

Iowa Valley Community College District

HLC ID 1882

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 6/17/2019

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Context and Nature of Review

Visit Date

6/17/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Iowa Valley Community College District (IVCCD) was created in 1966 as one of 15 community college districts in Iowa. IVCCD operates Ellsworth Community College (ECC), which was founded as a private college in 1890; Marshalltown Community College (MCC), founded in 1927 as an extension of the public school system, a satellite center in Grinnell, and the Iowa Valley Continuing Education (IVCE) adult training center. IVCCD also operates the Orpheum Theater Center in Marshalltown.

As reported through IPEDS, ECC has a total undergraduate enrollment of 796 students, a fall-to-fall persistence rate of 55%, an overall graduation rate of 36%, and a transfer out rate of 39%. Marshalltown has a total undergraduate enrollment of 1931, a 71% fall-to-fall persistence rate, a 39% graduation rate, and a transfer out rate of 13%.

IVCCD offers associate degree programs in Agriculture, Business, Computers, Health, Skilled Trades, Welding, Culinary, and similar programs. IVCCD also offers associate degree transfer programs, and offers courses in both onground and online formats.

IVCCD awards diploma (less than associate degree) programs in several areas, and offers a variety of athletic programs including football, baseball, basketball, volleyball, softball, and wrestling. IVCCD has on-campus housing at both the Marshalltown and Ellsworth campuses.

In July 2019, Dr. Kristie Fisher was appointed as the IVCCD Chancellor. She replaced Dr. Chris Duree. IVCCD is governed by a locally elected board, whose members represent seven director districts.

Interactions with Constituencies

This was a desk review so there were no direct face-to-face interactions with constituencies. IVCCD was timely in providing responses to requests for additional documents.

Additional Documents

The team reviewed the IVCCD web site and the IPEDS site in addition to the documents provided in the Evidence File and Addendum Space.

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

IVCCD's Integrated Institutional Effectiveness and Strategic Planning Monitoring Report and Board Policy 100 indicate the mission statement was adopted by the District's Board of Trustees in April 2010. In May 2013 a strategic planning workshop was conducted by facilitators from the Iowa Quality Center. At this meeting the Mission Statement, along with the District's Vision Statement, and Core Values, were vetted by 72 District personnel. The most recent formal review of the Mission Statement, and subsequent approval, was conducted by the Board of Trustees at its retreat in April 2015. Periodic review of the District's core documents occurs during the strategic planning cycle. IVCCD stated that a review of these will occur during the first year of their new chancellor (FY20).

The District's mission statement indicates a commitment to providing quality learning experiences, ensuring student success, responding to diverse community needs, and building community partnerships. IVCCD's CTE programming is designed to meet the entry level employment needs of District businesses and industry, including Precision Agriculture, Mobile Service Technician, Utility (Natural Gas and Powerline) Technician, and Gunsmith Technology. Non-credit programming strengthens their communities by providing opportunities to enroll in leisure and recreational classes, earn a high school diploma, as well as learn introductory skills in specific fields of interest (e.g. pre-nursing and welding).

Through specific initiatives (e.g. Marshalltown Educational Partnerships), targeted recruitment efforts, and specialized advising (International Academic Advising Specialists), the student enrollment profile of IVCCD exhibits greater ethnic and racial diversity than the District itself. In addition, the District operates two Education and Training Centers and provides basic literacy skill building for growing immigrant/refugee populations in Marshalltown and Tama counties.

IVCCD provides typical collegiate support services to assist students with admission, registration, and financial aid. In addition, the District offers services targeted to enhance the likelihood of student success, including tutoring, disability accommodations, and a SSS TRIO program for qualifying students. Personalized one-on-one advising is available to credit-seeking students.

The goals of IVCCD's Mission Statement are building blocks for more specific planning documents, such as the Strategic Agenda, the Performance Excellence Model, and the budgeting process. In fiscal year 2018, almost 60% of the annual expenditures of the General Unrestricted Fund were directed at instructional expenses (credit and non-credit). Services in support of education (libraries, Student Services, etc.) increased the total to 70%. Spending in this fund for previous years is similar, despite reduced State Aid. These expenditures align with the goals of the IVCCD mission and more importantly, provide the resources necessary to meet these goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

IVCCD's core documents (Mission Statement, Vision Statement, and Core Values), are clearly articulated as evidenced on the District's website, college catalogs, student handbooks, housing/residence guides, and Board Policy Manual.

The District's mission and vision documents have been adopted by the Board of Trustees and most recently reviewed in April 2015. The Core Values were reviewed in March 2017. With the recent hire of a chancellor, the District has stated they are planning to review each of these documents during the 2019 – 2020 academic year. While the mission statement documents IVCCD's primary emphases, the Strategic Plan (Agenda) narrows the focus to specific strategies designed to accomplish the mission. Both the Facilities Master Plan and Outstanding Service Award process link back to these missional documents. IVCCD offers incumbent worker training, as well as cultural and social activities, to the communities it serves.

The institution's core documents clearly communicate IVCCD's broad scope and mission to its communities through adaptable programming and support services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

With respect to diversity, two documents undergird institutional planning at IVCCD. The Mission Statement provides evidence IVCCD has understands the diverse needs of its constituents. The Core Value of Educational Excellence indicates the District's desire to value diversity and prepare students to be successful in a global society.

The District has two planning documents important to maintaining multiculturalism and diversity as a priority. The Strategic Agenda identifies the need to increase the cultural competency of its constituent workforce. Institutional Student Learning Outcome #5, Civic Engagement, documents the desire of IVCCD to promote "respect for all persons and cultures," and the "positive contributions to local and global communities through service."

