now priorities in Academic Affairs.

## **112 Culture and Infrastructure Support**

IWCC has made a gradual shift to a data driven culture since becoming an AQIP institution. Data that was once reported and then forgotten is now reviewed, analyzed, and utilized as a key component in decision making. Targets are included in the strategic plan, division goals, and department tactical plans. President Obama's completion agenda has proven a catalyst for a laser-like focus on retention, completion, and student success.

## **CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

### **Introduction**

Other Distinctive Objectives continues to be a strength for IWCC. Repeating a pattern of utilizing neutral third party entities to gather feedback from stakeholders and determining areas of opportunity for growth, the College passed a \$23 million bond issue in December of 2012.

Since our last portfolio we have seen increases in Foundation assets (with a slight recession related stall), increases in grant dollars pursued and funded, added another athletic program, and increased our on-campus housing capacity.

We have become more systematic by developing specific goals with targets and have tied them to data elements that are reported and reviewed annually. At IWCC, Other Distinctive Objectives is systematic, aligned, and moving towards integrated.

### **Processes (P)**

#### **2P1 Designing Key Non-Instructional Processes**

Non-instructional processes are tied directly to strategic planning goals which stem from the mission and values of the College.

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

#### **2P2 Determining Non-Instructional Objectives**

The College has relied on external and unbiased assistance in determining major non-instructional options.

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

Results from the research indicated the following key factors:

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

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

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

In 2005 IWCC hired the Clements Group to determine opportunities for growth in the Foundation. Clements conducted a feasibility study. The data in the study was based on face-to-face interviews with 100 of the most affluent individuals in the College service area.

The focus of the study was to identify prospects with first, the capacity and then, the willingness to give to the College. It also determined projects that were most likely to garner support.

A strong interest was indicated in the following areas:

- Health Sciences
- Technology

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

Results from the research indicated the following projects were viable:

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

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

In 2012 Iowa Western partnered with Victory Enterprises Marketing Services to poll constituents in its seven-county area to measure the effectiveness of the College's communications.

Specifically, the College wanted to determine what constituents know about the College and if they are aware of the broad spectrum of its activities, including campus expansions.

Based on the poll results, IWCC put a \$22.5 million bond issue on the ballot in December 2012. The bond passed and plans for constructing an Engineering and Technology Center are underway.

### **2P3 Communicating Expectations**

The communication of the objectives is part of the strategic planning process as represented in the Strategic Planning Process Flowchart in [8P1](#).

### **2P4 Assessing Appropriateness and Value**

Distinctive objectives were assessed with the assistance of outside resources through telephone surveys and face-to-face interviews of constituents in the College service area. Results were reported and analyzed.

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

### **2P5 Determining Faculty and Staff Needs**

IWCC always has an active Facilities Master Plan in operation.

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

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

The plan is developed through input from faculty and staff responding to a series of questions pertaining to anticipated expansion needs for growth. (See Figure 29 - Assessment of Current Facilities). These responses flow through respective deans and VPs.

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

**Figure 29: Assessment of Current Facilities**

Since 2011 the College has annually administered the Great Colleges to Work For survey which is sponsored by *The Chronicle for Higher Education* and ModernThink. Feedback from this survey is used to ascertain faculty and staff needs.

The results from this survey are reviewed and summarized by the Director of Institutional Effectiveness and reported to the Strategic Planning Council. The Council reviews, discusses, and takes appropriate action as needed. In 2012 it resulted in an Action Project: Improving Employee Satisfaction and Engagement.

## **2P6 Incorporating Feedback**

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

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

## **Results (R)**

### **2R1 Measuring Success**

#### **Annual Foundation Report**

- Total number of dollars given
- Total number of in-kind gifts (assigned dollar value)
- Total dollars awarded in scholarships
- Total dollars of grant money pursued
- Total dollars of grant money funded

**Annual Athletic Report**

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

**Campus Housing Status**

- Number of beds available
- Number of beds filled

**2R2 Performance Results**

There is evidence of strong growth in IWCC’s endowment and fundraising for scholarships. The largest gift in IWCC's history, with an estimated value of \$10 million, was received from John A. Wiebe in FY08. Investing in Major Gifts Campaign training with the Clements Group can be credited with being the most influencing factor in positioning IWCC to fundraise at this higher level.

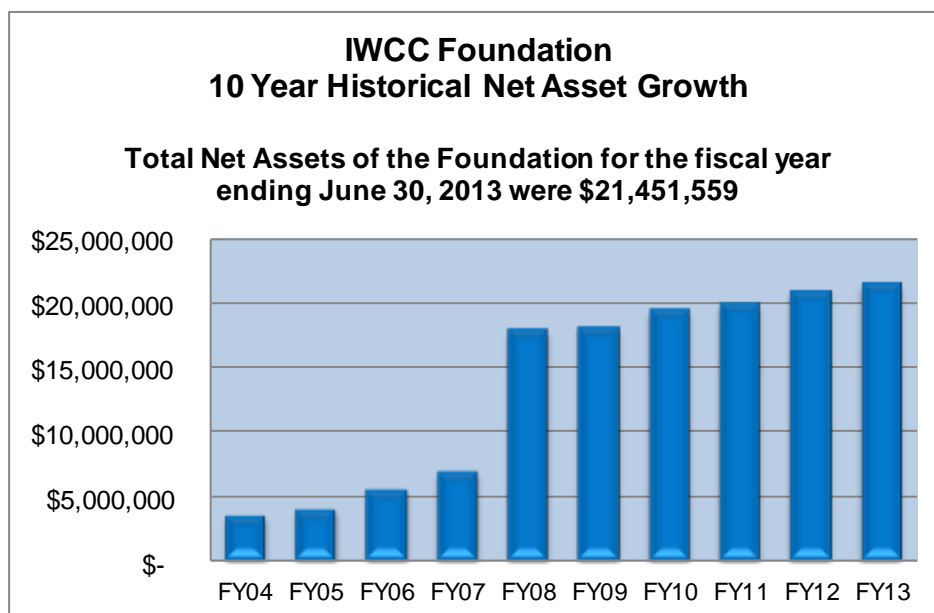


Figure 30: Foundation Net Asset Growth

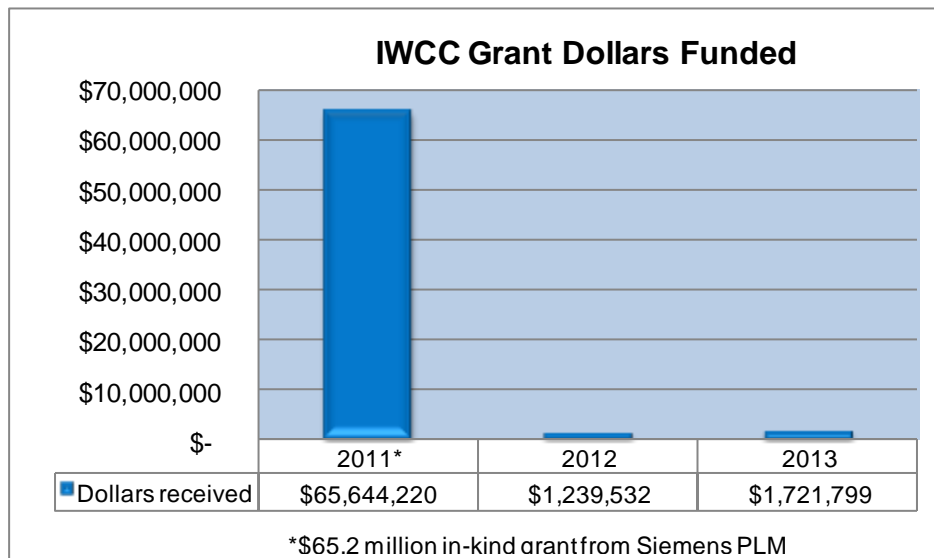


Figure 31: IWCC Grant Dollars Funded

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

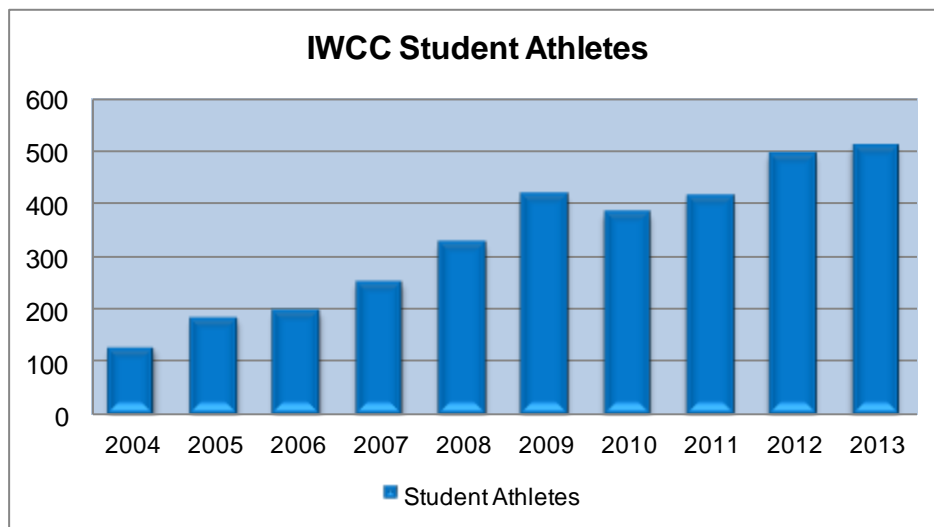


Figure 32: IWCC Student Athletes



Campus housing capacity has increased steadily since 2007-2008. In addition to new construction of suites, the apartments were renovated in 2008 and designated as Reiver Village. The residence hall was designated the Reiver Tower that same year but is affectionately referred to as *“the bricks”* by its residents.

The number of beds available to students may vary slightly from year-to-year due to additional residence hall staff living in facilities and/or the number of student requests for a single occupancy room.

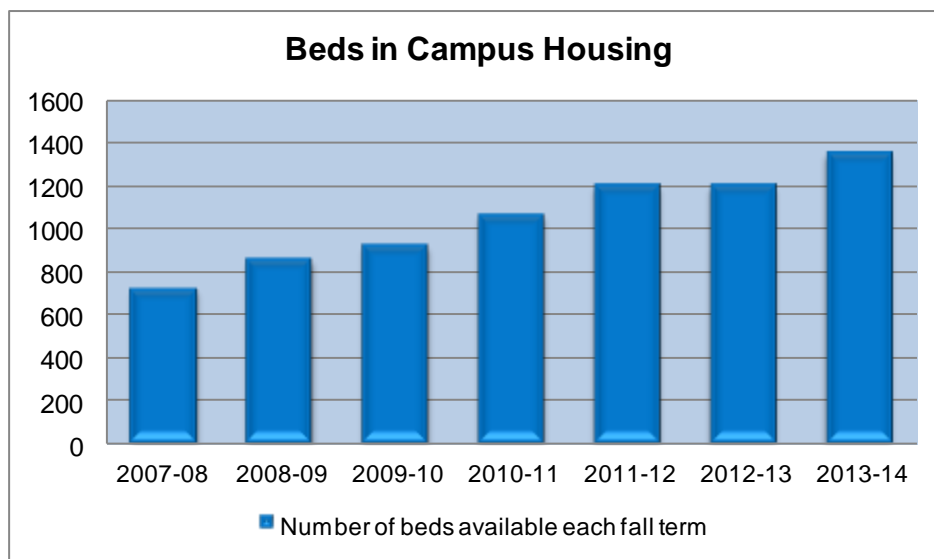


Figure 33: Beds in Campus Housing

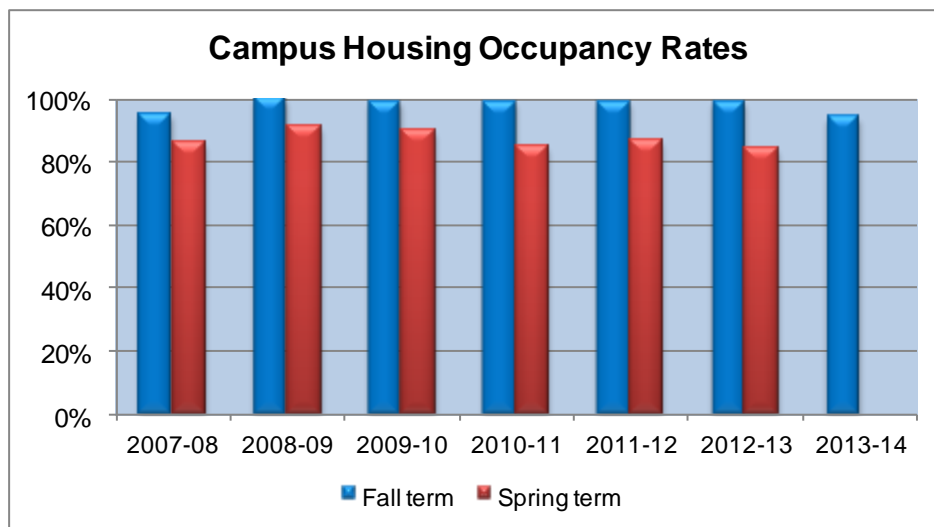


Figure 34: Campus Housing Occupancy Rates

## 2R3 Comparisons

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

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

Iowa Western Community College NATYCAA Cup Rankings	
Academic Year	Ranking
2009-10	11th
2010-11	3rd
2011-12	4th
2012-13	3rd

Figure 35: IWCC NATYCAA Cup Rankings

Foundation Assets of Iowa Public Community Colleges As Reported on IPEDS FY2011	
Kirkwood Community College	\$18,820,601
Iowa Western Community College	\$18,203,239
North Iowa Area Community College	\$15,289,053
Indian Hills Community College	\$5,921,015
Iowa Central Community College	\$3,921,002
Des Moines Iowa Community College	\$3,640,811
Iowa Lakes Community College	\$3,207,094
Northwest Iowa Community College	\$2,549,459
Southeastern Community College	\$2,173,775
Hawkeye Community College	\$1,864,583
Southwestern Community College	\$1,255,924
Western Iowa Tech Community College	\$1,050,000
Northeast Iowa Community College	\$624,198

Figure 36: Foundation Assets of Iowa Community Colleges

## 2R4 Strengthening the Institution

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

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

Active athletic and activity programs provide recognition at the local, state, and national level.

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

At the January 2013 Annual Meeting of the Council Bluffs Chamber of Commerce the IWCC Athletic Department was awarded the Chamber Champion Award. The Chamber Champion Award acknowledges those who bring positive publicity to Council Bluffs. In 2012 IWCC had national championship teams in baseball and football.

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

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

## **Improvements (I)**

### **211 Improvements**

#### **Institutional Advancement**

The Institutional Advancement office aggressively works to secure outside funds for the institution while also creating new relationships and deepening existing relations with alumni, friends, and other partners. In the first quarter of 2010, two positions were added to the department and the office staff was restructured to meet the needs of the College.

A Grant and Research Specialist was added to seek and secure private, corporate, state, and federal grant dollars. This position has been a very successful addition to the College, collaborating with staff college-wide. Grants have been sought and secured to benefit everything ranging from academic programs to student retention and activities, workforce development and entrepreneurship.

A part-time Alumni Relations Director was also added. In addition to the alumni relations responsibilities, this position handles the awarding of scholarship dollars and mentoring/guiding the students to provide them with the necessary tools to be successful. The combined position works well, allowing the relationship to form while students are at Iowa Western and carry them on after the students graduate and become alumni. As the Alumni Director, this individual is responsible for connecting with alumni throughout the country through various events, gatherings, and a variety of communications vehicles. For each of the past three years a minimum of eight events have been hosted.

#### **Athletics**

An additional sport, wrestling, was added in Fall 2011. In the 2012-2013 season 34 wrestlers finished the season.

#### **On-Campus Housing**

Additional wings of Reiver Suites were completed AY 2011-2012 and 2013-2014 bringing the total number of beds on campus to 1,350.

Updates Since Last Portfolio in Activities	
Arts Center	<ul style="list-style-type: none"> <li>8,000 square feet additional educational space</li> </ul>
Art and Photography	<ul style="list-style-type: none"> <li>Macintosh lab for digital media</li> <li>3D studio workspace</li> <li>Projection classroom</li> </ul>
Music Technology	<ul style="list-style-type: none"> <li>Recording studio</li> <li>Additional space in computer/piano keyboard lab</li> <li>Space for audio equipment</li> </ul>
Music	<ul style="list-style-type: none"> <li>Marching/concert band rehearsal space</li> <li>General purpose classroom</li> <li>Two soundproof faculty offices to double as teaching studios</li> <li>15 student practice rooms</li> <li>Storage for instruments, uniforms, and libraries</li> </ul>
Theatre and Technical Theatre	<ul style="list-style-type: none"> <li>Dedicated classroom rehearsal space</li> <li>Storage for lighting equipment and risers</li> </ul>

Figure 37: Updates Since Last Portfolio in Activities

IWCC is very systematic in determining its Other Distinct Objectives. The process is outlined in the following flowchart:

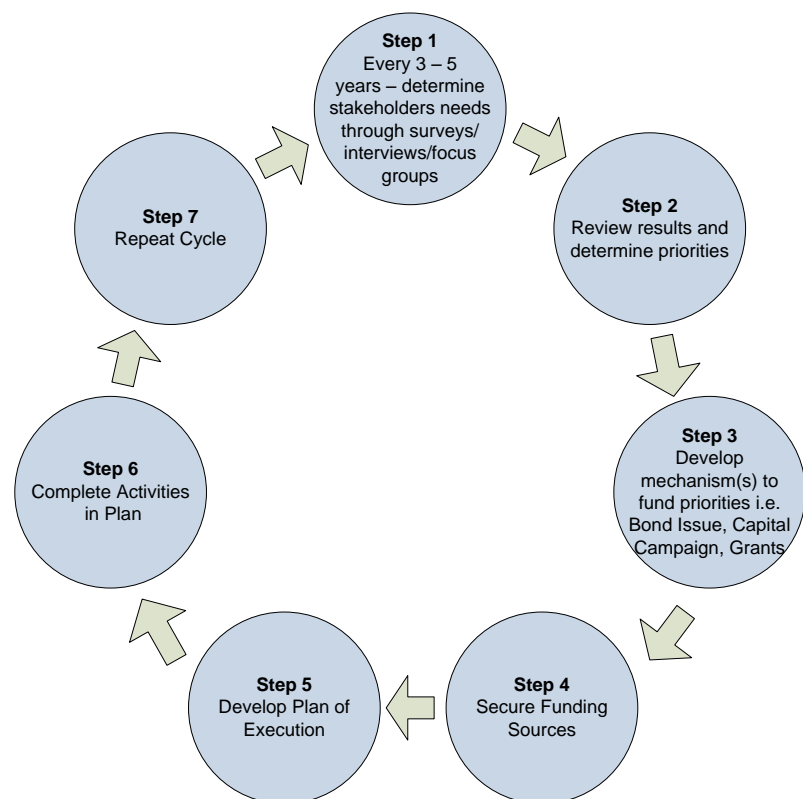


Figure 38: Other Distinct Objectives Planning Cycle

## 2I2 Culture and Infrastructure Support

Because the strategies for Other Distinctive Objectives have been executed successfully, the resulting growth and financial viability has allowed the College leadership to be more aggressive and pursue opportunities that would otherwise not be feasible. The College has followed a cycle of data collection and review by seeking constituent input through surveys, polls, focus groups, and interviews to develop strategies for action as outlined in [2I1](#). The last four cycles (approximately five years each) resulted in bond issues to financially support the bulk of the strategies.

Specific goals with targets are articulated in the strategic plan and data elements are reported and monitored on an annual basis.

## CATEGORY THREE: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

### Introduction

Understanding Students and Other Stakeholders' Needs, by the very nature of the category, will always be a work in progress. IWCC has worked diligently to ascertain student needs and be agile in adjusting to fulfill them. Processes are designed, redesigned, and adapted as needed. The College has been extremely successful in meeting recruiting goals and is now shifting focus to include a stronger emphasis on retention and graduation. Processes in Category Three are becoming systematic and important next steps identified include working to eliminate institutional silos. Data in general, and most specifically CCSSE and SENSE results, will drive Action Projects in the future.

### Processes (P)

#### 3P1 Identifying Changing Student Needs

**HLC Core component 4.C.**—The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in degree and certificate programs.

- Is addressed within 3P1.

