



May 21, 2013

Dear HLC AQIP/Baldrige Pilot Examiner Team:

It is with pleasure that Iowa Valley Community College District submits to the Higher Learning Commission our HLC Assurance Document, Iowa Recognition for Performance Excellence application, and the Iowa Quality Center IRPE Feedback Report.

Following the receipt of the IVCCD Systems Appraisal Feedback report in March 2009, IVCCD underwent significant changes in organizational leadership. The leadership change served as a catalyst within the organization, generating a new direction for strategic planning and continuous improvement to further the organization. Through the transition, the organization has developed a strong, unified commitment to excellence which cascades throughout the organization. With the change in senior leadership, the District affirmed its commitment to continuous quality improvement with the Higher Learning Commission, and became one of only seven colleges in a four-state area, and the only institution in Iowa, to enroll in a pilot project designed to achieve accreditation through the state quality award process.

The District has implemented a Plan-Do-Check-Act cycle, developed new Mission and Vision Statements and is embarking later this month on the development of a new strategic plan which will be grounded in newly affirmed key core competencies. Embracing the feedback we have received from our IRPE application and site visit, coupled with input from the HLC Examiners later this fall, senior leaders are looking forward to fully imbedding the Baldrige Criteria into the planning process.

In order to best understand our commitment to the Baldrige Criteria and the HLC New Criteria for Accreditation, readers will develop a clear understanding by first reading our IRPE Application, followed by the Iowa Quality Center IRPE Feedback Report. The IRPE Application fully details our policies, processes, and activities for doing what the Criterion requires. The Iowa Quality Center Feedback Report identifies the District strengths and opportunities for improvement, all which will provide a foundation for our strategic planning workshop scheduled for May 29 – 31, 2013. Hoshin Strategy Deployment will serve as the foundation for our new strategic planning process, and strategies and tactics will be cascaded throughout our organization. The District anticipates incorporating a performance scorecard later this fall which will be used to regularly measure progress on the new plan. We look forward to updating the Quality Check-up Team this fall with our progress with this new model.

We believe that our involvement with the HLC AQIP/Baldrige Option Pilot and the Iowa Quality Center has truly elevated our organization to a new level of accountability. The focus on the alignment of our vision, values, mission and core competencies with strategies and key performance indicators will allow us to progress to a standard of excellence that we hope can serve as a model for others in Education. If you have any immediate questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Duree", is written over a light blue horizontal line.

Christopher Duree, Ph.D.
Chancellor

Iowa Valley Community College District

Committed to:

- Providing quality learning experiences
- Ensuring student success
- Responding to diverse community needs
- Building community partnerships



*2012 Iowa
Recognition for
Performance
Excellence*



AQIP Baldrige Option Summary

Iowa Valley Community College District

June 2013

Criterion One – Mission

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

Core Component 1.A

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

Our mission is: Iowa Valley Community College District is committed to providing quality learning experiences, ensuring student success, responding to diverse community needs, and building community partnerships. The mission is a part of the IVCCD signature statements that include vision, mission, core values, and strategic strengths ([IVCCD Vision_Values_Mission.pdf](#)). At the time of this writing, the District key core competencies are under refinement with anticipated adoption in June 2013.

Senior leaders set IVCCD vision, values, and mission (VVM) in concert with key stakeholders. In 2010, the VVM were drafted by the Administrative Leadership Team (ALT) and then vetted throughout the organization with feedback from both internal and external stakeholders ([IVCCD_Mission_Statement_Process.pdf](#)) before final approval by the IVCCD Board of Directors (BOD) ([IVCCD VVM_Board_Policies.pdf](#)). High levels of employee awareness of the VVM indicate that is well-deployed throughout the organization (Section 7.4a(1), IRPE, page 44 – 45). The Iowa Administrative Code requires that all community college board policies be reviewed every five years.

The VVM govern IVCCD's actions in both long-term and day-to-day activities. They also form the foundation upon which the Strategic Agenda and commitment to continuous improvement are built, deployed, and evaluated. The District repeats the strategic planning cycle every three years ([IVCCD Strategic_Planning_Process.pdf](#)) and incorporates a Plan-Do-Check-Act (PDCA) performance improvement system ([PDCA.pdf](#)). Action plans, aligned with the Strategic Agenda, are documented as Quality Action Projects (QAPS) and AQIP Strategic Action Project (ASAPs) ([ASAP_Declaration_Form.pdf](#)).