The census data provided by IVCCD indicate the ethnic background of the residents of the District's service area is predominantly white (82%). The 2017 IVCCD profile, however, reflects more diversity on the campuses with 29.2% of the student population reporting to be a minority with respect to ethnicity and/or race. The state average for this metric is 21%. The targeted informational recruitment/college planning efforts specifically designed to assist both Asian and Latino families are commendable.

IVCCD is involved in other endeavors that demonstrate a commitment to promoting the importance of diversity and multiculturalism. Through district sponsored groups/alliances (e.g. GLBTQ), clubs (e.g. International, Multicultural, etc.), and partnerships (e.g. Bachelor's Academy of Saxon, Germany), opportunities to participate in activities designed to increase awareness, respect, and value for the differences that exist among us are available. The Student Services Unit provides dedicated services to students who qualify for SSS TRiO, displaced workers, and veterans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

IVCCD demonstrates its commitment to the public good through its community and workforce education offerings, resource allocation, and community engagement.

IVCCD strengthens its community by offering courses needed by local business and industry. Customized CPR, First Aid, Microsoft Office, Forklift Safety and Training, Leadership and Managing Change, and Resolving Conflict are just a few examples of offerings primarily focused on new and incumbent workers.

IVCCD has established partnerships and innovative programming in which pre-college students are able to earn college credit and/or gain experiences in careers of interest. The dual credit agreements with local high schools allow these students to take college level classes within their high school, on the college campus, or online. The Innovative Iowa Valley Intermediary Program exposes students to careers of interest to them through workplace learning, job shadowing, tours, and mock interviews, preparing them for life after high school.

The District allocates its resources with a priority on instruction and the required supporting services. On average, over 60% of total expenditures are related to instruction of students or in support of instruction. IVCCD consistently spends a higher percentage in this area (as a percentage of total expenses) than the community college average in the state of Iowa. The 18 strategies of the Strategic Agenda are linked to 29 Strategic Action Projects, most of which are directly focused on students and student success. Over the last four years, IVCCD has allocated \$4M to capital projects to provide better instructional facilities.

IVCCD engages its communities in various ways. As stated earlier, the Jobs Training Reports (260E and 260F) indicate IVCCD offers courses that meet the training needs of local business and industry, while the EdVentures course schedule provides community educational opportunities. In partnership with area chambers of commerce and/or economic development agencies, the District is enhancing the leadership skills of residents through lecture and experiential learning. Teamwork, collaborative

problem-solving and leadership are among the top skills learned when “students” (local business, industry, clubs, organizations, etc.) participate in their Iowa Valley Adventures Challenge Course. IVCCD also engages its communities by providing feedback opportunities, leading to the enhancement of curricular programming via advisory committees, as well as several partnership meetings that resulted in the creation of “This is Us,” a diversity event, and the Otter Creek Kids camp.

IVCCD is to be commended for the extent and breadth in which it engages its communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

IVCCD documented and supported that its mission statement, vision statement, and core values were developed collaboratively through a process of involved input from multiple key stakeholders. All three documents have been approved by the District Board of Trustees during the most recent strategic planning cycle. The Strategic Agenda, Performance Excellence Model, and Student Outcome Document are founded upon these documents. The academic program offerings are aligned with entry level employment needs of district constituents, and the complementary non-credit classes provide pre-college, incumbent worker, and recreational/leisure instruction. Along with the inclusive budgeting and community engagement processes, IVCCD has provided evidence that its mission is ingrained in the overall operations and direction of the District.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

IVCCD has established a set of board policies that outline expectations for fair and ethical behavior on the part of its governing board. Regular session board meetings are generally held the second Wednesday of each month, the seven elected board members serve without pay. There is an expectation that board deliberations will be held in open session unless the discussion topic meets one of the nine criteria described in Policy 252. Board policy 233 sets forth the requirement that board members and their immediate families do not have a "personal monetary interest" in any contract with IVCCD. Board policy also sets forth expectations for appropriate board member orientation.

IVCCD provided results from a question on a "top workplace survey" as evidence the District fulfills this core component. The results are positive when compared to the 2016 survey administration and are higher than other Iowa Community Colleges. IVCCD might consider including the number of employees who responded to the survey and discussing (if possible) any differences between employee groups' responses.

IVCCD annually conducts FERPA, Title IX, and other training for regular staff and adjunct faculty. IVCCD provided an agenda for the 2018 trainings offered to employees. IVCCD might consider adding some evidence showing the effectiveness of the trainings provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - 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 relationships.

Rating

Met

Evidence

IVCCD provided clear evidence that the District presents itself clearly and completely to students and the public. The program requirements, costs, and accreditation relationships are appropriately available on the IVCCD websites and the governance structure (control) is stated on the website.

Evidence provided includes links to program requirements, including a listing of the courses needed to earn a degree or certificate, complete information about program costs, student handbooks, student right-to-know web pages, links to program accreditation web sites, various approval letters for accredited academic programs, and links to state-level resources showing student enrollment and success metrics.

IVCCD might consider ways to determine if students and prospective students think the information provided is easy to find and accurate; results might help the District improve an already good process for providing students with information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - 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.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

IVCCD presented links to board policies and a May 2019 board self-evaluation as evidence the board considers relevant interests of stakeholders during its decision-making deliberations. It is clear the policies are in place, and the results of the board self-evaluation survey show the board believes it considers internal and external stakeholders' interests. IVCCD might consider developing a way to survey the stakeholders (employees, students) to determine whether or not they think the board considers their interests in the board's decision-making.