**Subcomponent 4.C.1.**—Seeking long-term results, IWCC's goal is to move the needle in student retention, persistence, and completion in a positive direction incrementally. Every department on campus is charged with contributing to this goal and sets tactical plans to support the efforts.

**Subcomponents 4.C.2, and 4.C.3.**—As addressed in [1R1](#), data on student retention, persistence, and completion is collected and reviewed regularly. Based on the analysis, corrective action is taken.

**Subcomponent 4.C.4.**—Guidelines for the annual program review process, which collects data on student retention, persistence, and completion by program, is prescribed by the Iowa State Department of Education. IWCC is a member of the Iowa Community Colleges Completion Initiative which collaboratively developed metrics for Iowa Community Colleges using the National Governor's Association guidelines and based on the model of the National Community College Benchmarking Project.

The continual process of investigating, surveying, identifying, and responding to the changing needs of our students is key to the success of IWCC. Needs are identified through the use of

advisory groups, surveys, stakeholder relationships and their communication, plus reviewing community and demographic changes.

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

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

For the past three years Student Services has tracked students who have earned zero credits for the following reasons:

- Administrative withdrawal for non-payment
- Grade of F in all classes enrolled
- Withdrawal from all classes

Data is analyzed through group discussions at department and campus leadership levels. Key data elements utilized in this process include: assessment and placement, retention, program review, demographics, student success, graduation rates, enrollment statistics, financial sustainability, and stakeholder engagement. Guidelines for gathering the data include National Community College Benchmark Project (NCCBP), Integrated Postsecondary Educational Data System (IPEDS), and Iowa Community College Completion Initiative (ICCCI).

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

### 3P2 Building Student Relationships

We build and maintain relationships with the students and other stakeholders at Iowa Western Community College by meeting their expectations and needs by locating and providing essential student services that are easily accessible.

Characteristics	Outreach	Expectations/Needs
<b>Prospective Students</b>		
<ul style="list-style-type: none"> <li>• Open enrollment institution</li> <li>• Programs for various backgrounds, abilities and goals</li> </ul>	<ul style="list-style-type: none"> <li>• High school visits</li> <li>• Visit days</li> <li>• Tours</li> <li>• WEB access</li> <li>• High school dual enrollment</li> <li>• Emails</li> <li>• Letters</li> <li>• Phone calls</li> </ul>	<ul style="list-style-type: none"> <li>• Timely, current information</li> <li>• Accessible</li> <li>• Affordable</li> <li>• Ease of admissions</li> <li>• Meet their individual needs</li> </ul>
<b>Current Students</b>		
<ul style="list-style-type: none"> <li>• Residential/Commuter</li> <li>• Traditional/Non-traditional</li> <li>• Full-time/Part-time</li> <li>• Degrees/Skills upgrade</li> <li>• Intent to Transfer/Workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Advisors</li> <li>• Development hours</li> <li>• Faculty and staff</li> <li>• Programming</li> <li>• Student Services</li> <li>• Online enrollment and Support Self Services</li> <li>• Centralized face-to-face services</li> </ul>	<ul style="list-style-type: none"> <li>• Course delivery flexibility</li> <li>• Diverse course selection</li> <li>• State-of-the-art instruction, facilities and equipment</li> <li>• College life/experience including: <ul style="list-style-type: none"> <li>▪ Leadership opportunities</li> <li>▪ Music</li> <li>▪ Athletics</li> <li>▪ Housing</li> <li>▪ Theater</li> <li>▪ Other student activities</li> </ul> </li> <li>• Academic support services</li> <li>• Financial support services</li> <li>• Personal needs</li> <li>• Safety and health</li> <li>• Transferability of credit</li> <li>• Employment</li> <li>• Student success programming including: <ul style="list-style-type: none"> <li>▪ Tutoring</li> <li>▪ Counseling</li> <li>▪ Orientation</li> </ul> </li> </ul>
<b>Alumni</b>		
<ul style="list-style-type: none"> <li>• Community members</li> <li>• Foundation donors</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Membership</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Social events</li> <li>• Networking</li> </ul>

Figure 39: Building and Maintaining Relationships

### 3P3 Identifying Key Stakeholder Needs

**HLC Core Component 1.D.**-The institution's mission demonstrates commitment to the public good.

- In addition to the responses in 3P3 and [3P5](#) the following addresses Core Component 1.D: The College's commitment to the public good and priority for student success is indicated in its mission and vision statement. All strategic planning goals flow from these statements.

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

*Vision Statement: Iowa Western Community College will be recognized as a premier education leader and partner, with student learning and success being our highest priority.*

Data is gathered and disseminated by a variety of groups on campus including Action Teams, councils, committees, departments and divisions. Most specifically data collected in Student Services is reviewed and analyzed as collected. Strategies are developed as a result of the analysis and discussion.

### 3P4 Building Stakeholder Relationships

Many variables contribute to the positive relationship IWCC maintains with key stakeholders.

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

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

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

### 3P5 Determining New Groups

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

Examples of data driving decisions to target specific populations are:

- Based on data showing an increasing number of veterans enrolled, IWCC created a position dedicated to advising veterans and launched a club Veterans Eager to Succeed (VETS).



- As the population of student athletes grew, another specialty advising position was created to meet the needs of this niche of students.
- An Intervention Specialist was hired based on an influx of faculty/staff recommendations from the student intervention form.

### **3P6 Handling Complaints**

IWCC outlines the following in the student handbook:

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

A formal complaint log is maintained and each situation is reviewed and action determined by the Dean of Student Life and Student Success.

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

Academic Grievances flow through the chain of command up to the Vice President (VP) of Academic Affairs.

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

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

## **Results (R)**

### **3R1 Determining Satisfaction**

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

- Advisory Board Feedback
- Advising Survey
- Campus Tour Survey
- CCSSE (every other spring)
- Community College Faculty Survey of Student Engagement (CCFSSE) (every other spring)
- Employer Follow-up Survey
- Foundation Reports
- Graduate Follow-up Survey
- Integrated Postsecondary Education Data System (IPEDS)
- NCCBP
- New Student Registration and Orientation Survey
- Residence Life Satisfaction Survey
- SENSE (every other fall)
- Student Faculty Evaluations
- Student Life Activities Survey
- Victory Enterprise Polling Services

### 3R2 Student Satisfaction Results

Using a concept similar to the Net Promoter Score widely recognized in the corporate world, IWCC has incorporated simple questions in our major student surveys to indicate student satisfaction.

*Would you choose Iowa Western again?*

*Would you recommend IWCC to a friend or family member?*

Students indicate they would choose IWCC again in significant numbers since we began asking the question on the graduate follow-up survey.

#### [Current Student \(Graduate\) Satisfaction Survey](#)

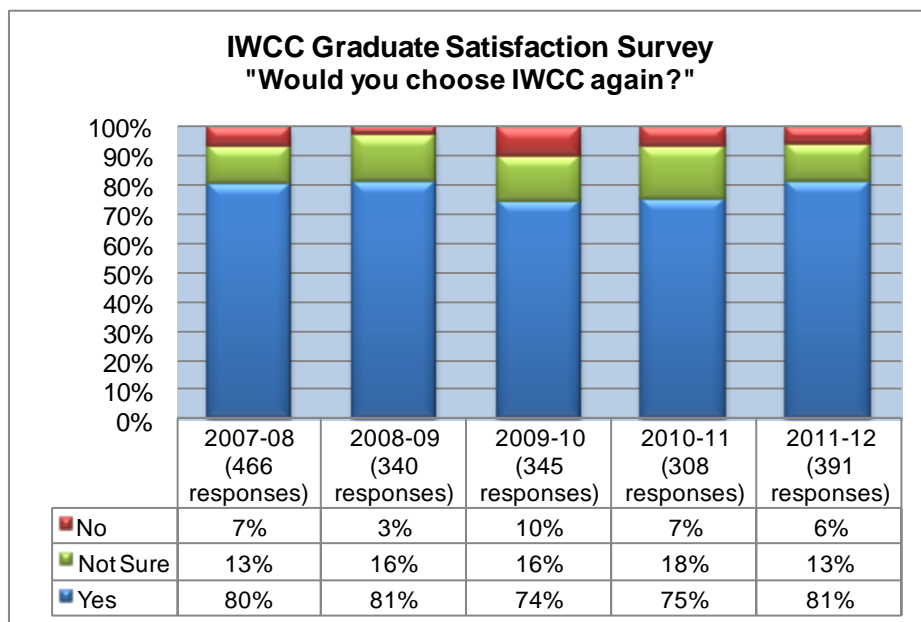


Figure 40: IWCC Graduate Satisfaction Survey Results

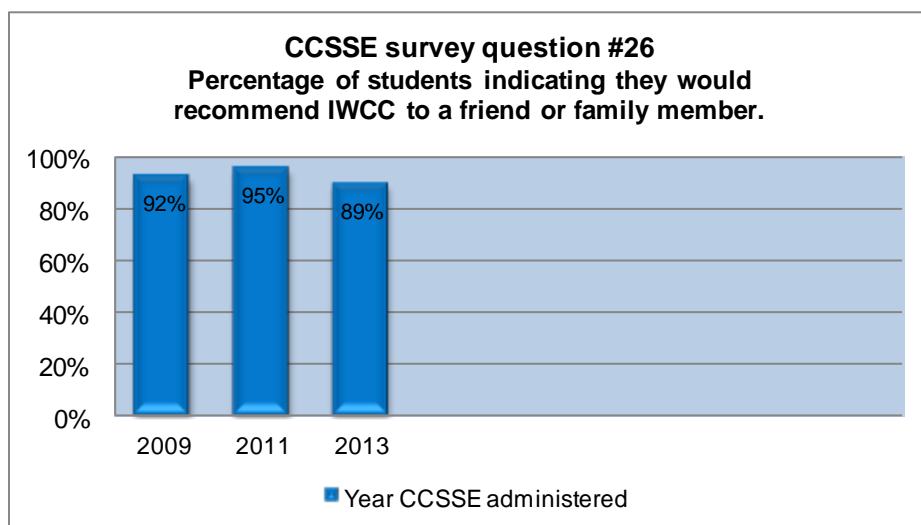
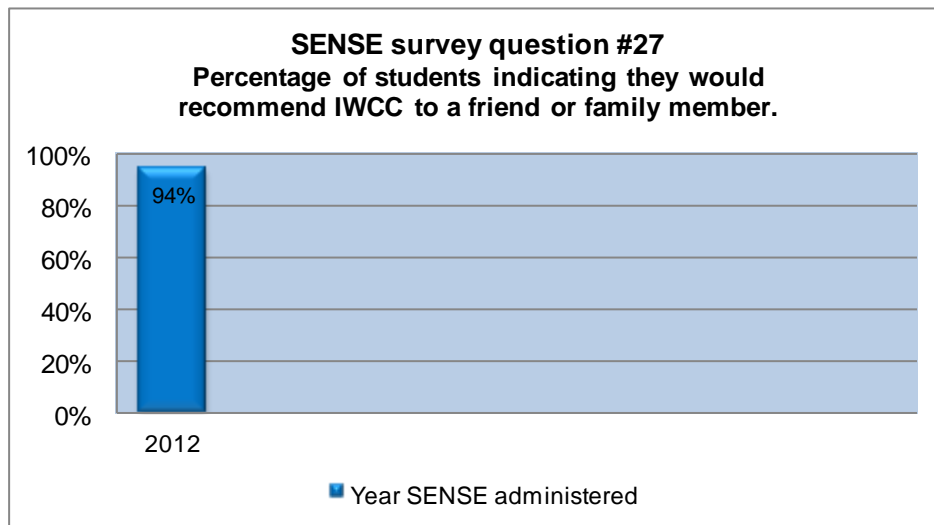


Figure 41: CCSSE Survey Question #26

Source: CCSSE 2009, 2011, 2013



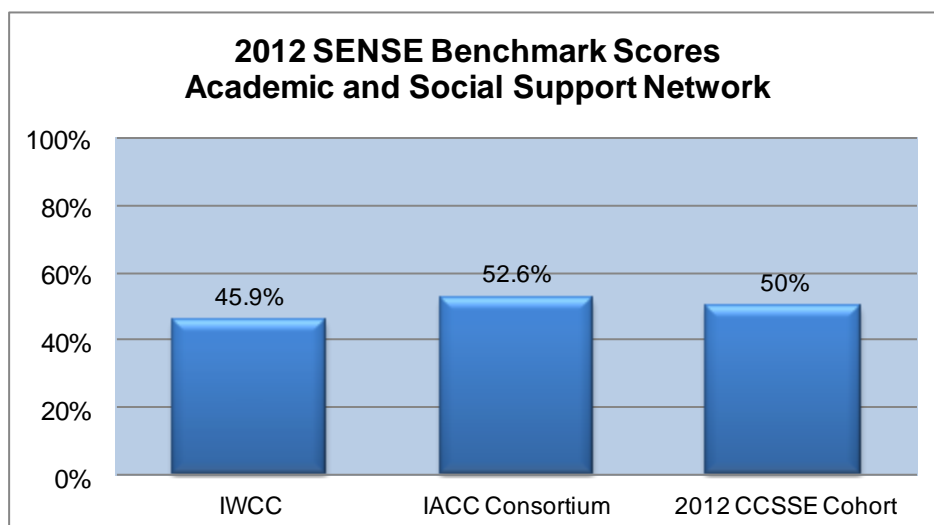
**Figure 42: SENSE Survey Question #27**  
 Source: SENSE 2012

### 3R3 Student Relationship Results

In an effort to better understand the relationship between students and the College, IWCC administered the SENSE survey instrument for the first time in the fall of 2012. This survey is given to freshman within the first six weeks of their first semester.

IWCC scored lower than the Iowa Consortium and the CCSSE Cohort in 2012 SENSE Benchmark Scores in Academic and Social Support Network.

The Student Services Division is reviewing this data and developing strategies for improvement. The data will also be shared with faculty during Fall Professional Development Days in October.



**Figure 43: 2012 SENSE Benchmark Scores—IACC Consortium and 2012 CCSSE Cohort**  
 Source: SENSE 2012

2012 SENSE Benchmark Scores			
Academic and Social Support Network	IWCC Mean	IACC Consortium Mean	2012 SENSE Cohort Mean
18l. All instructors clearly explained academic and student support services available at this college	3.62	3.90	3.80
18m. All instructors clearly explained course grading policies	4.15	4.27	4.27
18n. All instructors clearly explained course syllabi (syllabuses)	4.25	4.36	4.36
18o. I knew how to get in touch with my instructors outside of class	4.11	4.30	4.27
18q. At least one other student whom I didn't previously know learned my name	4.08	4.26	4.14
18r. At least one instructor learned my name	4.31	4.41	4.26
18s. I learned the name of at least one other student in most of my classes	4.16	4.32	4.24

**Figure 44: 2012 SENSE Benchmark– Academic and Social Network**

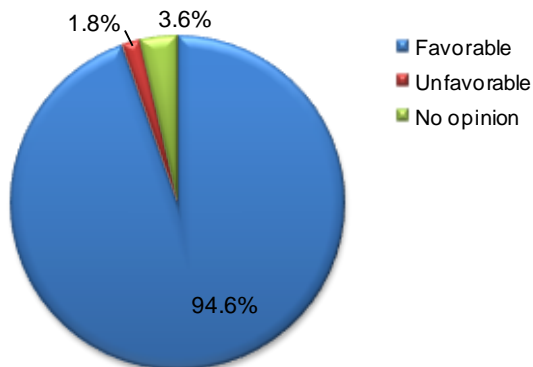
Source: SENSE 2012

IWCC has focused on relationships with our student veterans and developed processes to address their specific needs. These efforts were acknowledged by Victory Media in the fall of 2013. Victory Media, the premier media entity for military personnel transitioning into civilian life, named Iowa Western Community College to the Military Friendly Schools® list. The 2014 Military Friendly Schools® list honors the top 20 percent of colleges, universities, and trade schools in the country that are doing the most to embrace America's military service members, veterans, and spouses as students and ensure their success on campus. The 1,868 colleges, universities, and trade schools on this year's list exhibit leading practices in the recruitment and retention of students with military experience.

### 3R4 Stakeholder Satisfaction Results

The Victory Enterprises Telephone Survey conducted in 2012 gives an indication of strong stakeholder satisfaction with the College.

**Victory Enterprises 2012 telephone survey**  
**Question 6: Thinking specifically about Iowa Western Community College and the job they do for Southwest Iowa, do you generally have a favorable or unfavorable view of them?**



**Figure 45: Victory Enterprises 2012 Telephone Survey Results**

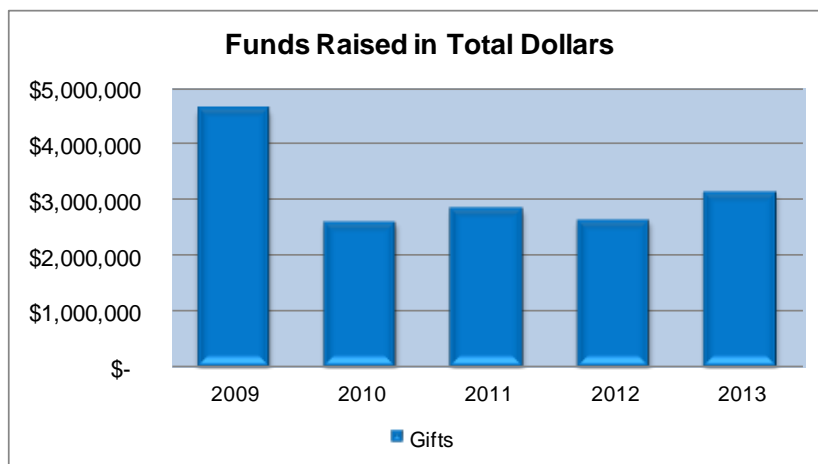
The constituents of Iowa Western have shown steady support through the passage of bond issues.