The ALT and Institutional Effectiveness Committee (IEC) play key roles for prioritization of strategic initiatives and ensuring the necessary resources are allocated to support the completion of QAPs and ASAPs. Processes for resource allocation begin in the preceding February of each fiscal year. Senior-level leadership works closely with the Chief Financial Officer to make projections for operational costs and discuss strategic initiatives that will require additional resources. This information is shared regularly with the unit heads for further input to ensure all anticipated strategic initiatives being deployed are receiving the necessary fiscal support.

Core Component 1.B

The mission is articulated publicly.

Frequent and effective communication, one IVCCD's core values, is included in Goal 4 of the IVCCD Strategic Agenda ([2010_2013_IVCCD Strategic Agenda.pdf](#)). Created by an ASAP team, the IVCCD Internal Communication Plan ([IVCCD_Communication_Plan.pdf](#)) provides methods and timelines for deployment of the VVM and other information to internal stakeholders. The VVM statements are posted in buildings and offices on all campuses and sites, on the public website, in course catalogs, and in various publications and marketing materials.

Iowa Recognition for Performance Excellence Feedback Report, p. 4 – Overall Strengths:

- Senior leaders have a systematic approach to defining and deploying the organization's mission, vision and values to the workforce and all key stakeholders. The organization's use of continuous quality improvement tools connected to the strategic plan is well deployed. With this culture of quality and the organization's focus on the strategic plan, there is an environment to support the organization in their quest for excellence.

Core Component 1.C

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

IVCCD is a public, open-door institution offering education and services to four credit education key market segments and four non-credit education key market segments (Figure P.1-6, IRPE, page iv). Twelve distinct missions, set forth in the Iowa Administrative Code ([Iowa_Admin_Code_Chapter.281.24.pdf](#)), are the foundation of IVCCD's VVM and serve as the basis for organizational work and subwork systems (Figure 6.1-1, IRPE, page 29). Responsiveness to diverse community and student needs is embedded in the IVCCD mission statement and Board policies.

The Common Learning Objectives (CLOs) for credit education also include an objective on the value of diversity in society with regular assessment of student results.

CLO #4 - Students will recognize and understand "good citizenship" by:

- Demonstrating life skills such as self-awareness, interpersonal skills, self-advocacy, time management, fiscal responsibility, teamwork, and continuous quality improvement, etc.
- Understanding expectations, obligations and processes of global citizenship.
- Making ethical decisions and moral choices.
- Recognizing the dignity and worth of each individual and understanding various cultures and their interrelationships.

The College Experience class, newly required for incoming full-time freshmen, addresses student roles in the diversity of society. Designed to direct students' attention to the college academic culture and connect them to campus resources, a component of the class includes activities related to the appreciation of cultural diversity.

Enrollment reports and U.S. Census data are analyzed regularly to investigate changing student demographics ([Fall_2012_headcount_report.pdf](#)). Through a recent SWOT analysis, the District identified five key changes impacting IVCCD's competitive situation; three challenges illustrate the changing diversity of local communities and serve as a foundation for action planning:

- Shifting demography (the rural population base is static and/or shrinking except in isolated areas with growing numbers of Hispanic residents).
- Inadequate academic preparation and increasing diversity of the student population.
- Growing lack of educational attainment combined with increased demand for training and retraining for those aged 25 years and older.

A recent ASAP was declared to address the changing diversity of IVCCD communities ([Internationalization_ASAP.pdf](#)) which resulted in the development of a Comprehensive Internationalization Plan ([IVCCD_CIP.pdf](#)). The CIP serves as a guide to fulfilling the District's mission and will be considered in the upcoming strategic planning process.

What began as an effort to educate local legislators on key changes in race/ethnicity, poverty, and educational attainment within IVCCD's service area is now an annual process that has been expanded to inform all staff and key stakeholders about the increasing diversity of local communities ([IVCCD_Legislative_Profile.pdf](#)).

Both ECC and MCC have Diversity Committees that plan annual activities and events for students and employees. The District EEO_AA statement ([IVCCD_Board_Policy_Manual.pdf](#), Series Number 401) is regularly reviewed and deployed through electronic and print media.

Core Component 1.D

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

Our vision is: IVCCD will serve our communities as the essential catalyst for educational and economic vitality. The vision, combined with the mission and core values, demonstrate IVCCD's commitment to understanding and addressing the specific needs of local communities. Key stakeholders (Figure P-1.7, IRPE, page iv) play an important role in short- and long-term operations through their inclusion on various committees, task forces, and working groups.

IVCCD Board Policy Series 800 Community Relations addresses the news media, citizen advisory committees, relations between college personnel and the public, and public rental of IVCCD facilities. IVCCD encourages and promotes community involvement and engagement on boards, committees and community functions such as Chamber of Commerce events and fundraisers and other community service activities (Section 1.2c(2), IRPE, page 7). Measures of IVCCD's commitment to the public good are found in Category 7.4a(5) of the IRPE, page 47.