IVCCD has developed appropriate policies to delineate board members' responsibilities to preserve independence and to avoid interest conflicts. The policies state that new board members are required to participate in board member orientation and training sessions. IVCCD might consider adding evidence of how well the policies are followed.

IVCCD's governing board responsibilities are codified in Iowa State law. District policies further define the expectation that board members delegate day-to-day responsibilities to the IVCCD administrative team.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

IVCCD has created policies that express the District's commitment to freedom of expression and the pursuit of truth in teaching and learning. Board policy 105 states "It is the proper role of an institution of higher education to encourage diversity of thoughts, ideas, and opinions and to encourage, within the bounds of the First Amendment, the peaceful, respectful, and safe exercise of First Amendment rights." Board policy 611 states "It is educationally desirable that students be presented diverse opinions, including those related to or an integral segment of the subject matter in a course of study."

IVCCD is encouraged to take the next step in providing evidence for this core component by developing method(s) to determine the extent to which the policies are embraced and followed across the District.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

IVCCD has established an IRB process, although it has only been used an average of once per year in the last five years. The IRB process is appropriate for a community college. IVCCD might consider developing other ways to show how the District provides oversight for the integrity of research and the scholarly practice of students.

IVCCD students are offered guidance in the ethical use of information resources through specific courses such as English Comp and expectations are communicated through the student handbooks. College policy 524 addresses the responsible use of computer and other technology resources. IVCCD has appropriate policies in place; the District might consider developing a way to measure how well the policies are followed.

IVCCD has established policies related to academic honesty and integrity. Language from the board policies is communicated to students through the student handbooks and course syllabi. Faculty receive regular training related to academic honesty and integrity. IVCCD might consider adding additional evidence related to the enforcement of the established policies. For example, a longitudinal listing of student disciplinary actions might help the District show evidence the policies are enforced.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

IVCCD has provided evidence that clearly demonstrates the District acts with integrity and acts ethically and responsibly. The relevant policies are well-defined and have been adopted by the IVCCD Board. Employees and Board members are required to participate in training sessions to ensure they are familiar with expectations related to ethical practices, including FERPA and Title IX trainings.

Expectations for Board members' conduct are codified in Iowa law and reinforced in several board policies. The Board appropriately delegates the management of the District to the IVCCD executive team.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

IVCCD awards Associate degrees in Arts (AA), Science (AS), Applied Science (AAS), Professional Studies (APS), and General Studies (AGS). In addition, the District awards certificates (fewer than 48 semester credits) and diplomas (48 semester credits). Attaining an associate degree requires successful completion of a minimum of 62 semester hours. Programs that requires more than 62 credit hours provide a rationale for exceeding the minimum; for example, the 65 credit hour Ag Science Animal Track requires 65 hours based on industry recommendations and the program design.

All IVCCD degrees follow the Iowa State guidelines set forth in Iowa administrative code section 281, which differentiates associate degree transfer and technical programs, defines developmental education courses, and stipulates that associate degree programs align with high school and/or four-year college programs.

IVCCD designs its certificate programs to meet the educational needs of those seeking entry-level employment. Certificate programs do not require the completion of general education courses. Diploma programs require at least 3 hours of general education and are 15-48 credits. The courses required in certificate and diploma programs can lead to a related associate degree for students who decide to continue beyond the certificate or diploma.

IVCCD uses a Program Review and Evaluation System (PRES) to ensure program curricula are relevant. Programs are reviewed on a three year cycle. Courses and programs are standardized across locations and modalities. IVCCD is a member of the Iowa Quality Matters Consortium and is

accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Faculty and adjunct faculty (including high school teachers) go through the same qualifications processes.

Examples of processes are shown - but the program review process is relatively new and a new assessment system was recently implemented. IVCCD should get valuable data and information as the system is fully implemented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

IVCCD's general education philosophy is articulated in the District's College catalogs and incorporated into the IVCCD general student learning outcomes, called Institutional Learning Outcomes (ISLOs). The five ISLOs, approved in January 2019, set forth the expectation that students will learn to think critically, use reasoning to solve problems, communicate effectively, use technology appropriately, and demonstrate good citizenship. General education requirements are appropriately included in associate degree programs.

IVCCD articulates the purposes and content for its general education program. The five ISLOs were updated in FY19 through a process that included stakeholders from multiple campuses and academic departments. The College recently purchased the WEAVE assessment system to help assess student achievement of the ISLOs. IVCCD presented good evidence of processes but minimal evidence of assessment results.

IVCCD annually surveys graduates to determine the degree to which graduates feel they learned the ISLOs. The 2019 results show that a relatively high percentage of graduates feel they learned the ISLOs during their course of study; however, the new ISLOs were developed in January 2019, so no longitudinal results were presented. IVCCD provided several examples of ways specific courses engaged students in collecting and analyzing information and mastering inquiry; however, it is not clear that this is done in every program. Graduates were surveyed around the time they graduated, which has a risk of introducing some bias in the survey results. IVCCD might consider additional

ways to determine how well IVCCD graduates mastered the ISLOs.

One of IVCCD's five ISLOs addresses diversity. One campus (Marshalltown) was recognized as an Emerging Hispanic Serving Institution in 2015 and the IVCCD student population is more ethnically diverse than the surrounding community. IVCCD services students from 37 countries and has developed student and faculty exchange partnerships with several countries outside of the US. IVCCD offers several courses to support its diversity initiatives, including Men, Women, and Society; Middle-Eastern Studies, Survey of World Religions, Elementary Spanish, and similar courses.