IWCC Bond Issues Passed		
1996	\$3.5 million	62% approval rating
2003	\$6.5 million	74% approval rating
2007	\$22 million	87% approval rating
2012	\$22.5 million	76% approval rating

**Figure 46: Bond Issues Passed**

### 3R5 Stakeholder Relationship Results

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



**Figure 47: Funds Raised in Total Dollars**

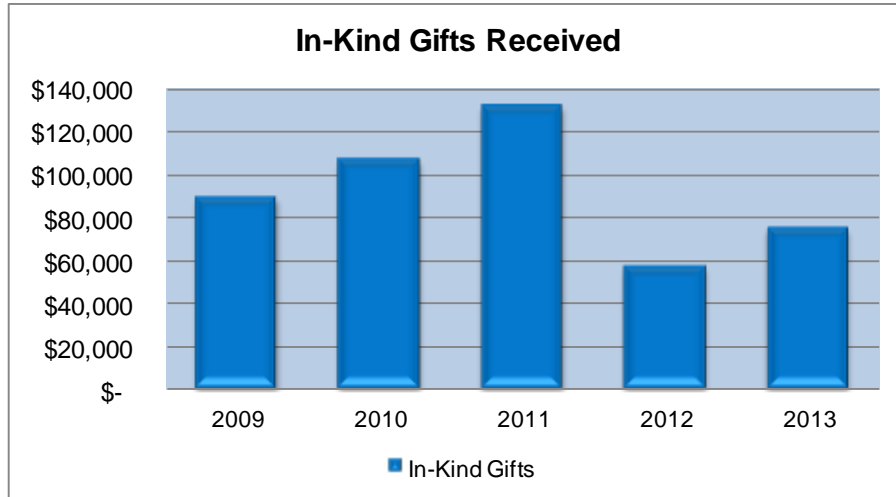


Figure 48: In-Kind Gifts Received

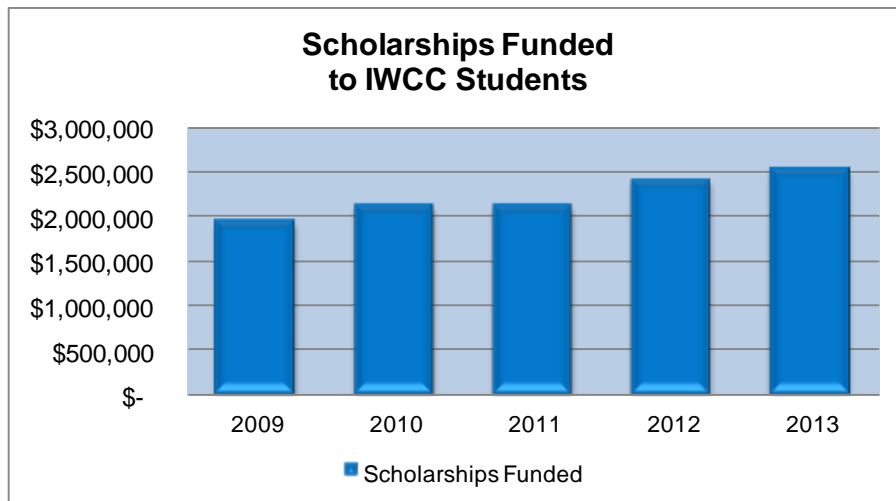
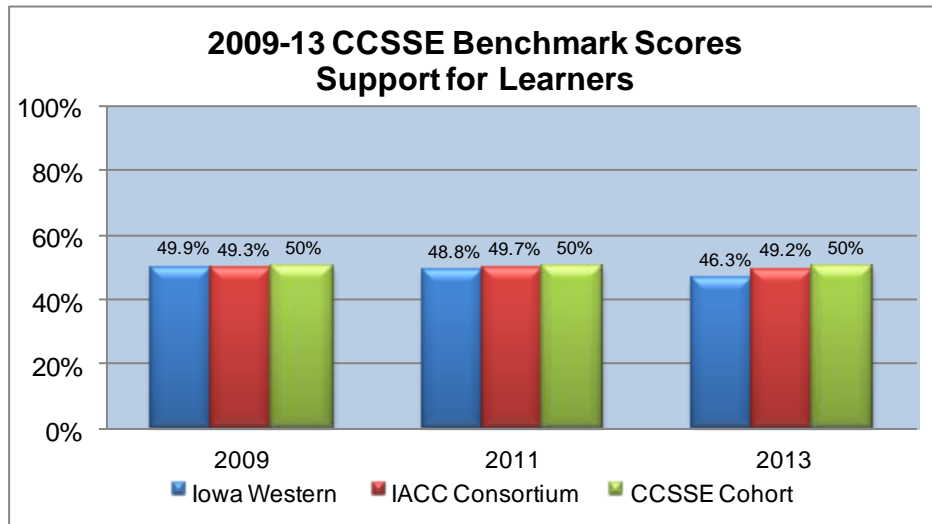


Figure 49: Scholarships Funded to IWCC Students

### 3R6 Comparisons

In 2013 IWCC scored lower than the Iowa Consortium and CCSSE Cohort on Benchmark Scores – Support for Learners.



**Figure 50: 2009-13 CCSSE Benchmark including Iowa Consortium and CCSSE Cohort**  
Source: CCSSE 2009, 2011, 2013

2009-13 CCSSE Benchmark Scores – Support for Learners										
	Iowa Western Mean			IACC Consortium Mean			CCSSE Cohort Mean			
	2009	2011	2013	2009	2011	2013	2009	2011	2013	
<b>Individuals rated from 0 - 4</b>										
9b.	Providing the support you need to succeed at this college	2.92	2.95	2.96	2.97	2.95	3.00	2.97	2.99	3.04
9c.	Encouraging Contact among students from different economic, social, and racial or ethnic background	2.32	2.48	2.50	2.35	2.40	2.47	2.49	2.53	2.60
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	1.91	1.88	1.91	1.9	1.95	2.02	1.94	1.95	2.02
9e.	Providing the support you need to thrive socially	2.16	2.15	2.19	2.12	2.18	2.24	2.14	2.17	2.24
9f.	Providing the financial support you need to afford your education	2.59	2.72	2.58	2.59	2.66	2.68	2.43	2.53	2.66
<b>Individuals rated from 0 - 3</b>										
13a1.	Frequency: Academic Advising	1.81	1.72	1.80	1.72	1.78	1.83	1.76	1.78	1.83
13b1.	Frequency: Career Counseling	1.39	1.31	1.38	1.37	1.39	1.41	1.43	1.43	1.45

**Figure 51: 2009-13 CCSSE Benchmark Scores - Support for Learners**

Source: CCSSE 2009, 2011, 2013



Iowa Community Colleges in the Consortium			
	2009	2011	2013
Eastern Iowa Community College			X
Ellsworth Community College		X	X
Hawkeye Community College			X
Indian Hills Community College	X	X	X
Iowa Central Community College		X	X
Iowa Lakes Community College			X
Iowa Valley Community College	X		
Iowa Western Community College	X	X	X
Kirkwood Community College	X	X	X
Marshalltown Community College		X	X
North Iowa Area Community College	X	X	X
Northeast Iowa Community College		X	X
Northwest Iowa Community College	X	X	X
Southeastern Community College	X	X	X
Southwestern Community College			X
Western Iowa Tech Community College	X	X	X

Figure 52: Iowa Community Colleges in the Consortium

## Improvements (I)

### 3I1 Improvements

The retirement in 2012 of the VP of Student Services offered an opportunity to reevaluate Student Services. Under new leadership policy, procedural and process improvements have occurred as well as restructuring of the departments within the division and the addition of the following positions:

- Associate Dean of Student Services: collects and analyzes Student Services data
- Enrollment Advisor/Athletic Specialist: offers centralized and systematic services for student athletes
- Enrollment Advisor/Veteran Specialist: offers centralized and systematic services for veteran students
- Student Intervention Specialist: offers student outreach and preventative services

Improvements were developed for the following processes:

- Centralized enrollment services in the new Welcome Center
- Centralized support services in the new Student Center
- Centralized online services in the new online portal
- Reviewed feedback and revised processes for the New Student Experience including NSRO, Welcome Week, and College Experience Course
- Combined Orientation and Registration
- SENSE was added to the cycle of student surveys

### 3I2 Culture and Infrastructure Support

Iowa Western is learning to review data as a basis for identifying gaps and determining opportunities for improvements. Targets are set based on review of benchmarks provided in IPEDS, CCSSE, and NCCBP. Our culture is data driven with an emphasis on completion and retention set by a national agenda. As a result, student engagement and student centered decision making are priorities for Student Services.

## CATEGORY FOUR: VALUING PEOPLE

### Introduction

At IWCC Category Four, Valuing People is aligned. Much work had been done since becoming an AQIP institution to develop and improve processes. For the last eighteen months, under the leadership of a new Human Resources Director, policies and processes have been reviewed and updated and initiatives have been executed with a renewed focus and purpose. Important next steps will include leveraging data from the employee engagement survey to determine which Action Teams to launch to most improve employee satisfaction and help meet our turnover rate target.

### Processes (P)

#### 4P1 Identifying Staff Requirements

Specific credentials, skills, and values for potential hires at IWCC are ascertained in a variety of ways.

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

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

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

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

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

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

## 4P2 Ensuring Credentials, Skills and Values

**HLC Core Component 3.C.**—The institution has the faculty and staff needed for effective, high-quality programs and student services.

**Subcomponent 3.C.1.**—The College determines faculty staffing requirements relative to the strategic plan and based on recommendations from the Academic Deans. Academic Deans meet each spring to discuss and predict needs for the upcoming academic year based on attrition, enrollment projection, and program status. Requests are submitted to Cabinet for approval with a ranking order for priority. All requests for new positions are subject to Board approval.

**Subcomponent 3.C.2, 3.C.6**—Core components are addressed within 4P2. The College is in compliance with all Higher Learning Commission requirements for faculty credentials as well as the Iowa Department of Education. In addition, IWCC is NACEP accredited ensuring concurrent enrollment faculty meet credentialing requirements.

**Subcomponent 3.C.3.**—Core component is addressed within [4P10](#).

**Subcomponent 3.C.4.**—The Vice President of Academic Affairs has an ample budget allocated for professional development for the division and annual monies from the Carl Perkins grant are designated for Career and Technical instructors' professional development. A process for request and approval for both pools of money is in place. Priority is always given to requests that meet requirements for program accreditation. In addition, Teaching and Learning Academies are offered on campus three times annually.

**Subcomponent 3.C.5.**—According to the Contract of Agreement Article 3 Hours: Instructional Employees: Full-time unit members who have primary duties of classroom instructions shall be expected to be on campus a minimum of thirty (30) hours per week. This minimum does not include overload hours. The difference in the classroom instruction time and the minimum weekly hours shall be designated for office hours, classroom preparation, and committee meetings.

Hiring processes at IWCC make certain that candidates possess the credentials, skills, and values needed by following a prescribed process.

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

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

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

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

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

### 4P3 Recruiting, Hiring, Retention Practices

Processes used in recruiting, hiring, and retaining employees are as follows:

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

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

The Human Resources department has developed a systematic [process](#) for hiring.

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

Valuing People Initiatives	
Competitive Benefits	
Farm Fund – Supports individual professional development and advanced degree attainment	
Free tuition at IWCC for employee, dependent children and spouses	
Professional Development Activities – See <a href="#">8P8</a>	
Admission to all IWCC events for employee and family members	
10% Discount at Cafeteria	
On-site Child Care	
Access to Wellness Center	

Figure 53: Valuing People Initiatives

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

Annual Social Events	
Family BBQ	September
Recognize Faculty Promotions	September
Recognize Outstanding Faculty Member	September
Recognize Outstanding Professional Staff Member	September
Recognize Outstanding Classified Staff Member	September
Recognize Years of Service Awards	September
Holiday Party	December
Retirement Receptions	May

Figure 54: Annual Social Events at IWCC

### 4P4 Employee Orientation

Each new hire is introduced to the institution's history, mission, and values as part of department orientation conducted by their direct supervisor. In addition, all new faculty members are introduced to the institution's history, mission, and values during Reiver Week. Reiver Week provides a full week of orientation activities prior to each fall semester. Classified and

professional staff are introduced to the institution's history, mission, and values during New Employee Orientation which is held quarterly.

#### 4P5 Changes in Personnel

A [Human Resources Succession Plan](#) was developed and approved by the Board as part of IWCC Administrative Policy June 21, 2010. This plan provides guidelines for a smooth transition when replacing all employees including Faculty, Administration, President, and Board members.

#### 4P6 Contributing to Productivity and Satisfaction

IWCC has conducted the Great Colleges to Work For survey annually since Spring 2011. This employee engagement survey, sponsored by *The Chronicle for Higher Education* and ModernThink LLC, provides valuable data. The Strategic Planning Council has added a summary report from this survey to its annual cycle. This data is used to review, analyze, and inform decision making concerning employee satisfaction.

#### 4P7 Ensuring Ethical Practices

**HLC Core Component 2.A.**-The institution operates with integrity in its financial, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- Is addressed within 4P7.

**HLC Core Component 2.E.**-The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Is addressed within 4P7.

IWCC encourages ethical practices in several ways. When the College recruits and hires faculty and staff, the search is focused on candidates who are consistent with the core values of the College.

The employee handbook addresses the topic of professional ethics and important areas related to these issues, i.e. sexual harassment, Family Educational Rights and Privacy Act (FERPA), Sunshine Law, academic integrity, and Equal Employment Opportunity (EEO).

Ethical responsibilities of employees and Board members are clearly outlined in Administrative and Board Policies.

The student handbook outlines student responsibilities.

#### 4P8 Determining Training Needs

Training needs are determined by collected information from a variety of sources:

- Great Colleges to Work For employee engagement survey
- Professional development suggestions drop box on ROC
- Compliance requirements
- Research of best practices
- Action Projects
- Conversation Day
- Specific requests from departments

The information from these sources is reviewed and considered as training plans for employees are developed, both at the department level and campus-wide.

Aligning employee training with short- and long-range organizational plans is done through the review of the Strategic Planning Council and tactical plans submitted by each department as part of the annual planning cycle. Training needs that are campus-wide are scheduled during Professional Development Days in October and February. Following trend data from sources such as NCCBP, CCSSE, SENSE, and Graduate Follow-up Surveys helps determine if the training provided had the desired impact and informs decision making.

#### 4P9 Training and Development

An extensive outline of professional development philosophy and activity at IWCC is provided in [8P8](#).

#### 4P10 Evaluation Performance

**HLC Core Component 3.C.3.**—A process for regular evaluation of full-time instructors by administration is provided for in the Collective Bargaining Agreement between the faculty bargaining unit (HEA) and the College. A process for providing regular feedback to adjunct faculty by administration is provided for in the Adjunct Faculty Quality Faculty Plan. In addition, students evaluate selected courses via an online survey each semester.

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

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

A process for regular evaluation of full-time instructors by administration is provided for in the Collective Bargaining Agreement between the faculty bargaining unit (HEA) and the College. A process for providing regular feedback to adjunct faculty by administration is provided for in the Adjunct Faculty Quality Faculty Plan. In addition, students evaluate selected courses via online survey each semester.

#### 4P11 Rewards and Recognition

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

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

Individual faculty and staff are recognized by their peers for exemplary achievements in an annual award process. Any member of the staff can nominate a staff member for Employee of the Year in their respective categories through a nomination process. The President's office announces nominations are open through *IWCC News* and nomination forms are available on ROC. The categories are:

- Outstanding Professional Staff
- Outstanding Faculty
- Outstanding Classified Staff



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

- Professionalism
- Collegiality
- Interpersonal Skill
- Professional Growth

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

The [faculty promotion process](#) is systematic and designed to closely align with instructional objectives.

Academic Affairs also recognizes excellence in instruction. Each spring Academic Deans nominate faculty from their divisions and the Instructional Council reviews and selects winners. One to four faculty members are honored as Outstanding Professors and awarded the John and Sue Ann Roueche Award for Teaching Excellence at the League for Innovation. Locally the Instructional Council submits an annual nominee for the Council Bluffs Rotary Post-Secondary Educator of the Year Award.

IWCC launched an Action Project in the fall of 2012 to Update and Expand Employee Appreciation and Recognition. The team reviewed employee feedback data and researched best practices. Two recommendations adding new peer-to-peer programs were approved. One is called “Parrot it Forward” (a play on our river pirate mascot and the concept of pay it forward). A rotating award, the President will make the first award at the Employee Tailgate Party September 2013, and from then on it will be from peer-to-peer. The award is a life sized stuffed parrot on a four foot perch that is posted in the employee’s workspace for up to two weeks until it is “parroted forward” to the next employee. A space on ROC will be dedicated to “*Where’s the Parrot?*” and employees can follow its progress around campus. Another spontaneous peer-to-peer acknowledgement is the REIVER UP card. The card, in the shape of a common business card, has the Reiver mascot on one side and space to give kudos on the other. Any employee can send a REIVER UP at any time. The cards will be available at various high traffic areas on campus. REIVER UP will also be introduced at the Employee Tailgate Party.

#### 4P12 Determining Motivation Factors

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

Method	Date	Analyzed and Action Determined
Conversation Day	February 2012	Quality Council
Great Colleges to Work For survey	Spring 2011 Spring 2012 Spring 2013	Strategic Planning Council
New Employee Orientation Survey	Quarterly	Human Resources

Figure 55: Employee Feedback Opportunities

Feedback from these tools has resulted in the launch of two current Action Projects:

- Strengthening Our Attendance Policy to Impact Student Completion Rate
- Increasing Employee Engagement and Satisfaction

### **4P13 Ensuring a Healthy Workplace**

Much of the data gathered in [4P12](#) indicates levels of employee satisfaction, safety, and well-being and is analyzed for that purpose.

In addition, to advocate employee health and well-being, the College provides free access to the Wellness Center and encourages the use of tuition waivers for campus exercise and self-help classes. The College also sponsors a variety of wellness activities available to employees, most importantly an annual Wellness Fair featuring a complete blood screening.

Processes addressing employee safety, including a new committee designated for that purpose, can be located in [6P3](#).

## **Results (R)**

### **4R1 Measures of Valuing People**

- Great Colleges to Work For employee engagement survey (annually)
- New Employee Orientation Survey (quarterly)
- Drop box on portal for professional development suggestions

In addition, the Strategic Planning Council has selected three key data elements with targets to measure annual progress towards Strategic Goal #8:

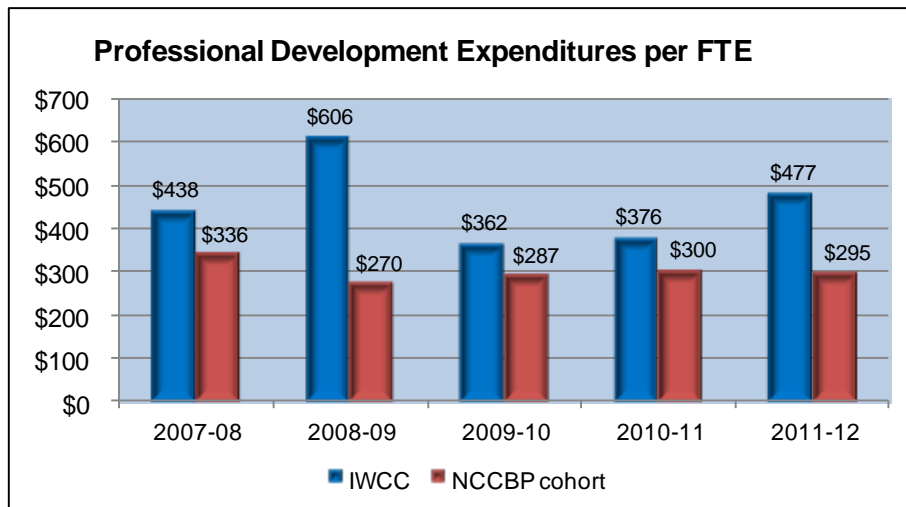
*Iowa Western Community College will promote a professional work culture that is aligned with AQIP Category 4, Valuing People.*

- 8.1 Developmental/training expenditures per FTE employee at or above NCCBP benchmark. (median)
- 8.2 The departure rate of the staff as compared to the NCCBP benchmark (median)
- 8.3 Scores on Great Colleges to Work For survey overall average will be within the Good to Very Good/Excellent range

### **4R2 Results in Valuing People**

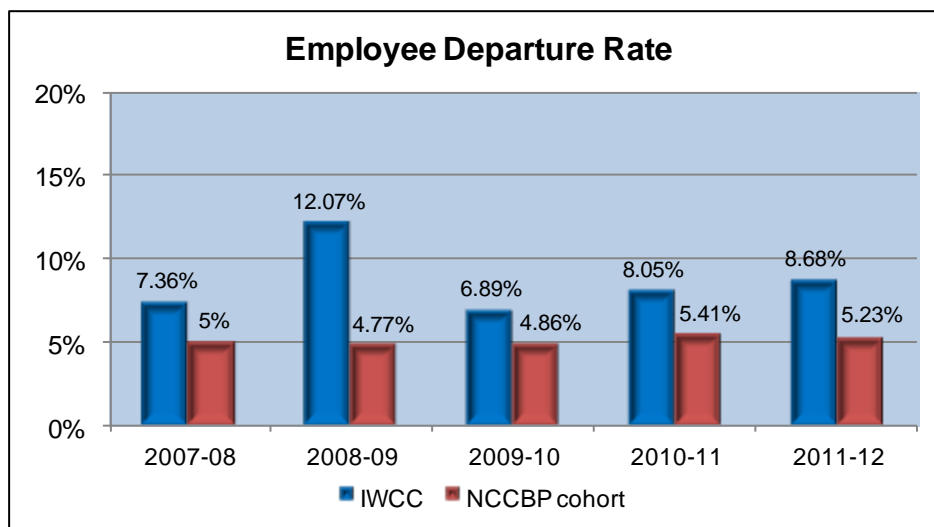
IWCC has made a concerted effort to invest in the professional development and training of employees as results indicate in the following chart:





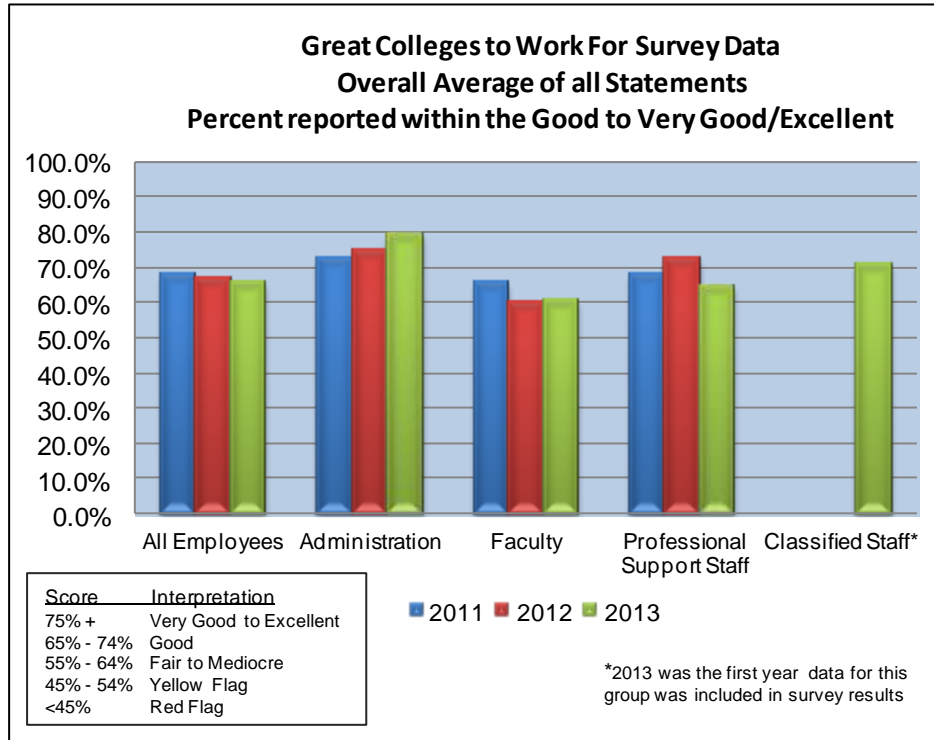
**Figure 56: Professional Development Expenditures per FTE**  
 Source: NCCBP 2009, 2010, 2011, 2012, 2013

IWCC continues to fall below the target regarding employee departure rate.