For example, Advisory Committees, comprised of industry representatives, are in place for all Career and Technical Education (CTE) programs to anticipate adverse and public impacts and concerns about programs. Bi-annual meetings are used to discuss program/course changes, the need for equipment upgrades, and other improvements needed to better align program completer skills with the needs of local business and industry.

While the District is not a profit-generating institution, it supports and contributes to parent organizations through memberships and the payment of annual dues. Memberships are maintained with the American Association of Community Colleges, the Association of Community College Trustees, the Association of Business and Industry, the National Community College Hispanic Council, the Iowa Association of Community College Trustees and other key organizations.

Recognizing the obligation to be good stewards of public money, the District has lowered the local property tax asking for area residents for the fourth consecutive year (2013-14). In approving the 2013-14 estimated certified budget, IVCCD's levy rate will lower the tax rate for property owners 8 cents, from \$1.88711 per \$1,000 valuation to \$1.80616.

On a related note, a sub-goal of the 2010-13 Strategic Agenda Goal 6 was to improve the District's tuition and fees ranking among the Iowa community colleges. Once identified as the most expensive community college in Iowa, there are now four Iowa community colleges with a higher tuition per credit hour than IVCCD (Indian Hills, Iowa Lakes, Southeastern, and Southwestern) and Northwest has the same rate as IVCCD at \$144 per credit hour. Tuition and fees combined, we have decreased the margin to where there is only a \$4 margin between IVCCD and Northwest, and a \$7 dollar margin between IVCCD and Northeast and Iowa Lakes. Using percentages as a performance metric, the 3-year average of percentage increases for tuition and fees measuring IVCCD with the state average for Iowa community colleges and the Iowa public universities is listed below.

Comparison of Three-Year Average Percentage Increases in Tuition and Fees

(AVG: FY 10 to FY 11, FY 11 to FY 12, FY 12 to FY 13)

IVCCD	3.6%
Iowa Community Colleges	4.76%
Iowa Public Universities	5.37%

Criterion Two – Integrity: Ethical and Responsible Conduct

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

Core Component 2.A

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

Ethical behavior is foundational to IVCCD’s underlying core values and is ingrained in the culture of the District. Board policies, administrative decision-making and the training of the BOD and new employees reflect IVCCD’s intention to promote integrity and ethical decisions (see Sections 1.1a(2), 1.2b(1), 1.2b(3), IRPE, pp. 1 - 6).

IVCCD proactively addresses societal responsibilities (including ethical and responsible conduct) through various compliance review measures/processes as illustrated in Figure 1.2-1, IRPE, page 5. These include external fiscal and financial aid audits ([IVCCD_FY12_audit.pdf](#) and Figure 7.5-1, IRPE, page 47), academic policies and review of programs ([2011UpdatedProgram_Review_handbook.pdf](#)), student conduct codes ([ECC_Student_Handbook.pdf](#) and [MCC_Student_handbook.pdf](#)), various personnel policies and regulations and the guidelines and policies identified in the 400 series of the IVCCD Board Policy Manual ([IVCCD_Board_Policy_Manual.pdf](#)).

IVCCD Board Policy Series 428 encourages employees to report violations of law or rule, mismanagement, abuse of funds, abuse of authority, or substantial and specific danger to public health or safety through whistleblower protection policies. Fair and ethical processes are addressed with new employees in the Faculty Handbook and the new employee orientation process ([IVCCD_Orientation_checklist.pdf](#), [IVCCD_New_faculty_handbook.pdf](#)).

Iowa Recognition for Performance Excellence Feedback Report, p. 8 - Strengths:

1.1a2 The organization's senior leaders demonstrated commitment to behaviors that promote legal and ethical behavior. This was demonstrated through corporate use of the acronym MEL (moral, ethical, legal) in considering decisions. Board has also demonstrated strong ethical considerations in making decisions (examples include: election issue, early retirement policies, leader turnover)

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.

IVCCD is committed to providing accountability and transparency in all of its operations. Employees are encouraged to report violations of law or rule, mismanagement, abuse of funds, abuse of authority, or substantial and specific danger to public health or safety to the Chancellor or, if involving the Chancellor, to the Chairman of the Board of Directors ([IVCCD_Board_Policy_Manual.pdf](#) , Series Number 428).