IVCCD presented several examples of evidence to show how the College community contributes to scholarship, creative work, and the discovery of knowledge. Seven different faculty members presented at state, regional, or national conferences in the past two years and nine different faculty have held leadership positions in state or national organizations. The Marshalltown Campus offers an honors program that enables high-achieving students to work on project-based learning opportunities, and IVCCD offers multiple student clubs across its campuses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

IVCCD has developed policies that provide guidance for faculty teaching loads, qualifications, and work expectations outside the classroom. IVCCD data indicate the District is in line with similar colleges using the National Community College Benchmarking project (NCCBP). Faculty are expected to maintain at least 5 office hours per week and be on campus 35 hours per week. IVCCD might consider addressing expectations for faculty who teach online and defining online office hours. CCSSE survey results from 2015 and 2017 show IVCCD students are on par with similar colleges in faculty-student interaction metrics.

IVCCD has established a district curriculum committee to provide oversight of the curriculum, and the Ellsworth and Marshalltown campuses have established faculty senates. Membership on the district curriculum committee includes faculty representatives from both campuses and representative academic areas. Future assurance arguments could be strengthened by providing a few examples of how the curriculum committee's work has resulted in changes.

IVCCD has established a Program Review and Evaluation System (PRES) to guide technical program review on a three-year cycle. Program review teams are comprised of faculty members, and the PRES process requires faculty to participate actively in the assessment of student learning. IVCCD provided examples of program reviews for the Computer Networking and Machine Tool programs. These showed some evidence of analysis for programs but a few elements of the reviews were incomplete.

IVCCD uses the Iowa Community College Guideline for Faculty Qualifications, faculty requirements in externally accredited programs, and the Higher Learning Commission requirements for faculty to establish requirements for College faculty. All faculty, including full-time, adjunct, and high school dual enrollment faculty go through the same qualification process. IVCCD has developed a Faculty Qualification Review form to document faculty credentials.

IVCCD has established procedures for routine faculty evaluation, including classroom observations and a student course evaluation.

IVCCD has developed policies that outline the District's support for faculty professional development. The most recent plan was developed for 2019-20, replacing the prior 2002-03 version. The plan is reviewed each year and approved by the board. The comprehensive plan outlines expectations for staff development, orientation, record-keeping, and the creation and monitoring of Professional Development Plans (PDPs). Results from the Top Workplace survey show the categories of IVCCD employees and how they feel about professional development opportunities. IVCCD notes there are opportunities for improvement, especially for Plant Services employees.

IVCCD has established policies and procedures for ensuring staff members are appropriately qualified, trained, and supported in professional development. Position descriptions list the required qualifications and preferred education levels.

IVCCD is encouraged to provide evidence of results along with the policies and procedures. Ideally, the evidence will include data and documentation of data analysis and implemented changes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

IVCCD provides support services suited to student needs. Spanish speaking staff members are available at each campus, TRiO programs serve first generation, low income students, disability services professionals are stationed on both campuses, and IVCCD supports 100 international students. The IVCCD foundations help the College support students with financial challenges and awarded approximately \$900,000 in aid during the 2017-18 academic year. IVCCD has also developed special support services for veteran student and allocates funding for student engagement activities.

Processes are clearly in place; however, IVCCD might consider adding results from student surveys or other data as evidence the students feel the College is meeting their support service needs.

Every new IVCCD student is required to take the Accuplacer placement test to determine the student's math and English proficiency level. Students have the opportunity to retake the tests if desired, and faculty are responsible for matching placement test scores with entry-level courses. IVCCD might consider exploring the "multiple measures" concept for student placement and developing co-requisite developmental courses for math and English. The College might also consider providing evidence showing how well its placement process works - analyzing the transfer-level course success rates of students based on the placement scores and developmental courses completed.

IVCCD faculty provide academic advising on the ECC campus; professional advisors work with faculty at the MCC campus. Advisors at MCC are also admissions recruiters and serve as liaisons with high school partners. Advisors are assigned to each student, and are responsible to help students with registration, financial aid, and monitor the students' academic progress.

Results from the CCSSE survey show ECC is significantly below the national small college benchmark in frequency of advising; this might be an area for IVCCD to explore. It might also be useful for IVCCD to provide information about the expected caseload for advisors and the expectations for faculty advisors.

Board policy 630 states that a student "may be assigned an....advisor according to the student's program of study" but that it is "the responsibility of students to be certain that courses and resources selected will meet the requirements for the degree, diploma, or certificate sought." The policy seems to conflict with the statement made in the narrative that advisors are assigned to each student.

IVCCD analyzes classroom spaces using a process outlined in the Iowa Department of Education Guidance for Facilities manual and exceeds the recommended space allocations in every category. The College provides appropriate lab spaces, technology, simulation labs for health programs, and labs for specialized programs such as equine and automotive.

Students receive guidance in the ethical use of information during orientation. The ethical use of information and effective research techniques are reinforced in each course through language included on course syllabi. The student codes of conduct at ECC and MCC also include sections about the proper use of information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

IVCCD offers several co-curricular programs, including athletics, student government, honors programs, and a variety of student clubs and organizations. The programs are aligned with IVCCD's mission.