**Figure 57: Employee Departure Rate**  
 Source: NCCBP 2009, 2010, 2011, 2012, 2013

Great Colleges to Work For measures employee satisfaction in fifteen key areas. The average of all sixty statements surveyed are broken down by job category and displayed in the chart below. Since we began administering the survey in 2011 we have seen decreases in overall satisfaction among faculty.



**Figure 58: Great Colleges to Work For—Overall Average**

### 4R3 Achieving Its Goals

The comparison of headcount growth and number of employees for the time period 2008-2013 indicates supporting and sustaining growth while operating with minimal increases in staff.

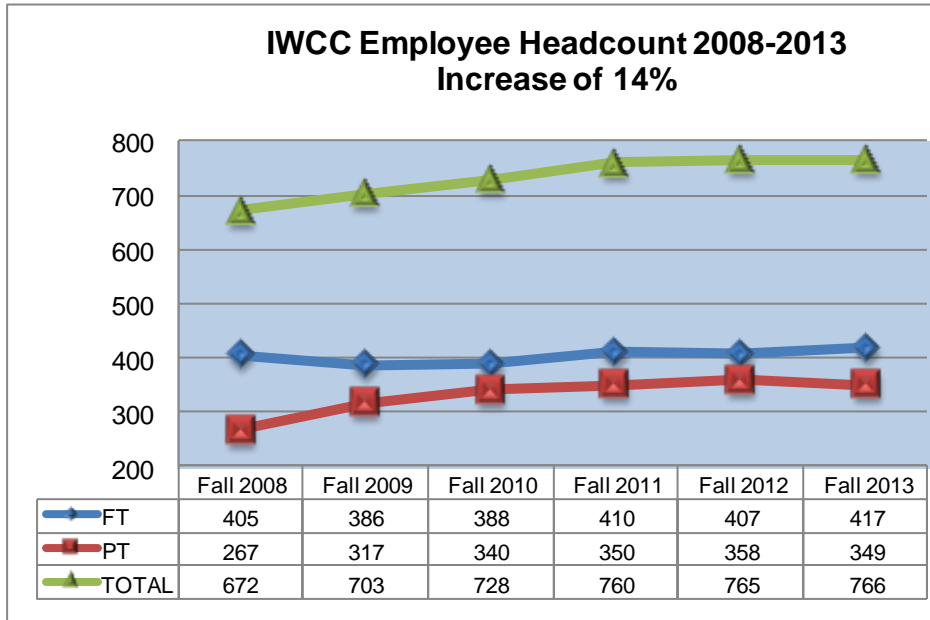


Figure 59: Employee Headcount

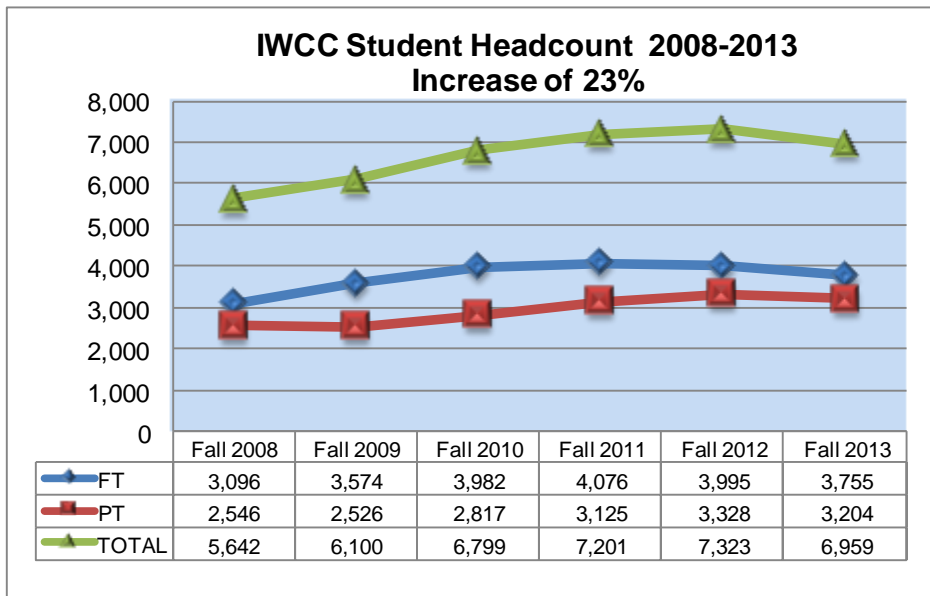


Figure 60: IWCC Student Headcount

## 4R4 Comparisons

Each year Great Colleges to Work For provides comparison data from peer institutions participating in the survey. In 2013 the survey average for IWCC mirrored our peers. However, two sections; Communication and Faculty, Administration and Staff Relations, dropped into the *Warrants Attention* range.

Iowa Western Community College ModernThink Higher Education Insight Survey 2013 Topline Survey Results – Full Data Set				
58.1% Response Rate 458 Surveys Sent 266 Total Responses				
Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%
		2013	2012	2013 FAS+ 2 Year
Job Satisfaction/Support		74%	75%	76%
Teaching Environment		59%	58%	62%
Professional Development		71%	69%	71%
Compensation, Benefits & Work/Life Balance		65%	67%	69%
Facilities		76%	77%	73%
Policies, Resources & Efficiency		63%	64%	60%
Shared Governance		55%	52%	58%
Pride		77%	80%	76%
Supervisors/Department Chairs		72%	73%	72%
Senior Leadership		65%	71%	57%
Faculty, Administration & Staff Relations		53%	59%	55%
Communication		54%	55%	55%
Collaboration		60%	61%	59%
Fairness		58%	57%	59%
Respect & Appreciation		59%	58%	61%
Survey Average		64%	65%	64%

Figure 61: Great Colleges to Work For Survey Results

## Improvements (I)

### 4I1 Improvements

With the hire of a new Director of Human Resources in 2012, considerable progress has been made in making Valuing People more systematic and comprehensive including the following:

- Reviewed and revised all IWCC administrative policies pertaining to Human Resources
- Developed a job requisition process including a form to request new or replacement positions
- Implemented a background check process for newly hired full-time employees
- Implemented a process for mandatory direct deposit of all paychecks
- Developed a “New Hire Notification Process” in collaboration with IT
- Created an events committee with representation from all employee classes

- Converted paperwork from Human Resources to electronic documents accessed via the portal (ROC)
- Developed and implemented a quarterly New Employee Orientation with follow-up surveys
- Developed annual Classified Staff Retreat
- Adapted recommendation from Action Team that all employees have a minimum of six hours of professional development documented on annual reviews
- Implemented the “*Parrot it Forward*” and “*REIVER UP*” peer-to-peer recognition programs

## 4I2 Culture and Infrastructure Support

As the College has become more data driven, the Strategic Planning Council has set goals with targets and data elements to measure progress for each component of the strategic plan, including Valuing People. These are reviewed and analyzed as they are reported annually. The Council also reviews a summary report of the Greatest Colleges to Work For results and takes action as needed. In 2012-2013 an Action Team was launched to Increase Employee Engagement and Satisfaction within Faculty. A team was also launched to Review and Update Employee Acknowledgement and Recognition.

## CATEGORY FIVE: LEADING AND COMMUNICATING

### Introduction

IWCC has a seasoned senior leadership team with the President in his twentieth year and each VP having worked five or more years at the College. Leadership processes for Category Five, Leading and Communicating are very mature and are integrated. Iowa Western is seen as a premier community college with a thriving and extremely successful athletics program.

As the institution continues to grow, the challenge to provide efficient and effective communication grows as well. Employee engagement survey results indicate that while administrators are very satisfied with communication at the College, other employees of the College are experiencing greater frustration. The focus for the future will be to find ways to bridge that gap and improve relations between faculty, staff, and administration.

While IWCC has been very competitive on the playing field, the College is well aware that graduation rates are an opportunity for improvement. Retention, persistence, and completion will be key issues in Category Five as well as across campus.

### Processes (P)

#### 5P1 Missions and Values

**HLC Core Component 1.A.**—The institution’s mission is broadly understood within the institution and guides its operations.

- In addition to the responses to 5P1 and [5P2](#), the following addresses Core Component 1.A:

**Subcomponent 1.A.2.**—The strategic dashboard is a visual representation of the institution’s strategic goals and progress ([5P6](#)). All strategic goals are derived from our mission.

**Subcomponent 1.A.3.**—The institution’s planning cycle, which coincides with the annual budgeting process, is outlined in [8P1](#).

Initially responsible for creating the IWCC mission statement and values, the Board of Trustees works in collaboration with the Strategic Planning Council to ensure that both remain timely, viable, and congruent with key stakeholder needs and the strategic goals of the College. The mission and values are reviewed annually by the Board of Trustees during a winter retreat, usually in January. IWCC mission and values are listed below.

<b><i>Iowa Western Community College</i></b>	
<b><i>MISSION STATEMENT</i></b>	<i>Iowa Western Community College is a learning community committed to excellence in meeting the educational needs and improving the quality of life through programs, partnerships and community involvement.</i>
<b><i>VISION STATEMENT</i></b>	<i>Iowa Western Community College will be recognized as a premier educational leader and partner, with student learning and success being our highest priority.</i>
<b><i>BELIEFS</i></b>	<p>These statements of beliefs support and clarify the mission statement of Iowa Western Community College.</p> <ul style="list-style-type: none"> <li>• Faculty, students, staff and community partners are equal stakeholders in the culture of our learning community.</li> <li>• Each and every individual has dignity and worth.</li> <li>• Community support depends upon identifying and meeting the diverse and changing needs of the people in Southwest Iowa.</li> <li>• Each person deserves opportunities for lifelong learning and growth.</li> <li>• Open, honest communication, through word and action, builds credibility and trust.</li> <li>• Striving for excellence is worth the effort of all college employees.</li> <li>• Cooperative partnerships, foster college and community growth.</li> </ul>
<b><i>CORE VALUES</i></b>	<p><b><i>Caring</i></b> We believe creating an environment where people treat each other with a sense of dignity and self-worth and where people convey genuine concern for helping others to achieve their goals will add value to student learning experience.</p> <p><b><i>Commitment</i></b> 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.</p> <p><b><i>Challenge</i></b> 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.</p>

**Figure 62: IWCC Mission Documents**

## 5P2 Setting Direction

**HLC Core Component 2.C.**—The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- In addition to the response to 5P2, the following address Core Component 2.C.:

**Subcomponents 2.C.1, 2.C.2, 2.C.3, 2.C.4**—Priorities of the Board, deliberation priorities, independence from undue influence, and delegation of day-to-day matters are addressed in Board Policies – Board Job Description ([2.1](#)), Governance Style ([2.2](#)), and Ownership Dialogue ([2.3](#)).

**Subcomponents 5.C.1, 5.C.2, 5.C.3, 5.C.4, and 5.C.5**—Addressed by 5P2 and [5P6](#) and the following:

IWCC has worked diligently to improve planning processes from strategic and long-term planning to short-term and tactical planning. The planning cycle outlined in [8P1](#) (provides evidence of activities in alignment with Core Component 5.B.).

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

In response to Systems Portfolio feedback, the College organized two strategic planning summits which were open to all employees. The sessions were designed to be more inclusive and actively involve employees in determining the strategic direction of the College. The summits were offered in Spring 2010. Deans, directors and program chairs were invited specifically to work alongside senior leadership and everyone on campus was issued an open invitation to attend.

In addition, the administration provides printed copies of the strategic plan and access to the online version to every new employee in an effort to acclimate new employees to the strategic planning process and goals and mission of the College.

## 5P3 Anticipating the Needs of Students and Stakeholders

**HLC Core Component 1.B.**—The mission is articulated publicly.

- In addition to the response to 5P3 and [5P8](#), the following addresses Core Component 1.B.:

**Subcomponent 1.B.1.**—The mission and supporting documents are posted on the College website and portal. Printed brochures, marketing, and promotional materials may include mission documents as well.

**Subcomponent 1.B.2.**—To ensure the mission documents are current, part of the annual planning cycle includes review of the documents by the Board of Trustees.

**Subcomponent 1.B.3.**—IWCC mission documents include a mission statement, vision statement, beliefs, and core values. These documents encompass the nature, scope, and intended constitutions of the College ([5P1](#)).

As referenced in [8P1](#), planning activities are based on data gathered from a variety of sources including environmental scanning, research, surveys, benchmarking, and market trends. This data represents expectations from various key stakeholder groups. (See [Strategic Planning Monthly Reports Schedule](#))

## 5P4 Seeking Future Opportunities

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

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

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

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

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

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

## 5P5 Making Decisions

**HLC Core Component 5.B.**—The institution’s governance and administrative structures promote effective leadership and support collaborative processes and enable the institution to fulfill its mission.

- Is addressed within 5P5 and [5P9](#).

In 2012-2013, as part of a periodic cycle of review, the Quality Council reviewed, evaluated, and made recommendations for updating the College governance structure. After a period of review and discussion by the Council, each existing council or committee on campus was interviewed and asked to submit a self evaluation. This evaluation included the following elements:

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

Based on this feedback and with a vision for the future needs of the College, the governance structure was updated. The final product was submitted to Cabinet for review and approved. (See Figure 63 - Governance Structure) Any future requests for changes will be submitted through the Quality Council.

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



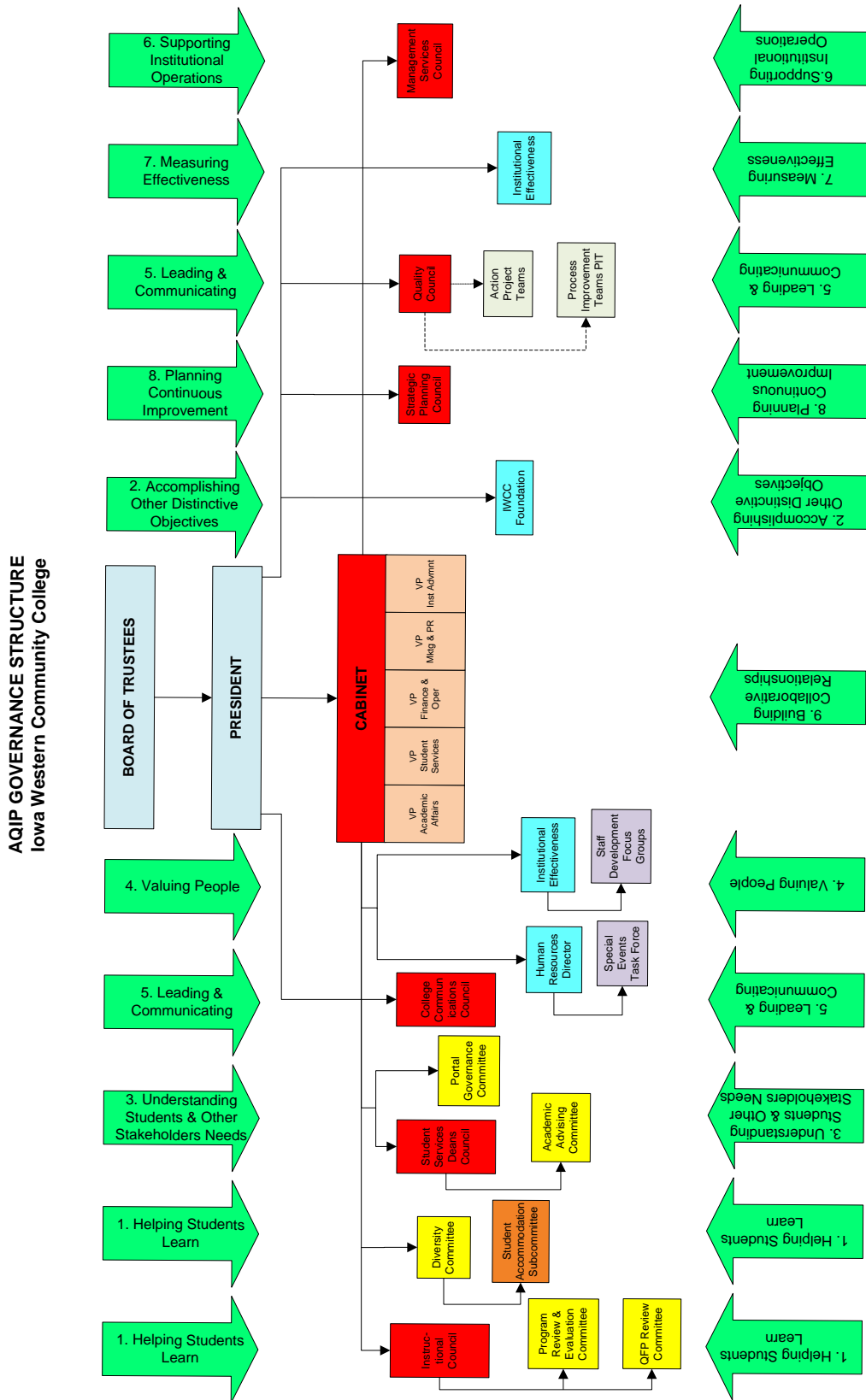


Figure 63: AQIP Governance Structure

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

### **5P6 Using Information and Performance Results**

After attending the Strategy Forum in November 2010, the College committed to creating a data driven culture and initiated a “Data Matters” Action Team. The team developed an inventory of all reports generated throughout the campus-wide system. This inventory is housed in the Institutional Effectiveness (IE) department and requests for data are funneled through IE. The team established a data request drop box on the College portal and made recommendations for updates to the Institutional Research link on the website.

In response to Systems Appraisal feedback, the College administered *The Chronicle of Higher Education’s* Great Colleges to Work For employee engagement survey in 2011, 2012, and 2013. The Strategic Planning Council reviews the results annually. Action Teams are then launched to identify solutions to problem areas and to build on successes. With the first three years serving as a baseline, the intent is to take part in the survey every other year in the future.

Metrics were established for each goal on the strategic plan and a strategic dashboard was developed. The dashboard is monitored carefully by the Strategic Planning Council. Results are analyzed and action is taken as needed.

### **5P7 Communication Strategy**

Communication at Iowa Western occurs through several mechanisms.

Within the last three years, the College brought together staff members from all divisions of the campus to create the new Reiver Online Campus (ROC) portal. This internal communication tool has enabled Iowa Western to centralize important information regarding every day operations, including Academics, Finances, Campus Life, Technology and College Services. Through the portal, *IWCC News* is available to staff to disseminate information to employees and students.

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

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

Other key group meetings include:

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

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

News items can also be submitted to the Student Senate to be posted to LCD monitors in various hallways throughout the College.

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

### **5P8 Leadership Communication**

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

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

The College also clearly communicates its mission through a host of marketing and public relations methods: brochures, viewbooks, website, etc...