In January 2019, IVCCD developed a set of program student learning outcomes (PSLOs) for its co-curricular programs. The PSLOs include the general themes of leadership, diversity, career experiences, and civic engagement. In spring 19, IVCCD surveyed graduates about their satisfaction with the scope of program offerings. IVCCD plans to analyze the results and implement changes in fall 2019. IVCCD might consider segmenting the survey results based on whether students actually participated in co-curricular activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Based on the evidence provided, IVCCD fulfills the claims it makes for providing a high-quality education. The District has created policies, procedures, and processes to guide the District's efforts in offering appropriate degree programs, has created general and program learning outcomes, and has adequate faculty and staff to deliver the services it offers. IVCCD also provides appropriate support for teaching, learning, and student support. The District has identified special population subgroups and addresses needs to support student success.

IVCCD could strengthen its narrative by adding additional evidence of results, including longitudinal data, an analysis of the data, and planned improvements as a result of the data analysis.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met With Concerns

Evidence

IVCCD has maintained a three-year program cycle for its Career and Technical Education (CTE) programs, but the process was deemed inconsistent (e.g., lack of involvement from leadership/faculty/advisory boards, little to no follow-up on findings). In spring 2019, seven CTE programs and two Liberal Arts and Sciences departments piloted a new comprehensive Program Review and Evaluation System (PRES). IVCCD's PRES involves the regular collection, documentation, and examination of information related to the following elements: program curriculum, program data review, advisory committee/community resources, program articulations, faculty credentials/development, assessment of student learning, educational resources/planning/budget, external accreditation, and summary/conclusions. The PRES template

also includes an action plan designed to capture identified concerns, steps to be taken, dates of completion, and needed resources. Faculty feedback on the pilot process has been collected and will be examined over the summer. Program review findings will be presented during an All District Faculty Day in October 2019. As a result, IVCCD could not provide clear evidence showing that the newly adopted PRES had resulted in program improvements.

Board policies and guidelines clearly delineate processes for awarding credits and approving the award of credit for prior learning (CPL). Information related to the evaluation and acceptance of traditional and non-traditional credits are made available to students via the IVCCD websites and college catalog. The Registrar has primary oversight of these processes; faculty and academic deans are consulted to address specific questions and make final decisions on student appeals.

IVCCD exercises authority over prerequisites and rigor of courses through a vetting process led by the Curriculum Committee. Program advisory committees provide input to help IVCCD maintain the currency of its CTE programs. Information related to placement test cut-off scores and course prerequisites is communicated to students via the college catalog. Prerequisites, co-requisites, and expectations for student learning are included in course syllabi. The IVCCD Academic Assessment Committee is tasked with overseeing the development and assessment of student learning outcomes. Resources are available to assist students in their learning. IVCCD regularly participates in several national surveys to monitor the quality of its instructional and student support services. In spring 2019, the National Alliance of Concurrent Enrollment Partnerships (NACEP) verified that IVCCD's dual credit courses met the same curriculum outcomes and academic rigor of equivalent courses taught at IVCCD campuses (IVCCD was awarded continuing accreditation with NACEP in April 2019).

IVCCD has been accredited by the Iowa Department of Education since its inception in 1966. Three allied health programs – dental assisting, medical assisting, and nursing – hold a specialized accreditation. In spring 2016, the dental assisting was awarded continuing accreditation without reporting requirements. The Nursing program will be hosting a targeted site visit in spring 2020 in response to areas for improvement identified during the most recent evaluation (spring 2017). The medical assisting program was reaccredited in fall 2018 and must submit a progress report to the Commission on Accreditation of Allied Health Education Programs by November 01, 2019.

IVCCD evaluates the success of its CTE programs through the administration of an annual survey aimed at collecting post-graduation placement information. In the medical assisting program, immediate supervisors are invited to rate their satisfaction level with the skills, abilities, and knowledge demonstrated by the IVCCD graduates they employ. Pass rates on the National Council Licensure Examination (NCLEX) have gradually increased since 2015. With a pass rate of 94% in 2018, IVCCD's practical nursing program ranked second in the state of Iowa. Using the National Student Clearinghouse, IVCCD determined that its graduates are well-prepared for advance study.

Interim Monitoring (if applicable)

IVCCD needs to ensure ongoing implementation of its recently adopted program review and evaluation system (PRES) and provide evidence that program review and evaluation findings are used to drive the continuous improvement of both its CTE and Liberal Arts & Sciences programs. IVCCD provided a few examples of the process when requested, but the team is recommending a monitoring report to show how this work progresses as the new process is fully implemented.

4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

Since 2015, the District has invested substantial resources toward the development of effective processes for the assessment of student learning. In spring 2019, IVCCD faculty adopted five institutional student learning outcomes (ISLOs), articulated measurable program student learning outcomes (PSLOs), and mapped each PSLO to one or more ISLOs. In addition, each full-time faculty developed an individual three-year timeline to assess course student learning outcomes (CSLOs) in the course sections they teach. Recognizing that many CSLOs were not written in way that would support assessment, the District embarked on a large-scale revision project. Proposed revisions are being vetted through a process involving academic deans, the Faculty Senate, and the Curriculum Committee. While IVCCD has established a firm foundation for the assessment of student learning in its courses and programs, the current processes have not been in place long enough to provide clear evidence of their effectiveness.

As evidenced by the four examples of completed assessment reports provided as supporting evidence, a standardized process focusing on the assessment of CSLOs was initiated in spring 2018. Under this process, faculty teaching the same course collaborate on the development of common assessment strategies. Using a common report template, individual faculty document their own assessment results, findings, conclusions, and next steps. The evidence presented seems to indicate that faculty have focused their assessment efforts on one particular ISLO, i.e., Knowledge and Comprehension. Since PSLOs were developed during spring 2019, the District could not provide examples of assessment reports demonstrating the extent to which students nearing graduation possess the knowledge and skills needed for advanced study or employment. With regard to student learning assessment in co-curricular activities, IVCCD adopted four outcome statements in April 2019. Indirect evidence of learning was collected through a survey IVCCD graduates completed prior to the spring commencements. The Academic Assessment Committee will review the survey results in fall 2019.