### **5P9 Encouraging Leadership**

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

The administration also promotes leadership through its funding of a scholarship program for degree-seeking employees. Employees are encouraged to submit proposals for advanced degrees and then scholarships are awarded based on a funding stream in the College's Foundation account.

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

The annual employee recognition program is outlined in [4P11](#) as well as the recently adopted recommendations regarding professional development for all employees at IWCC.

### 5P10 Succession Planning

In response to Systems Portfolio feedback, the College developed an employee succession plan and adapted it as [Administrative Policy 406](#). In addition, several professional development opportunities are offered in leadership development geared specifically for deans, directors, and program chairs.

## Results (R)

### 5R1 Measures of Success

In response to Systems Appraisal feedback, IWCC has administered the Great Colleges to Work For employee engagement survey annually since Spring 2011.

In an effort to expand our performance measures and seek comparison data with organizations outside of education, IWCC also participated in Best Places to Work in Iowa in 2012.

### 5R2 Leadership Results

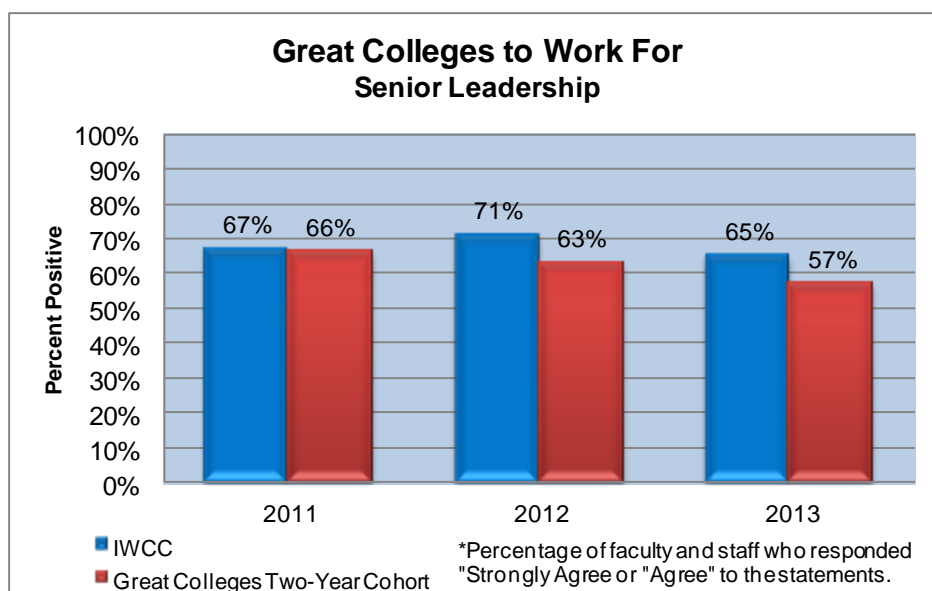


Figure 64: Great Colleges to Work For—Senior Leadership

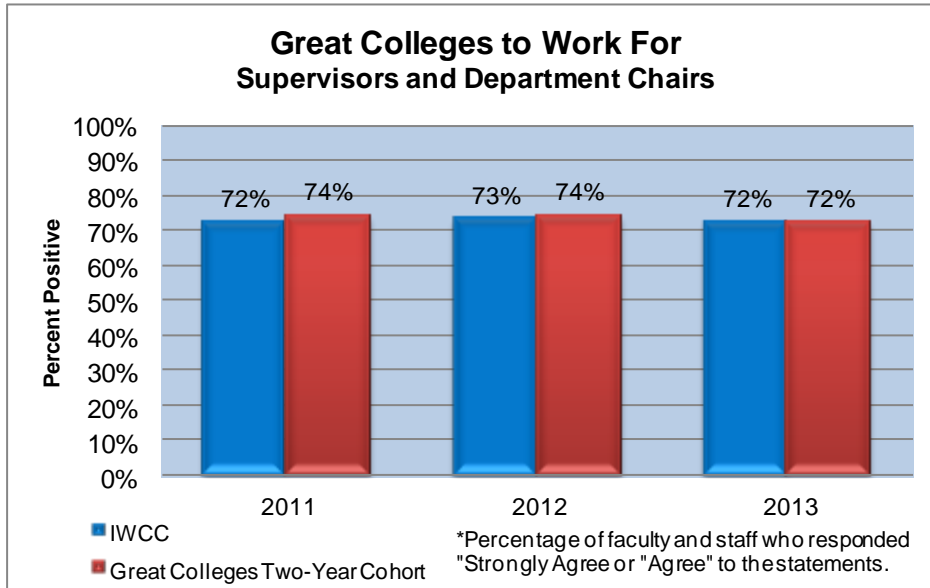


Figure 65: Great Colleges to Work For—Supervisors and Department Chairs

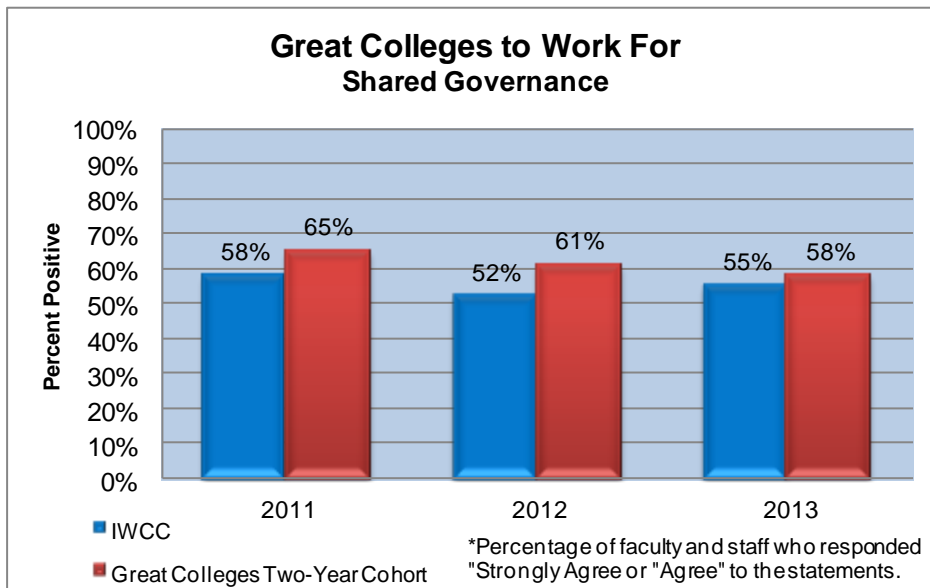


Figure 66: Great Colleges to Work For—Shared Governance

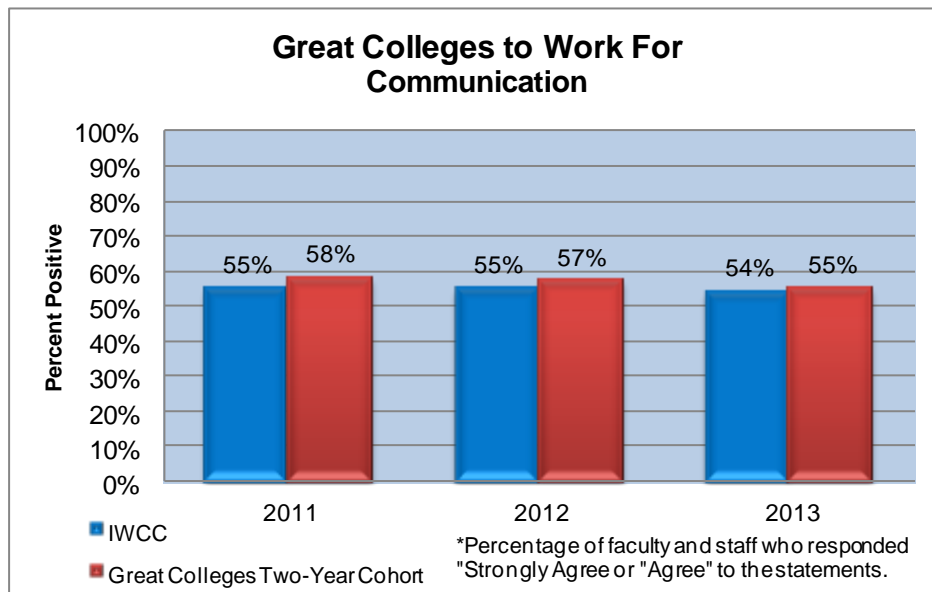


Figure 67: Great Colleges to Work For–Communication

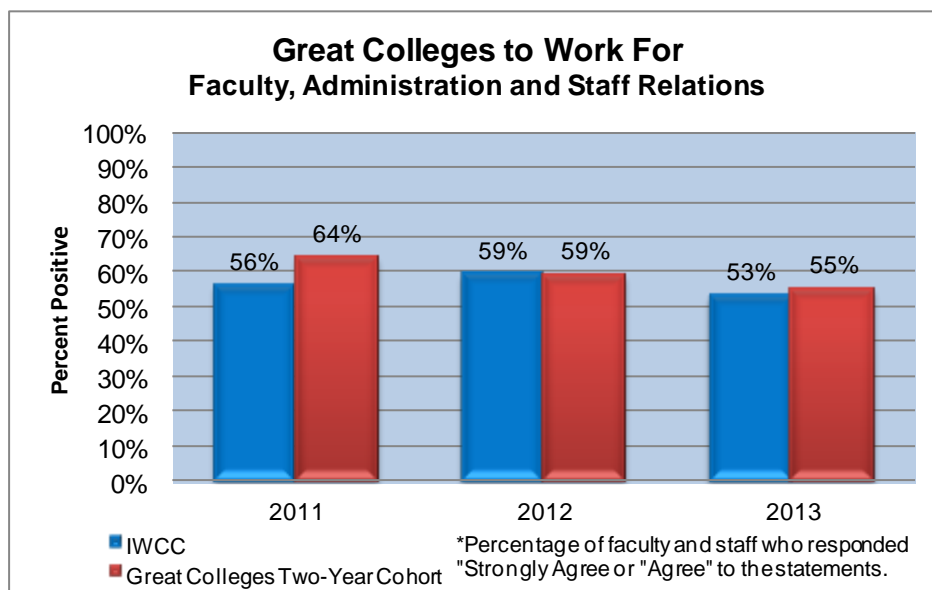


Figure 68: Great Colleges to Work For–Faculty, Administration and Staff Relations

## 5R3 Comparisons

[See 5R2](#)

## Improvements (I)

### 5I1 Improvements

- Administering Great Colleges to Work For survey
- Reviewing and analyzing the data through Strategic Planning Council (SPC) annually
- Seeking other sources of data
- Launching Action Teams to resolve issues

- New ROC portal
- Suggestion box on ROC portal to solicit suggestions for change
- Development of a formal succession plan
- Increased emphasis on leadership training starting at the director level

Efforts in this category are much more systematic since our last portfolio. Soliciting feedback from internal stakeholders on an annual basis has provided data to inform decision making.

## 5I2 Culture and Infrastructure Support

The SPC annual data review of the results from the Great Colleges to Work For survey acts as a catalyst for analysis and action. Targets, Action Teams and tactical plans flow from this review.

# CATEGORY SIX: SUPPORTING ORGANIZATIONAL OPERATIONS

## Introduction

Student Support Services at IWCC are developing a culture based around the concept of Intrusive Intervention. This new approach aligns services where students need them, with what they need, before they need it. Research indicates Intrusive Intervention is considered a best practice key to supporting students in retention, persistence, and completion. As with Category Three, Understand Students and Other Stakeholders Needs, processes in Category Six, Supporting Institutional Operations are becoming systematic. Next steps identified include working to eliminate institutional silos. Data in general, and most specifically CCSSE and SENSE results, will drive Action Projects in the future.

## Processes (P)

### 6P1 Identifying Student and Stakeholder Needs

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

- Analyze trends in traffic and usage of support services
- Review student performance and persistence
- Study enrollment and demographic trends including the knowledge of own student body
- Review research and best practices

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

- Focus groups
- Planning retreats
- Committee initiatives
- AQIP Action Projects
- Surveys
- Student Leaders

## 6P2 Identifying Administrative Needs

The service needs of faculty, staff, and administrators are identified through several information and data collection methods. Some of these methods include planning processes, work reviews, committee work, discussions, and surveys. Processes are detailed in the following table:

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

**Figure 69: Service Needs**

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

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



### 6P3 Physical Safety and Security

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

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

In addition to the contracted guard service, IWCC also employs off-duty police officers during late evening and early morning hours at student resident facilities. The Administration is emailed a daily security report detailing security forces activities and responses from the previous day. The Vice President of Finance and Operations and Vice President of Student Services also receive copies of incident reports that involve either emergency medical or police involvement.

The College has developed and installed an extensive security camera system that enables the housing and security staffs to remotely monitor facilities.

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

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

This taskforce met and utilized examples of other institutions' emergency response plans to establish a framework that would fit IWCC's operations.

The College has implemented several improvements, most notably:

- Installation of telephones in every classroom
- Adaptation of the Reiver Alert System, enabling immediate and direct communication with students and staff via cell phones, text messaging, and email

As a follow up to the task force, in the spring of 2012 the Cabinet authorized an Emergency Management Committee comprised of the following members:

- VP Liaison
- IT Representative
- Head of Security
- Student Intervention Specialist
- Associate Dean of Student Services
- Director of Housing

The committee was charged with the following:

- Update Policies
- Update Emergency Management Plan
- Train faculty, staff, and students

### **6P4 Day-to-Day Management**

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

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

The overall operational management of the College is guided by the Cabinet. Membership of the Cabinet consists of the President and five Vice Presidents. Cabinet meets weekly to discuss College operations, day-to-day operational issues/problems, and to address emerging issues. In turn, each Vice President conducts similar meetings within their functional divisions.

In addition, procedure manuals, job descriptions, annual reports, and goal setting aid in managing support services processes. Procedure manuals are updated annually or when new policy or procedures are introduced. Job descriptions are reviewed and updated annually. Gathering and reviewing data driven information aids the College and every department within to determine the ever changing needs of our stakeholders. This information is gathered and maintained within departments and divisions, however, shared monthly and annually through the strategic planning process and our AQIP tactical planning efforts. Expectations and goals are discussed during regular staff meetings and during evaluations. Tactical plans are established each year within departments. These plans are monitored throughout the year and updated. They serve as the foundation of the strategic planning process.

### **6P5 Documenting Support Processes**

Departments have procedural manuals that are updated on an annual basis and available for review. Most widely used processes have either a step-by-step process or flowchart and are communicated to all who are directly involved. Many departments hold regular staff meetings and cross train or share process information with their staff to increase overall awareness.

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

And finally, college publications, such as *IWCC News*, AQIP governance meeting minutes, Administrative Policy Manual, Academic Catalog, the student handbook and a repository established on the 'G' drive (a shared network) facilitate knowledge sharing.

## Results (R)

### 6R1 Process Measures

Within the Student Services Division there are three main areas that work collaboratively to provide support services in order to meet the overall goals of the division and the College. Data is gathered regularly (daily, monthly, semester, and annually). This trending guides our decision making.

#### Student Support Services Data Collected and Analyzed Regularly:

- Student Advising Survey
- Faculty Advising Survey
- CCSSE
- CCFSSSE
- SENSE
- Disability Services Survey
- Counseling Survey
- Student Services Traffic Flow
- Student Success Course Evaluations
- The College Experience Course Evaluations
- Cyber Library Usage
- Cyber Library Database Usage
- Tutoring Center Usage
- TRiO Lab Usage
- Academic Progress Reports
- Students Earning Zero Credit Report
- Housing Occupancy Rate

#### Administrative and Institutional Support Services Collected and Analyzed Regularly:

- Custodial, Grounds, Mechanical, Electrical and Safety Inspections
- Tuition and Fees Status
- Federal Appropriations
- State Training Programs
- Auxiliary Services Update
- State and General Allocations
- Property Tax Revenues
- Interest Income on Investments
- Monthly Expenditures by Source
- Staff Recruiting, Hiring, and Departures
- Benefit Usage
- State and Federal Compliance
- Technology Usage
- Feedback from Technology Users
- Employee Exit Interviews
- Response times for Help Star (Maintenance)
- Response times for Help Desk (IT)

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

## 6R2 Results for Student Support Services Processes

High occupancy rates indicate satisfaction with IWCC’s residential services.

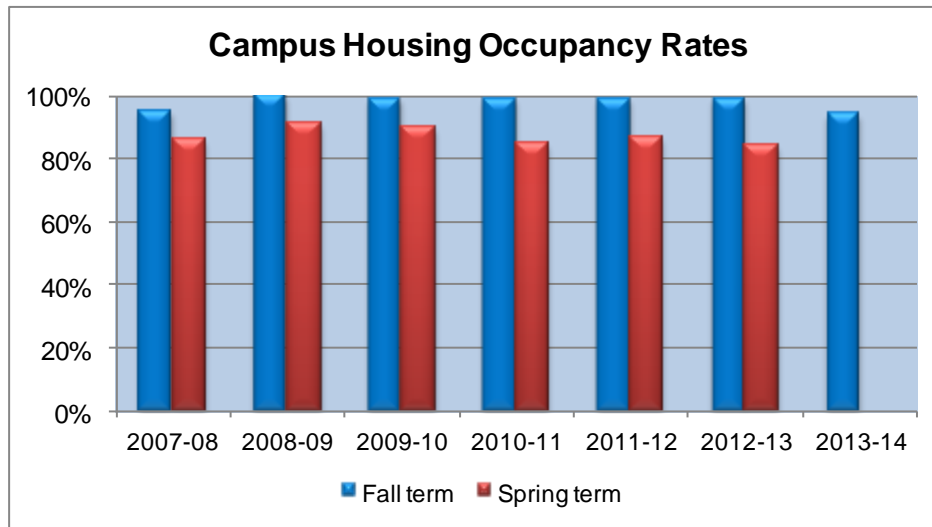


Figure 70: Campus Housing Occupancy Rates

Beginning in 2006, the Advising and Academic Success Department has administered an annual Academic Advising Survey to both advisors and students. This comprehensive survey gathers both qualitative and quantitative data that is used by the Academic Advising Committee and the Advising and Academic Success Department to implement workshops for students, provide training for advisors, develop resources, communicate information to students, faculty and staff, and make recommendations for changes to policies, procedures, and processes.