While IVCCD provided some evidence of assessment data being collected since spring 2018, the District falls short of

demonstrating how its academic and co-curricular programs have closed the loop on assessment results. Preliminary results are positive, but the efficacy of the newly adopted assessment processes cannot be adequately judged based on the information provided in the narrative and supporting documentation. It is imperative that the District continue to strengthen its assessment practices and document how assessment results are being used to improve student learning across all courses, academic programs, and co-curricular offerings.

IVCCD provided evidence that its assessment model is grounded in good practices. This includes: the articulation of measurable learning outcome statements using the Bloom's taxonomy, the mapping of PSLOs to ISLOs, the development of three-year assessment timelines, the use of common report templates, the collection of assessment data using course-embedded assignments, the establishment of an assessment committee, the frequent offering of workshops supporting faculty in their assessment efforts, the dissemination of guidelines via an assessment handbook, the adoption of an assessment management software, and the broad-based involvement of faculty in all phases of the assessment cycle. Some steps the District could take to strengthen its current assessment practices might include: aggregating and examining assessment results across disciplines; reviewing assignments and rubrics to ensure strong alignment between assignment prompts, learning outcomes, and rubric criteria; or using direct methods to assess student learning in co-curricular activities.

Interim Monitoring (if applicable)

The District has taken important steps to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning in both its curricular and co-curricular programs. The recently adopted assessment processes have yielded encouraging results but need time to mature and prove their efficacy. The team is recommending a monitoring report in which IVCCD can demonstrate its progress in ongoing assessment.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

IVCCD's commitment to student success is evidenced by

- i) the adoption of a strategic goal aimed at optimizing retention and completion,
- ii) the ongoing examination of relevant key performance indicators (e.g. fall-to-spring retention rates, fall-to-fall retention rates, 150% graduation rates, 150% transfer rates, success rates in math and writing developmental courses), and
- iii) the District's participation in a voluntary framework of accountability. However, IVCCD did not provide evidence of having articulated overarching quantifiable, time-bound goals for student retention, persistence, and completion.

Following the adoption of the IVCCD strategic plan in 2014, both MCC and ECC engaged its respective academic and student affairs departments in the identification of strategies aimed at increasing student success/retention. It is unclear whether each department tracks and formally reports out progress to the entire campus, as indicated in the narrative (4C1 and 5C2).

Through its Institutional Research (IR) Office, IVCCD regularly monitors traditional measures of student success including fall-to-fall retention, fall-to-spring persistence, course progression, timely completion, graduation, transfer, and placement. IR reports are shared with authorized internal users in through a centralized repository. Key performance indicators are tracked and reviewed on an annual basis.

As part of IVCCD's 2014-2019 strategic plan, student outcome measures have been used to inform the development of institutional, divisional, and departmental strategies. The Assurance Argument provides three examples of student and/or course information being used to drive quality improvement projects (i.e., early alert, developmental math, and TRiO). IPEDS outcome measures (i.e., retention, graduation, transfer), survey results (e.g., CCSSE, SENSE), and other comparative data (e.g., NCCBP, VFA) are used to measure progress on strategic objectives and improve institutional effectiveness.

IVCCD processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. IPEDS definitions are used to report fall-to-fall retention, graduation, and transfer rates. The District has developed several data collection processes to evaluate the success of its graduates and has access to a wide array of comparative data. Program retention, completion, and post-graduation data are included in the newly-adopted program review and evaluation system (PRES).

IVCCD's commitment to student success is evidenced through several foundational and planning documents (i.e., mission, vision, District's 2014-2019 strategic plan, annual student success/retention plans). Key performance indicators are tracked and examined on an annual basis. The District has an opportunity to articulate time-specific ambitious and attainable goals for student retention, persistence, and completion.

Interim Monitoring (if applicable)

4.S - Criterion 4 - Summary

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

Evidence

Within the last five years, IVCCD has taken important steps to demonstrate its commitment to educational excellence and continuous quality improvement. IVCCD has invested substantial resources to improve the District's program review and student learning assessment processes. While the Assurance Argument provides some evidence of successful implementation, those two processes need time to prove their efficacy. Continued attention is needed to ensure that program review findings and assessment results are used to drive the continuous improvement of courses, academic programs, and co-curricular activities.

As a result, the Review Team recommends that IVCCD submit a progress report to the Higher Learning Commission by the end of December 2021 to demonstrate the following:

- Effective implementation of the newly revised program review process with evidence that the process leads to continuous improvement of the programs.
- Effective implementation of the newly revised student learning assessment process with evidence that results obtained from assessment activities are being used to improve student learning in both CTE and transfer programs.
- Effective implementation of assessment of student learning in co-curricular programs with evidence that data obtained from assessment activities are being used to improve student learning.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

IVCCD's Administrative Leadership Team (ALT) and Board of Directors monitor resources to ensure the District has capacity to sustain and strengthen its programs. Funding streams and spending levels have remained stable despite enrollment decreases. The organizational and service structures are detailed in Board Policy 320. The District's Facilities Master Plan is an ongoing process, and a third-party facilities assessment was conducted in 2018. The Master Plan is approved by the Board of Directors and in compliance with the Iowa Administrative Code 281. A recent bond referendum did not pass, but the District is continuing to explore options for future initiatives.