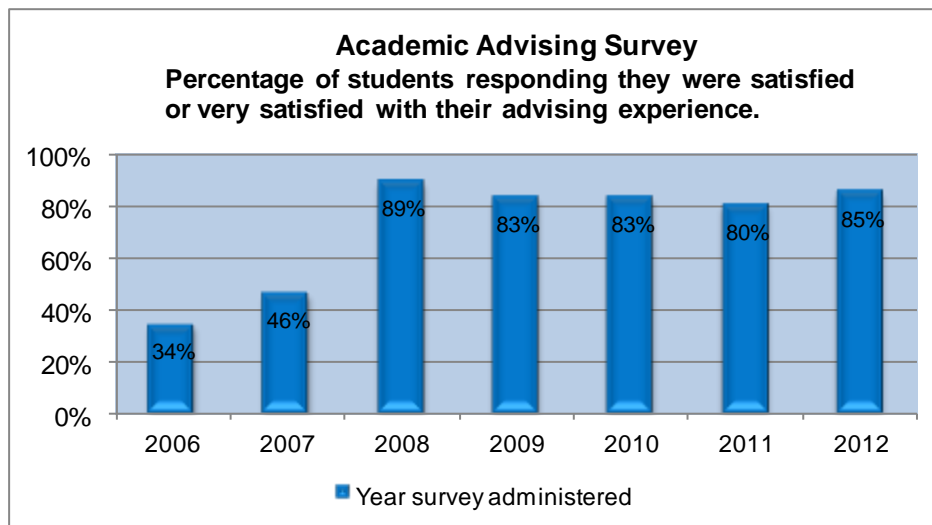


Figure 71: Academic Advising Survey

Disability Services Survey 2013		
#4	When you come in to Disability Services in the Student Success Office are you greeted kindly?	Yes 100%
#6	Indicate your level of satisfaction with your accommodations.	Very Satisfied 59% Satisfied 35% Neutral 6%
#7	Have your accommodations aided you in achieving your goals?	Yes 88% No 12%

Figure 72: Disability Services Survey 2013

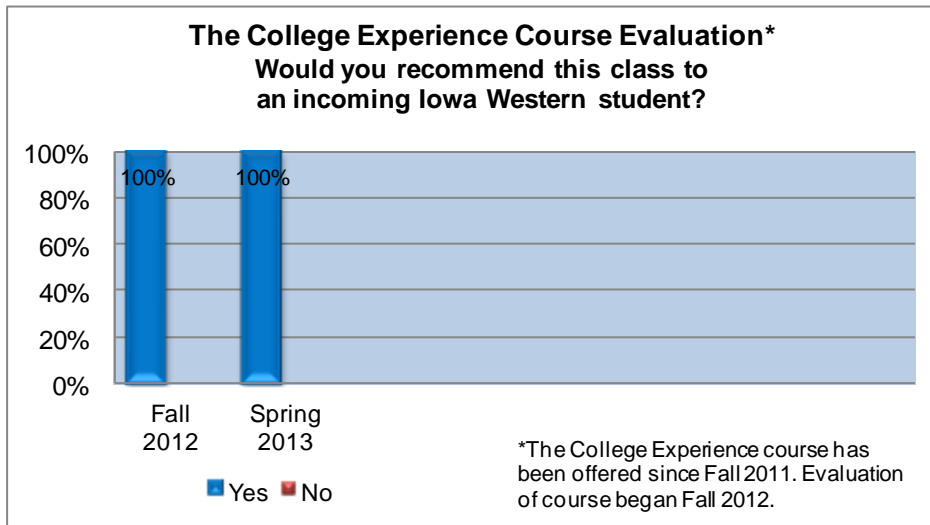


Figure 73: The College Experience Course Evaluation

Prompted by a challenge from a representative from CCSSE, IWCC began tracking the number of students who earned zero credits in the fall of 2011 (969). A target was set to improve that number to fewer than 900. Data was analyzed and initiatives with intrusive strategies were launched. In the fall of 2012 the College was able to reduce the number of students earning zero credits to 866, a 7.2 percent improvement.

Students Earning Zero Credit		
	2011	2012
Failed All Classes	541	526
Dropped All Classes	293	212
Withdrew for Non-payment	135	128
Total	969	866

Figure 74: Students Earning Zero Credits

Fall 2012 Students that Failed All Classes	
Arts and Science	315
Career and Technical	196
Non-degree Seeking	15
Total	526
Full-time	329
Part-time	197
Total	526
Male	264
Female	262
Total	526
Athlete	22
Non-athlete	504
Total	526
Financial Aid Recipient	414
Non Financial Aid Recipient	112
Total	526

Figure 75: Fall 2012 Students that Failed All Classes

## 6R3 Results for Administration Support Services Processes

Great Colleges to Work For survey results for Institutional Support Services:

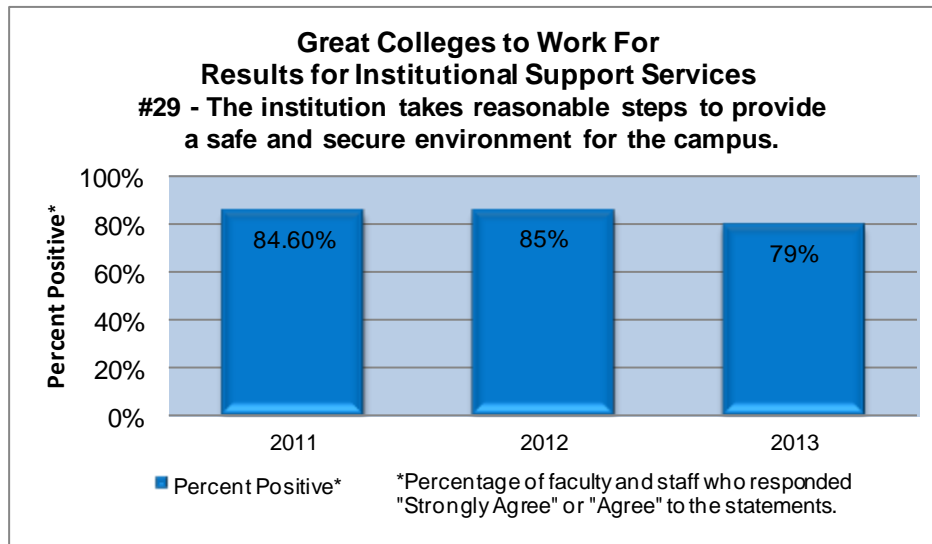


Figure 76: Great Colleges to Work For Question #29

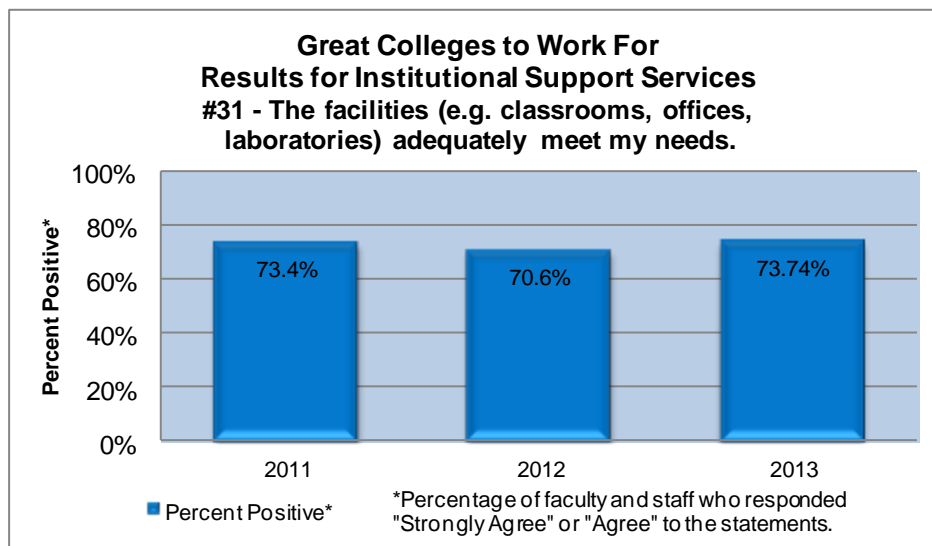


Figure 77: Great Colleges to Work For Question #31

Within the Great Colleges to Work For survey are fifteen major themes. Following are the annual percent positive averages for the theme designated “Facilities”.

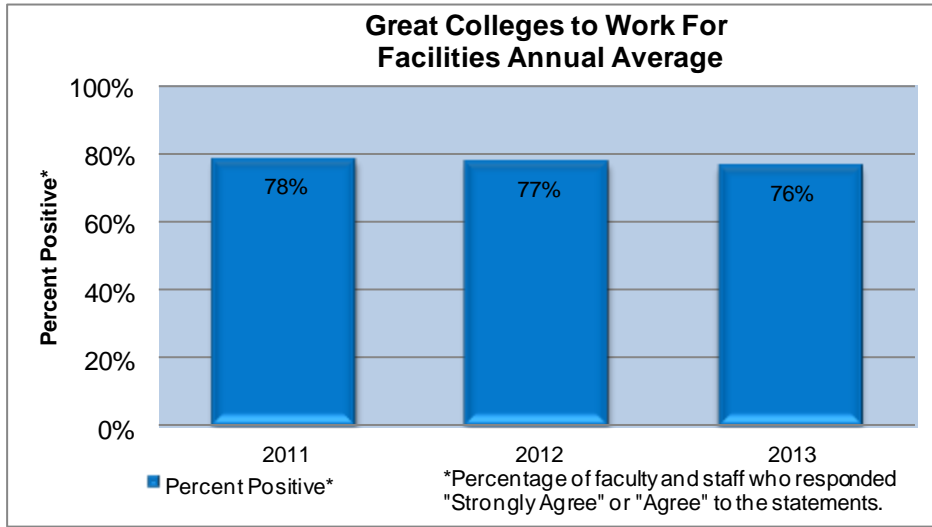


Figure 78: Great Colleges to Work For Facilities Annual Average



The Institutional Efficiency Study, conducted by Midwest Higher Education Compact, evaluated the efficiency of every post-secondary school in Iowa. Each institution was assigned an efficiency rating. Efficiency rating being defined as the greater the positive deviation from the average efficiency level in an institution's Carnegie group nationwide, the higher the efficiency rating. Iowa Western received a rating of High which is defined as: Effectiveness per expenditure is above average.

<b>Institutional Efficiency: Public Two-year Colleges in Iowa</b>				
	<b>E&amp;R Expend.</b>	<b>Adjusted E&amp;R Expend.</b>	<b>Efficiency Score</b>	<b>Efficiency Rating</b>
Des Moines Area Community College	\$5,718	\$5,748	0.53	High
Eastern Iowa Community College District	\$5,236	\$5,264	-0.19	Moderate
Ellsworth Community College	\$8,651	\$8,697	-0.45	Low
Hawkeye Community College	\$3,220	\$3,237	N/A	N/A
Indian Hills Community College	\$6,740	\$6,775	-0.91	Low
Iowa Central Community College	\$5,590	\$5,619	N/A	N/A
Iowa Lakes Community College	\$6,308	\$6,341	N/A	N/A
Iowa Western Community College	\$4,054	\$4,076	0.36	High
Kirkwood Community College	\$5,899	\$5,930	0.54	High
Marshalltown Community College	\$8,674	\$8,720	-0.70	Low
North Iowa Area Community College	\$8,284	\$8,328	0.06	Moderate
Northeast Iowa Community College-Calmar	\$7,104	\$7,142	-0.37	Low
Northwest Iowa Community College	\$7,201	\$7,239	0.25	Moderate
Southeastern Community College	\$5,394	\$5,422	-0.53	Low
Southwestern Community College	\$7,360	\$7,399	-0.45	Low
Western Iowa Tech Community College	\$5,928	\$5,959	-0.81	Low

**Figure 79: Institutional Efficiency: Public Two-year Colleges in Iowa**  
Midwest Higher Education Compact Research Brief June 2013

## 6R4 Improving Services

All key student support processes operate within an organizational department structure that ensures similar processes either operate in conjunction with each other or have open communication lines. Through data analysis, needs are determined, targets set, and actions implemented. For example, data and feedback indicated a need for additional support for student athletes and veterans. As a result two enrollment advisors dedicated to those student groups were added. Another common practice is piloting new initiatives in small groups and assessing the outcomes before replicating on a larger scale.

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

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

## 6R5 Comparisons

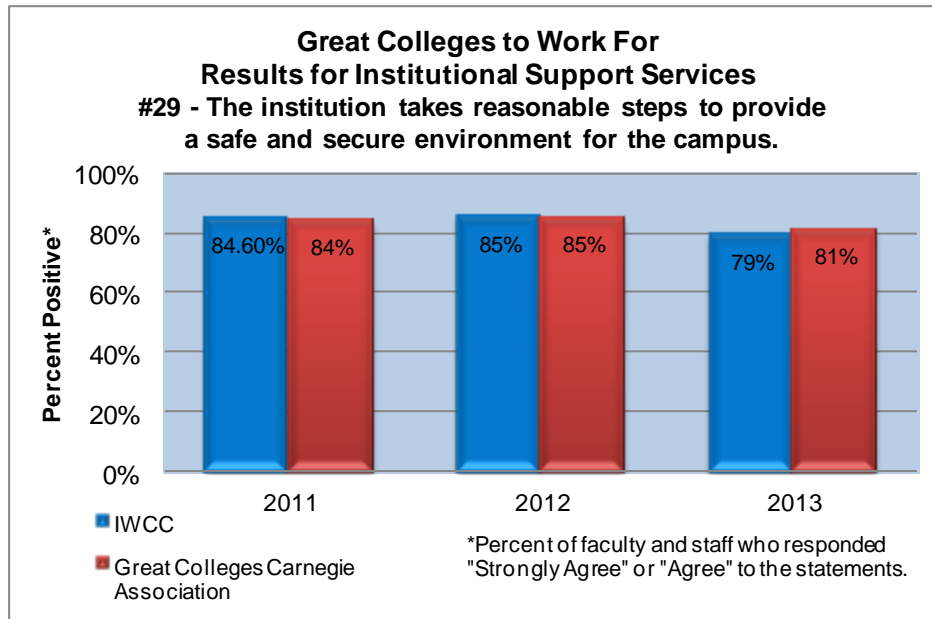


Figure 80: Great Colleges to Work For—#29—Comparison to Peer Group

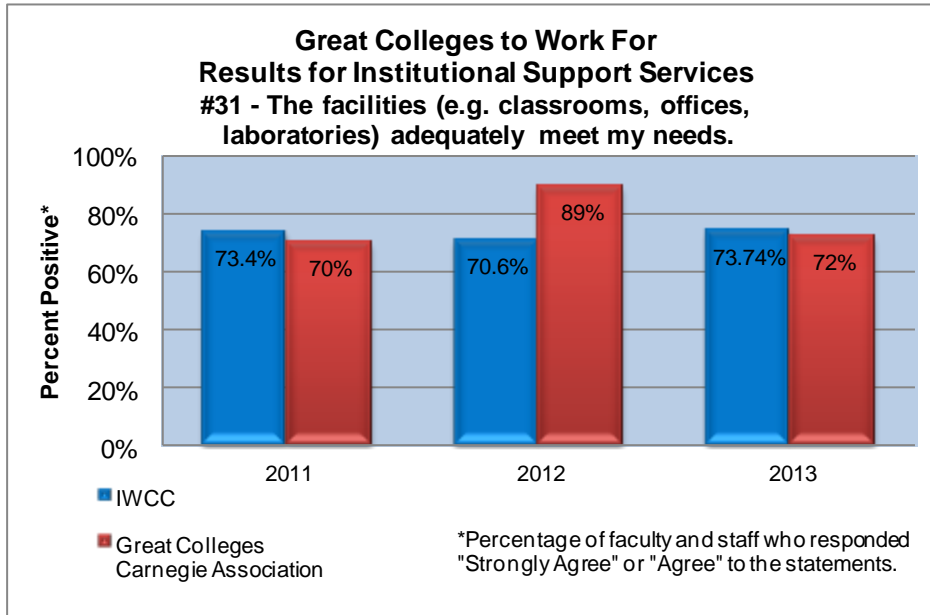


Figure 81: Great Colleges to Work For—#31—Comparison to Peer Group

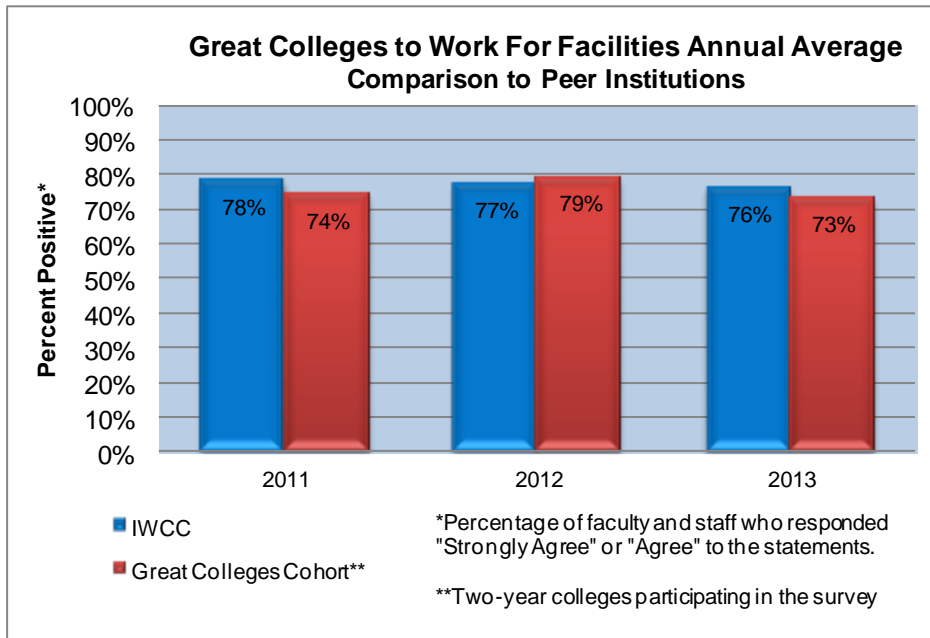


Figure 82: Great Colleges to Work For—Facilities—Comparison to Peer Institutions

The Institutional Efficiency Study, conducted by Midwest Higher Education Compact, evaluated the efficiency of every post-secondary school in Iowa. Each institution was assigned an efficiency rating. Efficiency rating being defined as the greater the positive deviation from the average efficiency level in an institution's Carnegie group nationwide, the higher the efficiency rating. Iowa Western received a rating of High which is defined as: Effectiveness per expenditure is above average.

Of the community colleges in Iowa, three were designated High, three moderate and seven low. Iowa Western was in the top tier designated as High.

<b>Institutional Efficiency: Public Two-year Colleges in Iowa</b>				
	<b>E&amp;R Expend.</b>	<b>Adjusted E&amp;R Expend.</b>	<b>Efficiency Score</b>	<b>Efficiency Rating</b>
Kirkwood Community College	\$5,899	\$5,930	0.54	High
Des Moines Area Community College	\$5,718	\$5,748	0.53	High
Iowa Western Community College	\$4,054	\$4,076	0.36	High
Northwest Iowa Community College	\$7,201	\$7,239	0.25	Moderate
North Iowa Area Community College	\$8,284	\$8,328	0.06	Moderate
Eastern Iowa Community College District	\$5,236	\$5,264	-0.19	Moderate
Northeast Iowa Community College-Calmar	\$7,104	\$7,142	-0.37	Low
Southwestern Community College	\$7,360	\$7,399	-0.45	Low
Ellsworth Community College	\$8,651	\$8,697	-0.45	Low
Southeastern Community College	\$5,394	\$5,422	-0.53	Low
Marshalltown Community College	\$8,674	\$8,720	-0.70	Low
Western Iowa Tech Community College	\$5,928	\$5,959	-0.81	Low
Indian Hills Community College	\$6,740	\$6,775	-0.91	Low
Hawkeye Community College	\$3,220	\$3,237	N/A	N/A
Iowa Central Community College	\$5,590	\$5,619	N/A	N/A
Iowa Lakes Community College	\$6,308	\$6,341	N/A	N/A

**Figure 83: Institutional Efficiency: Public Two-year Colleges in Iowa—by rating**  
Midwest Higher Education Compact Research Brief June 2013

In addition, IWCC is currently investigating the implementation of an electronic “dashboard” reporting system that will provide real time comparative data on institutional operations supports. Results will be reported in future portfolios.

## Improvements (I)

### 6I1 Improvements

Processes in Supporting Institutional Operations are becoming more systematic as data informs and drives our decision making. Student and administrative support services are very fluid and dynamic requiring agility and flexibility. Several of the most significant improvements are listed below:

- Introduction of financial literacy in NSRO
- Development of Welcome Week
- Centralizing support services in the new Student Center
- Cross training support services staff to serve as generalists to better meet student needs
- Developing and delivering the College Experience Course
- Introduction of Intrusive Intervention Culture within Student Services
- Providing Intrusive Advising Activities focused on three specific student groups funded by the Great Lakes Grant
- Introduction of IWCC portal, Reiver Online Campus (ROC), providing a vast array of online services to students and employees
- Introduction of new Learning Management System (Joule)
- Launch of Security Committee
- Employee training on A.L.I.C.E. (strategies for hostile intruder)
- Installation of location identifying banners with security phone number in each parking lot
- Installation of street signs and additional street lights on campus
- Equipped all classroom doors with an internal deadbolt lock
- Providing a series of online training videos on compliance topics such as Sexual Harassment

### 6I2 Culture and Infrastructure Support

The culture and infrastructure in responding to student support services needs has changed dramatically since IWCC became an AQIP institution. President Obama's completion initiative has increased emphasis on graduation and completion rates serving as a catalyst for analyzing data, researching best practices, and launching new initiatives. The College has become adept at setting targets and monitoring measurement to show evidence of progress.

## CATEGORY SEVEN: MEASURING EFFECTIVENESS

### Introduction

Measuring Effectiveness at IWCC is moving towards systematic. While the system seems to be meeting the needs of the College, it has been a continued challenge to determine measures and benchmarks that clearly articulate progress. Some targets are in place and reports are monitored. Future plans include the incorporation of the Core Data System from Educause which should provide valuable benchmarking data. Results will be reported in future portfolios.