The District funds technology at all sites through fees, the general fund, tuition, and equipment levies. Planning is coordinated through the CIO, ALT, and a District Academic Technology Advisory (DATA) Committee. Assessment of the Iowa Valley Technology Services (IVTS) departments is conducted through the Non-Academic Assessment Process and the IVTS Evaluation Plan.

Resource allocation is accomplished with a focus on academics, as documented in the assurance

argument. Spending percentages for credit and non-credit instruction has remained stable for the past five years. A Strategic Agenda objective directly addresses responding to environmental challenges with available resources. Despite decreasing enrollment and unpredictable State funding, the District has achieved a strategic goal to keep tuition increases competitive within the state and sustained its fiscal resource base. Fiscal audits have resulted in unqualified opinion findings since 2007.

The Mission of the District includes commitments to providing quality learning experiences; ensuring student success; responding to the diverse needs of its communities; and building community partnerships. The District developed its current Strategic Agenda through a collaborative process which solicited feedback and input from throughout the campuses. Action Plans are aligned to one of the four key components of the Strategic Agenda, as well as the Mission.

Processes for recruiting, screening, interviewing, selecting, onboarding, and orienting employees are established by Board Policies and facilitated by the IVCCD Human Resources department. The District reports that professional development is encouraged and supported for faculty and non-faculty, and all employees and family are eligible for tuition-free credit. All new benefit-eligible and part-time coaching staff are required to attend Title IX, sexual harassment, and safety training. Current faculty and staff are also required to attend this training each year.

IVCCD has an established, documented Budget Process to guide its financial planning. The District uses a modified zero-based budget process and requests must align with the unit's operational goals and the District's Strategic Agenda. Reporting through Jenzabar's EX system helps managers monitor expenditures against prior years' activity levels and within the current budget. Internal financial controls are in place, the Business Office manages daily financial operations, and the ALT and Board monitor the fiscal position monthly. Financial statements and internal controls are audited externally each year with consistent unqualified findings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

Authority and responsibilities for the Board of Directors are outlined in Iowa Codes 260C and 281. The organization and operations of the Board are detailed in Board Policies 213, 200, and 310. The Board has oversight and decision-making duties, while the Chancellor is responsible for daily operations for IVCCD. The New Board Member Handbook and orientation educate new Directors and Board Retreats occur twice a year. Board members attend state and national conferences, and local meetings which may concern the District's operations. The argument included a list of professional development activities for the Board.

Monthly Board meetings adhere to Board policies where financial, legal, and fiduciary decisions are presented. Board members serve on IVCCD subcommittees, and the Board Finance Committee reviews contracts, revenues, and expenses.

The District's Organizational Chart is defined in Board Policies. The ALT includes leadership from each college, and District-wide and College-specific committees share governance and operational activities. The strategic planning process engaged the Board, administration, faculty and staff and is described in detail in Core Component 5.C.3.

The Chancellor and Vice-Chancellor of District Finance/CFO inform the units on financial and operational initiatives semi-annually and seek input and feedback. Frequent and effective Communication is an institutional core value and is detailed in the Internal Communication Plan, one of the methods for engaging internal constituents.

Faculty also participate through Faculty Senate, and academic committees. Students engage in campus life and unit governance through Student Senates, serving on campus committees, and through service-learning opportunities. Employee surveys are used to collect feedback from employees across the District.

Academic requirements, policies and processes are outlined in Board Policy 600, and are the responsibility of faculty, Provosts, and Academic Deans. Input and feedback on academics and curriculum are collected from advisory committees, faculty, students, and other stakeholders. A district-wide Curriculum Committee provides oversight on developing, revising, and approving programs, courses, and curricula. The work of the committee is shared to the district through SharePoint. Other academic committees and groups that recently addressed academic policies and procedures include District Curriculum, Quality Faculty Plan, Provost/Dean Chat Academy work group, the Distance Education Committee, and the MCC Scheduling Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

IVCCD's budget and resource allocation practices are aligned with its Strategic Agenda and Mission. The goals and objectives of the Strategic Agenda are defined in the IVCCD Performance Excellence Model, and action projects are part of the budgeting process. Despite declining funding from the State, the District has been able to keep tuition and fee increases below the state average, and reduced taxes levied for nine years. The District is taking steps to respond to the changing needs of its community through reorganizing human resources with a new IVCE staffing structure.

The process for budgeting, planning, evaluating operations, and assessment are linked to the Strategic Agenda and the annual budgeting processes. The District uses multiple internal and external data sources to inform decisions for resource allocation and assessing performance. An Integrated Institutional Effectiveness model was deployed to measure effectiveness in non-academic areas. Funds have been deployed for assessment software, and have been allocated for a district wide Assessment Coordinator, and the District is participating in the fall 2019 HLC Assessment Academy.

IVCCD completes a strategic planning cycle every five years, with the current plan expiring in 2019. The District states that its strategic planning process is inclusive, and involves stakeholder groups from throughout the District. The Board reiterates a commitment to continuing this tradition from the past two planning cycles, despite leadership changes due to the Chancellor's announced retirement.

IVCCD is cognizant of the state funding streams and recent enrollment fluctuations. The District uses budgeting tools and conservative fiscal projections to maintain instructional budgets; add positions when necessary; make improvements; keep tuition and fee increases below the state average; and provide salary increases across the district. Additionally, state tax levies have been decreased and the Plant Fund has a positive balance.

Stakeholders from the District participated in training to identify global, national, and local influencers, and customer-focused business models. The District has invested in technology improvements for programs that address the needs of regional employers and stakeholders.

IVCCD has addressed increasing diversity in its communities with additional programming and expanded services and opened a new education and training center in Tama County.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

IVCCD uses the Plan-Do-Check-Act model and an integrated Performance Excellence Model to develop and document operational performance. The Integrated Institutional Effectiveness (IIE) Committee supports units and departments within the District to develop and maintain efficiency in effective measures and assessment for institutional planning, allocation of resources, and CQI.

A priority for improvement is in the area of assessing student learning at course, program, and institutional levels. The District has supported these efforts through workshops and conferences, which have supported processes for improving performance in program review, documentation of operations in handbooks, and performance reporting.

New initiatives include the Catalytic Coaching performance management system that replaced the employee evaluation process which was deemed generally ineffective. The documentation shows process improvements in the short time span since staff was trained and the process was implemented. As the District completes more iterations, additional measurements (i.e. surveys) might help it measure employee satisfaction with the evaluation process.

IVCCD demonstrates a district wide understanding of learning from its operational experiences and using those results to improve its effectiveness in operations.

The District's Employee Engagement Committee uses surveys to evaluate its performance and satisfaction with workshops related to engagement and recognition programs.

The IVCE adopted the Learning Resources Network (LERN) framework to assess and improve its processes. It determined inefficiencies in key areas and used Lumens software to improve its reporting and analysis of registrations, enrollments, cancellations, and performance.

Processes to address workforce challenges and capacity building were improved through partnerships, career pathway mapping, and program expansion. Annual student satisfaction surveys were implemented in 2015, and feedback was used to make improvements in scheduling, financial aid, training, communication, new technology, and new courses. Initiatives for energy conservation were implemented leading to improved sustainability and cost savings. The Grant Writing Review Committee has developed a scoring/evaluating matrix for grant performance evaluation.

The annual Top Workplace Survey offers results that are reviewed to identify improvement opportunities across the district. These results are shared at all-unit workshops in each unit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

IVCCD provides evidence that it has policies and procedures in place to fulfill its mission and vision. These policies and procedures have facilitated stability and continuity through internal leadership changes and external funding challenges at the state level.

The District documents how it has improved its educational offering at all locations and through all modalities, regardless of external challenges they cannot control. External audits report consistently return no material findings.

The District's Strategic Agenda and budgeting processes help the District to plan for the future, and to set goals and measurements for tracking its performance.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

12/31/2021

Report Focus

IVCCD has taken important steps to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning in both its curricular and co-curricular programs. Processes seem to be in place, and the recently adopted assessment processes have yielded encouraging results but need time to mature to determine how well they work.

The report should address the implementation of IVCCD's recently adopted program review and evaluation system (PRES) and provide evidence that program review and evaluation findings are used to drive the continuous improvement of both its CTE and Liberal Arts & Sciences programs. IVCCD provided a few examples of the process when requested, but the team is recommending a monitoring report addressing Criterion 4, Core components 4a and 4b, to show how this work progresses as the new process is fully implemented.

Ideally, the report will provide evidence that the defined processes are followed and that the results are analyzed, and the analysis is used to either confirm existing practices are adequate or to make improvements.

Conclusion

IVCCD is a solid organization with a long history of service to its students and community. The District has created processes that define procedures and expectations for most operational aspects of the District and is clearly committed to student success. Adding additional evidence that the processes are followed, results are analyzed, and improvements are made will strengthen the next assurance argument.

The team appreciated the responsiveness of IVCCD to requests for additional information.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Iowa Valley Community College District, IA

TYPE OF REVIEW: Open Pathway Assurance Review

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 6/17/2019 -

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015

Year of Next Reaffirmation of Accreditation: 2024 - 2025

Recommended Change: No change

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the 19-state North Central region.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation:

* Note on date of accreditation: Accredited as a single entity on July 17, 1996. The result of a merger of Ellsworth Community College, first accredited in 1963, and Marshalltown Community College, first accredited in 1966.

Recommended Change:

Accreditation Events

Accreditation Pathway Open Pathway

Recommended Change: No change

Upcoming Events

Comprehensive Evaluation: 2024 - 2025

Recommended Change: No change

Quality Initiative Report: 06/01/2024

Academy for Student Assessment

Recommended Change: No change

Monitoring

Upcoming Events

None

Recommended Change: Due 12/31/2021 – A report on the implementation of IVCCD's recently adopted program review and evaluation system (PRES) and providing evidence that program review and evaluation findings are used to drive the continuous improvement of both its CTE and Liberal Arts & Sciences programs.

Institutional Data

Educational Programs

Undergraduate

Certificate

50

Recommended Change:

Institutional Status and Requirements Worksheet

Associate Degrees	44	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

- Ellsworth Community College, 1100 College Dr., Iowa Falls, IA, 50126 - Active
- Grinnell-Newburg High School, 1333 Sunset Street, Grinnell, IA, 50112 - Active
- Iowa Valley Community College - Ellsworth Community College - Hamilton Location, 709 Ellsworth Avenue, Iowa Falls, IA, 50126 - Active
- Iowa Valley Community College Grinnell (IVCC Grinnell), 123 6th Avenue West, Grinnell, IA, 50112 - Active
- Montezuma High School, 504 N. 4th Street, Montezuma, IA, 50171 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

- 22.0302 - Legal Assistant/Paralegal, Associate, Paralegal
 - 24. - LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES, Associate, Associate of Arts
-

Contractual Arrangements

- 46.0303 Lineworker - Associate - Powerline Technician - Northland Trucking
- 46.0399 Electrical and Power Transmission Installers, Other - Associate - Natural Gas Technician - Northland

Institutional Status and Requirements Worksheet

Trucking

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