### Processes (P)

#### 7P1 Selecting, Managing and Distributing Data

Historically, institutional research at IWCC has primarily focused on meeting state and federal reporting requirements. (See [Institutional Research Projects and Reports](#)) The bulk of reports are generated from the Institutional Effectiveness office and Management Information System

(MIS) department with some specialized reports done in respective departments. Additional reports were developed in response to specific internal requests. Transitioning to a quality culture brought the added challenge of providing data, research, and analysis needed to make data driven decisions.

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

A taskforce was developed for Program Review with members from faculty, deans, research, and accounting.

The following factors are being considered:

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

As an outcome of the taskforce a new reporting process was developed. The new process was distributed to department chairs and was implemented starting Fall 2009. (See [Program Review and Evaluation Form](#))

## 7P2 Data Supporting Planning and Improvements

**HLC Core Component 5.D.**—The institution works systematically to improve its performance.

- Is addressed within 7P2 and [7P4](#).

Data selection is aligned with strategic goals and tactical plans. The annual calendar for the Board of Trustees and [Strategic Planning Council](#) includes a detailed listing of reports requested by these groups. In each case the requested reports are completed and a presentation is delivered with an overview of the results and a question and answer period. All members of Cabinet and Instructional Council attend Board meetings. The President and all VPs are members of the SPC.

In the spring of 2011 the campus leadership; President, Cabinet, Deans, and Directors, met to review the strategic plan, strategic goals, and targets. This work session included remarks from the President, a campus-wide discussion, and then followed up with round table discussions by division on initiatives for the coming year and how they might align with the strategic plan. These supervisors then were to disseminate this information back to their respective departments to continue the planning conversation and develop tactical plans.

## 7P3 Determining Data Needs

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

As IWCC matures as an AQIP institution, the IR needs of the College have changed dramatically.

Measuring Effectiveness was a high priority of discussion at the Strategy Forum attended in the fall of 2010. The Action Project Team aka “Data Matters” completed the following:

1. Developed a centralized inventory of all reports completed on campus
2. Designated this inventory would be housed in Institutional Effectiveness
3. Developed a Data Request drop box on the IWCC intranet
4. Charged the Institutional Effectiveness Department with developing an updated web page

Although the team intended to identify and define key performance indicators for the College and identify and prioritize linear data for trending and benchmarking, these tasks were completed by the Strategic Planning Council as part of the expanded strategic planning process.

### **7P4 Analyzing Performance**

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

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

### **7P5 Determining Comparative Data**

IWCC seeks to maintain a balance of internal data collection and comparative data. The needs and priorities stem from the mission and values of the College and are dictated by the strategic goals.

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

Spring 2014 IWCC will be adding the The Net Promoter Score to our graduate exit survey and CCSSE. The Net Promoter Score is obtained by asking customers a single question on a 0 to 10 rating scale, where 10 is “extremely likely” and 0 is “not at all likely”: “How likely is it that you would recommend our company to a friend or colleague?” Based on their responses, customers are categorized into one of three groups: Promoters (9–10 rating), Passives (7–8 rating), and Detractors (0–6 rating). The percentage of Detractors is then subtracted from the percentage of Promoters to obtain a Net Promoter score (NPS). NPS can be as low as -100 (everybody is a detractor) or as high as +100 (everybody is a promoter). The NPS is not a percentage but some people wrongly put a “%” sign after it instead of correctly using “+” or “-” to show the result. An NPS that is positive (i.e., higher than zero) is felt to be good, and an NPS of +50 is excellent. Net Promoter Scores are widely used in corporate America and provide a basis to compare IWCC customer loyalty and satisfaction with that of companies in the business sector.

### **7P6 Ensuring Alignment**

Iowa Western is continuously refining its systems to ensure department and unit analysis of information and data aligns with the institutional goals. Organizational performance is reviewed and prioritized on a regular basis by the Strategic Planning Council as part of the strategic



planning cycle. IWCC's committee structure, plus internal communications such as *IWCC News* and campus-wide meetings, are a significant part of communicating the College's targets and results with faculty, staff, and constituents. Information is made readily available to every employee via IWCC's portal, ROC. Links on ROC include planning assumptions, Board of Trustees' Ends Statements, strategic goals, strategic plan and dashboard indicators.

## 7P7 Ensuring System Effectiveness

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

### Security

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

### Timeliness

- Students have 24/7 access to all data residing on the campus portal.
- Faculty and staff have 24/7 access to their institutional email accounts and to administrative and student information which pertains directly to them.
- Main campus Help desk staff are available to faculty, staff, and students weekdays from 7:30 a.m.–11:00 p.m. to assist with any computer, network, or classroom related issues.
- A new campus wireless solution was put in place over the summer to handle the multiple devices students are bringing to campus (BYOD). This is an "open" wireless solution but does require network authentication prior to being connected

### Reliability

- Network and application systems are patched and upgraded in an efficient manner to ensure accuracy and reliability.
- All systems are protected by Uninterruptible Power Systems (UPS) with critical systems having generator backup.
- Virtual servers have been put in place to increase availability and reliability. If a physical server fails, its virtual servers are restarted on other physical hardware.
- Network and system administrators are automatically notified electronically in the event of a hardware failure.
- An hourly snapshot is taken of data and kept for 24 hours. Nightly snapshots are kept between 12 and 21 days with a goal of up to a month with additional disk space that was recently purchased. Data is replicated every 20 minutes to our DR location. Two additional separate/independent backup solutions are used for nightly backups. The goal is to perform/retain daily backups for 30 days, weekly's for 12 weeks, and monthly's for 12 months.
- As a result from an initial AQIP Action Project, a budget has been established for a 4-year replacement cycle for all faculty and staff computers. Student lab computers have always been on a 4-year replacement cycle. These replacement cycles insure that equipment is kept up-to-date to meet the demands of today's students and faculty.



**Accuracy**

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

**Results (R)****7R1 Measuring Effectiveness**

IWCC has done research and determined the following metrics are indicators of the effectiveness of our knowledge management system:

- Monitoring the timeliness of all required state and federal reporting
- Monitoring the ability to comply with the increasing number of adhoc reports as requested by various departments of the College
- Monitoring systems and network usage/availability including performance issues
- Monitoring Help desk tickets with a goal of being closed within a 24-hour period for tickets tagged as “urgent”

## 7R2 Evidence of Effectiveness

IWCC Help Desk Log Problem Categories January 1, 2013 - Current					
Category	Number of Calls Opened	Number of Calls Closed	Percent Closed	Percent of Overall Calls	Category Details
Facilities	1700	1672	98.35%	33.04%	Electrical, Maintenance Shop, Painting, Physical Plant, Plumbing
Computer Hardware	1192	1190	99.83%	23.16%	Copier, Desktop Computer, Monitor, Notebook Computer, Printer, Tablet, Other
Housing	848	836	98.58%	16.48%	Student Housing
Software	355	352	99.15%	6.9%	Computer Software
Staff Changes	265	265	100%	5.15%	Change of Position, New Hire, Termination
Classroom Equipment	226	219	96.90%	4.39%	Classroom MultiMedia Equipment
Custodial	202	200	99.01%	3.93%	Custodial Services
Networking	154	149	96.75%	2.99%	Network Issues
Phone	68	68	100%	1.32%	Desktop Phones Analog
LMS	45	45	100%	0.87%	Learning Management System
ROC – Portal	35	35	100%	0.68%	Employee/Student Portal
Swipe Locks	31	27	87.1%	0.60%	Door Locks
Colleague	19	17	89.47%	0.37%	Student Information System
Security Cameras	3	3	100%	0.06%	Digital and Analog Security Cameras
Digital Signage	3	3	100%	0.06%	Campus Digital Signage System

Figure 84: Help Desk Log Problem Categories

## 7R3 Comparisons

IWCC is a member of EDUCAUSE. The College just became aware a component of EDUCAUSE is the Core Data System which is a benchmarking service used by colleges and universities to inform IT strategic planning and management. Data from this service will be accessed to report in future portfolios.

## Improvements (I)

### 7I1 Improvements

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

- The Research Specialist became the key holder for IPEDS.

- Institutional Effectiveness became the key holder for the Annual Financial Data Report for the HLC.
- All reports prepared by IR are presented in a more user friendly and visual format.
- Visual reporting software such as Tableau and ArcView are utilized.
- An executive summary is included with all reports.
- Presentation of reports to groups such as Strategic Planning Council and Instructional Council stimulate dialog, analysis, and the expectation that action steps will be taken as needed.
- In 2013 Student Services created a new position, Associate Dean for Student Services. This position will largely be responsible for gathering, reviewing, and analyzing data pertinent to the Student Services area.

## 712 Culture and Infrastructure Support

As IWCC continues to move to a data driven decision making culture, utilized reports and data from sources like EDUCAUSE will provide benchmarking data and indicate gaps that provide opportunities for improvement.

# CATEGORY EIGHT: PLANNING CONTINUOUS IMPROVEMENT

## Introduction

IWCC has focused much effort on developing the processes for Planning for Continuous Improvement, moving the College to alignment and often integrated in Category Eight. The strategic planning cycle is now clearly defined and the strategic dashboard provides a quick visual representation of current status.

Emphasis for the future will include more closely aligning the budgeting process with strategic planning, refining measures to better evaluate progress, and adhering to the planning cycle in a timely manner.

## Processes (P)

### 8P1 Key Planning Process

The Iowa Western Board of Trustees, as elected representatives of their districts, are charged with determining the [mission and vision statements](#) for the College. These statements are reviewed annually. The Strategic Planning Council (which is comprised of the Cabinet, representation from faculty, professional staff, and the community) meets monthly and utilizes environmental scanning to gather data for review and analysis as indicated in the [Strategic Planning Monthly Reports Schedule](#). Each fall that data gathered is used to develop [planning assumptions](#). Using the assumptions as a foundation, the SPC then develops [strategic goals](#) that align with and support the mission and vision statements of the College. The Board reviews both the assumptions and goals annually. The Board may make changes or suggestions and the finalized goals and assumptions are formally approved at the following monthly Board meeting. Using the Board approved strategic goals, departments and divisions develop their [tactical plans](#) and submit them through their respective Vice President to the SPC each academic year.

All submissions are reviewed by the Strategic Planning Council to ensure alignment with strategic goals and collectively become the College plan for the coming year. The plan is reviewed by the SPC.

Each summer departments and divisions submit an annual summary of their progress from the previous year to the Cabinet through their respective VPs. The progress is reviewed and analyzed and the Department of Institutional Effectiveness compiles the campus annual status report. The annual report is posted on IWCC's portal, ROC.

The annual planning cycle then repeats. This process is represented in the [Strategic Planning Process flowchart](#).

### **8P2 Strategy Selection**

Long-term strategic plans are developed in a five-year cycle by the Strategic Planning Council. Development of long-term plans involves several layers of leadership, faculty, and staff from across campus. The past three cycles have aligned with the passage of a bond issue.

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

Additional PIT Teams and Action Teams can be launched at any time during the planning cycle on an as needed basis.

### **8P3 Developing Key Action Plans**

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

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

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

### **8P4 Aligning the Planning Process**

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

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

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

## 8P5 Selecting Measures and Setting Targets

At each level in the planning process, objectives are defined, measures selected, and targets set through group meetings and discussions. The group meetings include reviewing research analysis, benchmarking results, and current strategic goals.

The Strategic Planning Council has developed a dashboard with data for each strategic goal represented. Targets are set annually and monitored for progress.

## 8P6 Linking Strategy and Resources

**HLC Core Component 5.A.**—The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Subcomponent 5.A.1.**—IWCC's robust financial rating of Aa1 as assigned by Moody's Investor Service is indicative of the strong resource base the college maintains in support of its educational mission. Citizens of southwest Iowa continue to vote in support of providing additional resources for IWCC to maintain and expand new academic and student activity programs. Over the past fifteen years Iowa Western has continually delivered the services, technological infrastructure and physical facilities necessary to meet current and future student needs.

**Subcomponent 5.A.2.**—Iowa Western Community College is a public higher education institution governed by its own publicly elected Board of Trustees. It is not subordinate to any other organization with the exception of the Iowa Department of Education. The IWCC Board of Trustees has final authority relative to resource allocation and it ultimately directs the utilization of these resources through the efforts of the administration, faculty and staff.

**Subcomponent 5.A.3.**—The vision for the future of Iowa Western is discernible from the long-term strategic direction, major action projects and annual tactical plans that guide college operations. The development of these institutional planning processes incorporate and foster the mission, vision, values, and culture of IWCC. The Board of Trustees continually challenge the faculty, staff, and administration to advance the college through caring, commitment and challenge to better serve its constituents.

**Subcomponent 5.A.5.**—Iowa Western's budgeting process enables the college to operate current programs and facilities in an efficient manner and control the cost of higher education for its students. Within the past ten years, IWCC managed tuition rates moving the college from the second highest community college per credit hour rate out of 15 in 2003 to the third lowest in FY13.

While effectively controlling student's cost, the college has also expanded academic programming, student life opportunities and facilities. More than 620,000 square feet of facilities have been constructed, 21 new academic programs initiated, 11 athletic programs undertaken and the student population has grown by 62 percent since 2000.

The effective budget management and monitoring of expenditures is further substantiated through more than twenty plus years of unqualified audit opinions, twenty consecutive years where revenues exceeded expenditures and by attaining the highest financial rating of any of the 15 Iowa community colleges.

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

The decision to add wrestling in 2011 as a growth strategy is an excellent example of how IWCC takes into account levels of resources and plans for future needs. Launching wrestling was the result of several years of research, analysis, projections, and planning.

### **8P7 Risk**

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

All tactical plans are submitted for review through respective VPs. The Cabinet reviews the plans as a whole and in this process consider risks.

### **8P8 Developing Capabilities**

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

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

Transitioning the campus culture to a continuous improvement mindset required a strategy to educate IWCC employees about AQIP. The desired outcome was to develop employees with the needed skill sets to become contributing members in a quality culture. From this need the [AQIP Employee Training Initiative](#) was developed in a series of training modules. All employees are expected to complete the modules.

As the College continued to grow it became increasingly evident that these modules needed to be available in a variety of formats in order to reach more employees. In the summer of 2013 a complete revision of the content of the modules was conducted with the intent of transferring them to a hybrid mode of delivery. This new format will be piloted during AY 2013-2014.

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

## Results (R)

### 8R1 Measures of Effectiveness

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

- Great Colleges To Work For employee engagement survey
- Each data element tied to the strategic goals
- Reports made to the SPC during the year
- Reports made to the Board of Trustees during the year

### 8R2 Performance Results

Each strategic goal has a minimum of one data element assigned to it. The data elements are gathered and reported annually in a [dashboard](#) format. The performance results for strategic goals are compiled by the Institutional Effectiveness Department and are reported by the President to the Board and all IWCC staff in the dashboard format as displayed. Cells shaded in purple indicate the target has exceeded our expectations. Cells shaded in green indicate the result is within the expected range. Cells shaded in red indicate the result does not meet the target. Data is reported on every goal on an annual basis except for the results of CCSSE and SENSE which are administered every other year.

As we continue to refine our measurement processes, the SPC annually reviews all data elements to ensure they provide the most accurate representation of our progress.

### 8R3 Performance Projections

Targets for performance have been indicated in each of the strategic goals.



**IWCC Strategic Goals Dashboard  
Status July 1, 2013 and Targets for 2012-2013**

		2006-2007	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 Target	2012-13
ENROLLMENT	#1.1 Number of students enrolled who graduated in the previous May	AY 868	AY 994	AY 1,184	AY 1,227	AY 1268	1,128 by 2012	
PARTNERSHIPS	#2.1 Number of high school students enrolled in college credit courses for fall term	AY 1,582	AY 1,497	AY 1,420	AY 1,524	AY 1,545	AY 1,524	AY 1,597
	#2.2 Percentage of high school students taking college credit courses who matriculate to IWCC in the fall following graduation		AY 48%	AY 48%	AY 49%	AY 29%	AY 50%	AY 29%
STEM	#3.1 Number of initiatives and activities focused on STEM <sup>F</sup>							
	#3.2 Number of students participating in STEM <sup>F</sup> (unduplicated headcount)							
STUDENT SUCCESS	#4.1 Fall to fall retention rate at or above the NCCBP <sup>3</sup> study benchmark (IWCC/NCCBP <sup>3</sup> )	AY 50.02/48.03 <sup>3</sup>	AY 48.72/49.50 <sup>3</sup>	AY 49.81/48.44 <sup>3</sup>	AY 48.87/48.26		At or above NCCBP <sup>3</sup> study benchmark	
	#4.2 Goal attainment rate at or above the NCCBP <sup>3</sup> study benchmark (IWCC/NCCBP <sup>3</sup> )	AY 93.8/92.80 <sup>3</sup>	AY 92.8/95.0 <sup>3</sup>	AY 91.8/94.9 <sup>3</sup>	AY 94.7/94.3		At or above NCCBP <sup>3</sup> study benchmark	
	#4.3 Full-time transfer rate at or above the NCCBP <sup>3</sup> study benchmark (IWCC/NCCBP <sup>3</sup> )	AY 11.79/18.12 <sup>3</sup>	AY 13.22/17.76 <sup>3</sup>	AY 11.88/16.81 <sup>3</sup>	AY 14.38/16.29		At or above NCCBP <sup>3</sup> study benchmark	
	#4.4 Percentage of students retained plus percentage of students graduated plus percentage of students transferred <sup>5</sup>		60%	60%			Increase from previous year	
	#4.5 Graduation rate <sup>5</sup>			31%	26%	23%	Increase from previous year	21%
	#4.6 New data element will be determined in 2013 when SENSE <sup>5</sup> results are received							
ALTERNATIVE REVENUE	#5.1 Funds raised in total dollars	FY Gifts \$2,102,020 In-Kind \$ 47,637	FY Gifts \$4,607,501 In-Kind \$89,257	FY Gifts \$2,590,032 <sup>8</sup> In-Kind \$ 106,689 <sup>8</sup>	FY Gifts \$2,817,443 <sup>8</sup> In-Kind \$ 131,957 <sup>8</sup>	FY Gifts \$2,618,186 <sup>8</sup> In-Kind \$56,857 <sup>8</sup>	FY \$2,000,000	FY Gifts \$3,105,295 <sup>9</sup> In-Kind \$74,795 <sup>9</sup>
	#5.2 Scholarships funded in total dollars (outside and internal)	FY 1,126,120	FY \$1,936,054	FY \$2,115,646	FY \$2,114,427	FY \$2,398,159 <sup>9</sup>	Increase from previous year	FY \$2,519,737 <sup>9</sup>
	#5.3 Foundation assets in total dollars (including Wiebe property)		FY \$18,078,560	FY \$19,396,233 <sup>9</sup>	FY \$19,814,888 <sup>9</sup>	FY \$20,864,368 <sup>9</sup>	Increase from previous year	FY \$21,561,981 <sup>9</sup>
	#5.4 Foundation assets in total dollars (does not include Wiebe property)	FY 7,233,464	FY \$7,330,130	FY \$8,647,806 <sup>9</sup>	FY \$9,066,458 <sup>9</sup>	FY \$10,115,938 <sup>9</sup>	Increase from previous year	FY \$10,813,551 <sup>9</sup>
	#5.5 Total grant dollars requests submitted				\$77,199,138 <sup>10</sup>	\$21,013,022 <sup>9</sup>	\$6,000,000	\$3,381,130
	#5.6 Total grant dollars received				\$65,644,220 <sup>10</sup>	\$1,239,532 <sup>9</sup>	\$2,000,000	\$1,721,799
	#5.7 Number of alumni events held each year				8	9	5	9
	#5.8 Percentage of alumni who are donors				2%	2.5%	5%	2%
STUDENT ENGAGEMENT	#6.1 Percentage of students ranking their educational experience at IWCC good or excellent (CCSSE <sup>11</sup> )		AY 85%	CCSSE <sup>11</sup> administered alternating years	AY 83.7%	CCSSE <sup>11</sup> administered alternating years	AY 90%	AY 83%
	#6.2 Percentage of students indicating they would recommend IWCC to a friend or family member (CCSSE <sup>11</sup> )		AY 92%	CCSSE <sup>11</sup> administered alternating years	AY 94.6%	CCSSE <sup>11</sup> administered alternating years	AY 90%	AY 89%
	#6.3 Percentage of students indicating their satisfaction with IWCC services as somewhat or very satisfied (CCSSE <sup>11</sup> )		AY 79%	CCSSE <sup>11</sup> administered alternating years	AY 79%	CCSSE <sup>11</sup> administered alternating years	AY 90%	AY 80%
	#6.4 Percentage of students indicating they would recommend IWCC to a friend or family member (SENSE <sup>5</sup> )						AY 90%	AY 94%



IWCC Strategic Goals Dashboard  
Status July 1, 2013 and Targets for 2012-2013

		2006-2007	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 Target	2012-13
SERVICE LEARNING	#7.1 Number of students active in service learning activities in the previous academic year (unduplicated headcount)	AY 1180	AY 892 <sup>12</sup>	AY 1,055 <sup>12</sup>	AY 793 <sup>13</sup>	AY 985 <sup>13</sup>	Increase from previous year	AY 1,027 <sup>13</sup>
	#7.2 Number of faculty incorporating service learning in their curriculum in the previous academic year (unduplicated headcount)	AY 38	AY 35 <sup>12</sup>	AY 41 <sup>12</sup>	AY 24 <sup>13</sup>	AY 28 <sup>13</sup>	Increase from previous year	AY 32 <sup>13</sup>
	#7.3 Hours contributed to the community				AY 8,216 <sup>13</sup>	AY 10,095 <sup>13</sup>	Increase from previous year	AY 10,275 <sup>13</sup>
VALUING PEOPLE	#8.1 Departure rate (does not include early retirements) at or below the NCCBP <sup>3</sup> study benchmark (IWCC/NCCBP <sup>3</sup> )	AY 23.93/5.40	AY 12.07/4.77	AY 6.89/4.86	AY 6.03/5.41	AY 6.03/5.23	At or below NCCBP <sup>3</sup> study benchmark	
	#8.2 Development/training expenditures per FTE employee at or above the NCCBP <sup>3</sup> study benchmark (IWCC/NCCBP <sup>3</sup> )	AY 396/357	AY 606/270	AY 362/287	AY 376/300	AY 477/295	At or above NCCBP <sup>3</sup> study benchmark	
	#8.3 Scores on Great Colleges to Work For survey overall average will be within the Good to Very Good/Excellent range				67.5%	66.5%	65% or above	65.4%
TECHNOLOGY	#9.1 Percentage of budget allocated to technology including software, hardware, the training of people and IT employee salaries	FY 3.76%	FY 3.94%	FY 4.28%	FY 6.08%	FY 5.99%	FY 4.5%	FY 5.63%
REGIONAL ECONOMIC DEVELOPMENT	#10.1 Business and Industry headcount (IWCC/NCCBP <sup>3</sup> )	FY 2,088/2,958	FY 4,117/2,733	FY 4,030/2,785	FY 2,834/2,917	FY 2,904/2,532	At or above NCCBP <sup>3</sup> study benchmark	
	#10.2 Business and Industry companies served (IWCC/NCCBP <sup>3</sup> )	FY 55/64	FY 44/61	FY 123/52	FY 110/52	FY 113/48	At or above NCCBP <sup>3</sup> study benchmark	
	#10.3 Business and Industry net revenue (IWCC/NCCBP <sup>3</sup> )	FY 339,000/44,600	FY 123,558/32,326	FY 131,971/42,295	FY 193,802/51,898	FY 2,210,927/652,289	At or above NCCBP <sup>3</sup> study benchmark	
SUSTAINABILITY	#11.1 Number of credit sustainability focused/related programs			3	3	3	Increase by two each year	3
	#11.2 Number of continuing education sustainability focused/related programs			0	1	3	Increase by two each year	5
	#11.3 Number of students participating in sustainability programs			79	96	127	120	164
	#11.4 Number of classes that are sustainability focused			0	0	1	1	1
	#11.5 Number of classes that are sustainability related			39	44	49	50	58
	#11.6 Number of facility or operation alternatives recommended			0	6	24	25	23
	#11.7 Number of facility or operation alternatives achieved			0	3	14	15	12
EXPAND EDUCATIONAL OPPORTUNITIES	#12.1 Total number of new certificates, diplomas, and degrees in credit programs	AY 6	AY 10	AY 5	AY 3	AY 8	AY 5	AY 5
	#12.2 Total number of new certificates, diplomas, and degrees in noncredit programs				AY 2	AY 6	AY 2	AY 13
	#12.3 Percentage of programs reviewed during the annual Program Review and Evaluation cycle designated as "Declining/Uncertain"	AY 10%	AY 15%	AY 0%	AY 3%	AY 6%	AY 0	AY 6%
	#12.4 Total number of educational opportunities reviewed				AY 8	AY 15	AY 10	AY 4

<sup>1</sup>New reporting format  
<sup>2</sup>Science, Technology, Engineering, and Mathematics  
<sup>3</sup>National Community College Benchmark Project  
<sup>4</sup>IPEDS (Integrated Postsecondary Education Data System) cohort  
<sup>5</sup>4th Fall, cohort of full-time - regular and transferring in  
<sup>6</sup>Survey of Entering Student Engagement  
<sup>7</sup>Wiebe Gift \$10.7 million  
<sup>8</sup>Post-Audit Numbers  
<sup>9</sup>Pre-Audit Numbers  
<sup>10</sup>\$65.2 million in-kind grant from Siemens PLM  
<sup>11</sup>Community College Survey of Student Engagement  
<sup>12</sup>Duplicated headcount (previous method of measurement)  
<sup>13</sup>Unduplicated Headcount

	Result exceeded our expectations
	Result is within expected range
	Result does not meet target
	Initiative was not active so data was not collected
	Baseline Data

Figure 85: Strategic Goals Dashboard

## 8R4 Comparisons

The Director of Institutional Effectiveness (DIE) at Iowa Western has researched and plans to adapt the Net Promoter Scale as a model to determine our customer satisfaction and loyalty. Although similar questions are currently part of the Graduate Follow-up Survey, CCSSE, and SENSE, IWCC will mirror the Net Promoter Score question in the future. Doing so will offer direct comparison data with companies outside of education. Results will be reported in future portfolios.

The Institutional Effectiveness Study, conducted by Midwest Higher Education Compact in 2013, evaluated the effectiveness of every post-secondary school in Iowa. Each institution was assigned an effectiveness rating. Effectiveness rating being defined as: the institution's actual graduation rate minus the expected graduation rate given the institution's structural, demographic, and contextual characteristics. Iowa Western received a rating of Low which is defined as: students are graduating at rates below what would be expected from institutional attributes.

Of all the community colleges in Iowa, two were designated Very High, four High, two Moderate, three Low, two Very Low and three N/A. Eight colleges had scores higher than IWCC and seven colleges scored lower or N/A.

While IWCC does not feel this rating defines us as a college, it certainly is a measure we expect to improve. There are numerous completion agenda initiatives currently underway across campus.

Results will be reported in future portfolios.

<b>Institutional Effectiveness: Public Two-year Colleges in Iowa</b>					
	<b>Unadjusted Graduation Rate (150 percent program time)</b>	<b>Transfer-adjusted Completion Rate</b>	<b>Expected Transfer-adjusted Completion Rate</b>	<b>Institutional Effectiveness Score</b>	<b>Institutional Effectiveness Rating</b>
North Iowa Area Community College	37.62	71.52	57.48	14.04	Very High
Northwest Iowa Community College	65.32	77.48	65.55	11.92	Very High
Des Moines Area Community College	42.31	57.97	50.03	7.94	High
Ellsworth Community College	27.62	68.02	62.62	5.40	High
Kirkwood Community College	28.53	60.23	51.15	9.08	High
Northeast Iowa Community College-Calmar	37.08	57.60	56.41	1.19	High
Marshalltown Community College	22.14	53.18	52.61	0.57	Moderate
Southwestern Community College	34.83	57.30	56.46	0.84	Moderate
Eastern Iowa Community College District	20.21	43.70	47.42	-3.72	Low
Iowa Western Community College	21.28	47.42	50.85	-3.44	Low
Southeastern Community College	29.50	43.88	51.17	-7.29	Low
Indian Hills Community College	29.45	45.98	54.68	-8.70	Very Low
Western Iowa Tech Community College	19.93	41.96	51.32	-9.37	Very Low
Hawkeye Community College	41.20	N/A	54.78	N/A	N/A
Iowa Central Community College	31.81	N/A	54.21	N/A	N/A
Iowa Lakes Community College	42.33	N/A	56.39	N/A	N/A

**Figure 86: Institutional Effectiveness: Public Two-year Colleges in Iowa—by rank**  
Midwestern Higher Education Compact Research Brief June 2013

## 8R5 Evidence of Effectiveness

[See 8R4](#)

### Improvements (I)

#### 8I1 Improvements

The processes for Planning Continuous Improvement at IWCC are systematic and comprehensive. The gap that existed was in measuring performance results. The changes outlined below address that gap and represent a significant improvement towards systematic and comprehensive performance measurement.

- Every goal in the strategic plan has at least one data element.
- Every goal in the strategic plan has a target.
- Progress is reported and analyzed as part of the SPC cycle.
- Targets and data elements are reviewed annually by the Strategic Planning Council to ensure relevance and reliability.

#### 8I2 Culture and Infrastructure Support

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

- Any employee(s) at IWCC can submit a proposal for an Action Project.
- Opportunities for Action Projects bubble up through employee surveys.
- Ideas surface from campus-wide Conversation Days.
- Ideas surface from Data Narrative Sessions.
- Suggestions that surface via the other mechanisms are reviewed by QC and Cabinet and then acted on as needed.

## CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

### Introduction

IWCC has been very successful in Category Nine, Building Collaborative Relationships by establishing mutually beneficial partnerships with local business and industry. These partnerships have served to strengthen our academic offerings. Processes surrounding those activities are aligned and integrated. In addition, our relationships with four-year institutions serving our students are very positive as those institutions have come to place great value on our collaboration.

### Processes (P)

#### 9P1 Educational and Organizational Relationships

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

Iowa Western Community College Relationships with Organizations	
<b>EDUCATION</b>	
Entity	Relationship
<ul style="list-style-type: none"> <li>• Local High Schools</li> </ul>	Students for enrollment Dual enrollment opportunities-28E
<ul style="list-style-type: none"> <li>• Universities</li> </ul>	Transferability for students-articulations Grant opportunities
<ul style="list-style-type: none"> <li>• Accreditation agencies</li> </ul>	Higher Learning Commission Licensing/accrediting boards (AVMA, FCC, etc)
<ul style="list-style-type: none"> <li>• Area Education Agency</li> </ul>	Activities that support HS
<ul style="list-style-type: none"> <li>• eCollege Consortium</li> </ul>	Online learning opportunities
<b>COMMUNITY, BUSINESS AND ECONOMIC DEVELOPMENT</b>	
Entity	Relationship
<ul style="list-style-type: none"> <li>• Advisory Boards</li> </ul>	Provides direction with curriculum and workplace training requirements
<ul style="list-style-type: none"> <li>• Training-260 agreements</li> </ul>	Assists with student recruitment
<ul style="list-style-type: none"> <li>• Corporations</li> </ul>	Contributes funding
<ul style="list-style-type: none"> <li>• Local and State Agencies</li> </ul>	

Figure 87: Relationships with Organizations

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

## **9P2 Creating, Prioritizing and Building Relationships**

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

IWCC also works continuously with other out-of-state colleges and universities to improve the process of transfer. The College recognizes where the majority of our students transfer and places a high priority on maintaining a positive relationship with those institutions.

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

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

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

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

the resources available through IWCC's Division of Economic and Workforce Development. SWIMAQ has been active since 2006.

### **9P3 Relationships with Student Service Providers**

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

### **9P4 Relationships with Materials and Service Providers**

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

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

- Identify and give priority to Iowa based suppliers and service providers
- Establish long-term contracts to vendors and service providers critical to IWCC's success
- Encourage and develop vendor/supplier participation in institutional planning committees
- Weekly, monthly, quarterly, and annual service performance review meetings as necessary to evaluate and improve services provided
- Facilitate vendor/supplier participation with advisory committees, student senate meetings, student activity sponsorships, scholarships, and other giving opportunities
- Professional development activities that include both vendor/supplier representative and IWCC staff

## 9P5 Fostering Other Relationships

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

- What is the nature of the partnership?
- How does it relate to the College mission, vision, strategic goals, and/or Trustees ends statements?
- How will the results be measured?

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

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

IWCC has established relationships with associations, external agencies, consortia partners, and the general community with whom it interacts. These relationships were created from a variety of needs including local employers, community and social agencies, state, and national accrediting agencies. Figure 89 lists a sample of accrediting agencies that play a key role in accrediting the programs and ensuring the appropriate guidelines are followed.



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

Figure 88: IWCC Accrediting Agencies

## **9P6 Ensuring Needs are Met**

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

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

Based on the importance of state funding and federal appropriations, the President meets regularly with local and state legislators and corresponds with Iowa's Senators and Congressmen. The Iowa community college presidents meet monthly to address statewide legislative issues and coordinate lobbying efforts at the state and national levels.

## **9P7 Creating Internal Relationships**

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

The College does not treat the two collective bargaining units as separate entities. The membership of these units are included in all campus-wide initiatives the same as all other constituents of the College. This established process is inclusive so the relationships are positive.

## **Results (R)**

### **9R1 Measures of Collaborative Relationships**

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

Success Indicator	Type of Measure	Source of Data
Percentage of high school graduates attending IWCC	Process	Student Services and IWCC Institutional Effectiveness Office
Number of high school students in dual credit and dual enrollment programs	Process	Student Tracking System
High school constituent groups (students, parents, administrators, counselors, teachers) satisfaction with and perception of IWCC	Satisfaction	Satisfaction surveys
Academic Performance indicators for all in-district high school graduates attending IWCC: <ul style="list-style-type: none"> <li>• Degree completion</li> <li>• Certificate completion</li> <li>• Cumulative GPA</li> <li>• Overall persistence rate</li> <li>• Term-to-term persistence rate</li> <li>• Within term persistence</li> <li>• Successful course completion rate</li> </ul>	Outcome	Student Tracking System
Academic performance indicators listed above for high school graduates attending IWCC by ethnicity and early admission status: <ul style="list-style-type: none"> <li>• Bridge program</li> <li>• Dual credit</li> <li>• Dual enrollment</li> </ul>	Outcome	Student Tracking System
Transfer Rate	Outcome	Iowa State University (ISU) transfer reports
Academic Performance at Transfer Institutions	Outcome	Student Performance Reports from Transfer Institutions
Employment Rate	Outcome	Annual Graduate Follow-up Survey
Performance in Workplace	Outcome	Annual Graduate Follow-up Survey
Number of high school personnel participating in professional development activities at IWCC	Process	Attendance in Academy for Teaching Excellence and Career Academies
Academic performance of teachers, paraprofessionals, and parents of high school students attending IWCC	Outcome	Student Tracking System
Financial impact of utilizing area high schools for classes	Outcome	Enrollment and budget information

**Figure 89: Measuring Effectiveness at IWCC**

Continuing education (non-credit) 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.

## 9R2 Performance Results

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

### High School Partner Results:

- Enrollment of high school students taking college credit classes (dual enrollment) has increased 29 percent at IWCC between Fall 2004 and Fall 2012
- For the same time frame, there was a 23 percent increase in credit hours by these students (from 6,539 to 8,064)

### High Priority Relationship Results:

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

## 9R3 Comparisons

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

According to the NCCBP 2012 Aggregated Data Report, Iowa Western ranks favorably in several relationship categories when compared to its peers.

<b>High School Partner Results</b>	
<ul style="list-style-type: none"> <li>Region High School Graduates enrolling at Institution</li> </ul>	74 percentile National Rank
<b>High Priority Relationship Results</b>	
<ul style="list-style-type: none"> <li>Community Participation Cultural Activities</li> </ul>	74 percentile National Rank
<ul style="list-style-type: none"> <li>Community Participation Sporting Events</li> </ul>	87 percentile National Rank
<b>Market Penetration</b>	
<ul style="list-style-type: none"> <li>Credit Student Penetration Rate</li> </ul>	81 percentile National Rank
<ul style="list-style-type: none"> <li>Non-credit Student Penetration Rate</li> </ul>	99 percentile National Rank

**Figure 90: NCCBP Performance Results Data**

Source: NCCBP 2012 Aggregate Data Report

## Improvements (I)

### 9I1 Improvements

The College divisions are organized to provide a framework for systematic and comprehensive relationship-building. For example, the Iowa Western Center for Business and Economic Development staff work with business and industry throughout the College service area to meet the needs for training and re-training of employees. Recently the College focus on STEM education has increased by the creation of an advisory group including representatives from education and business and industry focusing on ways to improve high school preparation for career and technical programs as well as the transfer curriculum. This extends the collaborative relationship with our business and industry partners to interest in preparing students for careers, not just retraining.

Other divisions of the College systematically work with assigned partner sectors in the same manner as the Center for Business and Economic Development. So the Iowa Western framework for building collaborative relationships is indeed comprehensive.

Business and Industry partnerships:

- Google funded and helped facilitate “The Anti-Gravity Games” STEM project.
- Ellison Technologies provided 8,500 square feet of space and robots for start-up of Robotics Technology Program.
- Received several business funded grants to help with STEM initiative.
- Enterprise Computing Center sponsored by Google
- Siemens PLM Software \$65.2 million in-kind gift to launch Design Technology Program

### 9I2 Culture and Infrastructure Support

Iowa Western has a well developed culture of continuous improvement to include the use of Action Project Teams, our own design of Process Improvement Teams, and the college committee structure to select targets for process improvement, implement actions, and evaluate results. The culture is well developed as evidenced by the volume of process improvements achieved and the infrastructure is well used as evidenced by minutes of the Quality Council, President’s Cabinet, and other formal groups included in the college structure.

## Systems Portfolio Glossary

<b>A&amp;S Assessment Plan</b>	Arts and Science Assessment Plan
<b>AA</b>	Associate of Arts
<b>AAMAE</b>	American Association of Medical Assistants Endowment
<b>AAS Degree</b>	Associate of Applied Science
<b>ACF</b>	American Culinary Federation
<b>ACT</b>	American College Testing Program, known for the ACT test and college entrance exam. A nonprofit organization offering educational and workplace measurement and research services.
<b>Action Team</b>	AQIP project team
<b>ADA</b>	American Disabilities Act
<b>AEA 13</b>	Area Education Agency 13
<b>AQIP</b>	Academic Quality Improvement Program - North Central Higher Learning Commission post accreditation process.
<b>ArcView Software</b>	Desktop geographic information system software for mapping data integration
<b>AS</b>	Associate of Science
<b>ASC</b>	Academic Support Center
<b>AVMA</b>	American Veterinary Medical Association
<b>AY</b>	Academic Year
<b>Board</b>	Board of Trustees
<b>CAAHEP</b>	Commission on Accreditation of Allied Health Education Program
<b>Cabinet</b>	Vice Presidents and President of IWCC
<b>CCFSSE</b>	Community College Faculty Survey of Student Engagement
<b>CCSFE</b>	Community College Survey of Faculty Engagement
<b>CCSSE</b>	Community College Survey of Student Engagement
<b>Clarus Corporation</b>	Company offering a full range of marketing communication research and planning services to community colleges.
<b>Clements Consulting Company</b>	Full service institutional advancement and effectiveness firm specializing in higher education.
<b>CLIC</b>	Community College Leadership Initiative Consortium
<b>CTE</b>	Career Technical Education
<b>Datatel Inc</b>	Leading provider of technology solutions and professional business services to higher education.
<b>DHS</b>	Department of Human Services
<b>DIE</b>	Director of Institutional Effectiveness
<b>EEO</b>	Equal Employment Opportunity
<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language
<b>FAA</b>	Federal Aviation Administration
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FTE</b>	Full Time Equivalent
<b>FY</b>	Fiscal Year
<b>GED</b>	General Educational Development
<b>GELO</b>	General Education Learning Objectives
<b>GPA</b>	Grade Point Average
<b>HEA</b>	Higher Education Association
<b>HR</b>	Human Resources
<b>Hybrid or</b>	Course where instructional delivery is a combination of online and face-to-face.



**VETS**

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Midwestern political consulting and polling firm

**Enterprises**

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One entire day devoted to facilitated dialogue about the college attended by all employees