Transparency in BOD operations is mandated by state law (including the Iowa Open Meetings law and Public Reports Law) and Board policies. Board meetings are open to the public, with representatives selected from each unit and Student Senate who attend the meetings, offer comments and suggestions as they deem appropriate, and report back to their constituencies. IVCCD BOD agendas are sent to local media, and reporters often attend the meetings and publish reports in their respective publications. The Marketing Office publishes a summary article after each BOD meeting that's posted to the District website and sent to all area newspapers and radio stations; a link to the article is e-mailed to all employees and BOD members as mandated in the Internal Communication Plan. Agendas and attachments for BOD meetings, including minutes from all meetings, are posted on the District's intranet site by the Board Secretary and are made available to the media and public upon request.

Transparency is imbedded in Goal 6 of the Strategic Agenda, *Maintain fiscal sustainability through increased accountability and transparency*. Progress on the achievements of the District are regularly posted on the IVCCD public website on the [IVCCD_Strategic_Agenda_tracking_document.pdf](#).

In addition, the District website and Catalog provide information on:

- Academic programs and requirements, [IVCCD_2012_2013_Catalog.pdf](#)
- Admission requirements:
 - http://www.iavalley.edu/ecc/admissions/admission_steps.html
 - http://www.iavalley.edu/mcc/admissions/admission_steps.html
- Post-graduation plans, including employment and transfer data, and debt load of graduates, [GE_Disclosure_2012.pdf](#)
- Costs to students - Net Price Calculator
 - http://www.iavalley.edu/ecc/financial_aid/index.html
 - http://www.iavalley.edu/mcc/financial_aid/index.html
- Control and accreditation – IRPE, P.1a(5), page iii
- Student Right-to-Know data
 - http://www.iavalley.edu/ecc/resources/right_to_know.html
 - http://www.iavalley.edu/mcc/resources/right_to_know.html
- Current college costs:
 - http://www.iavalley.edu/ecc/financial_aid/costs.html
 - http://www.iavalley.edu/mcc/financial_aid/costs.html

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.

IVCCD is a public, tax-supported institution governed by a locally-elected Board, representing seven geographical districts throughout the area. The BOD derives its legal status from the Constitution of the State of Iowa and the statutes enacted by the Iowa General Assembly. It acts as an agent of the State in placing an educational program into operation in accord with the Constitution and the laws of the State of Iowa. It is the responsibility of the BOD to ensure the economic and systematic operation of the District is consistent with sound practice and directed toward the instructional goals chartered by law.

Board members are elected to serve as policy-makers and oversee the academic and budgetary policies of the institution; the Chancellor reports directly to the BOD and executes the policies set forth by the BOD.

A shared governance structure in which the BOD serves as the foundation (Figure 1.2-3, IRPE, page 6), enables senior leaders to continually focus on goals and priorities of the District.

Senior leaders and BOD members strive to attain the District's vision to serve its communities by active involvement in a variety of K-12, higher education, workforce development, economic development, and legislative initiatives throughout the geographic area. This process encourages alignment of the interests of internal and external stakeholders with the goals and objectives of the District's Strategic Agenda.

Board policy on conflict of interest explicitly states that no member of the BOD will knowingly have a personal monetary interest, directly or indirectly, in any contract, for services to be performed and/or material to be furnished for IVCCD ([IVCCD_Board_Policy_Manual.pdf](#), Series Number 233). Regulation of gifts to IVCCD personnel is detailed in IVCCD Board Policy Series 821.

The BOD selects and employs the District Chancellor, who is accountable for leading and managing all operations and activities of the District. This includes the educational program, its faculty and student services programs, and the use of its facilities. The Chancellor delegates to the staff all necessary administrative and supervisory responsibilities to ensure efficient operation of the institution ([IVCCD_Board_Policy_Manual.pdf](#), Series Number 232 and [Iowa_Administrative_Code.pdf](#), Section 21.2(3)).

All administrators, in addition to all full- and part-time employees, participate in annual performance reviews to discuss work performance and ensure effectiveness and efficiency in management of day-to-day operations (IRPE, 5.21(3), page 26). IVCCD faculty members are directed, through a section of the Code of Iowa, to complete a Quality Faculty Plan (QFP) for one evaluation period and an assessment of progress the following year ([IVCCD QFP.pdf](#)). Classroom evaluations and performance evaluations conducted by campus Deans of Students and Academic Affairs are also part of the accountability for faculty oversight of academic matters.

Core Component 2.D

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

Belief in freedom of inquiry by students and faculty members is a core value of educational institutions, and at IVCCD, it is expressed specifically in the IVCCD Board Policy Manual ([IVCCD_Board_Policy_Manual.pdf](#), Series Number 611).

IVCCD instructors are encouraged, informally and in Board Policy, to present diverse opinions and promote a climate celebrating intellectual freedom. However, intellectual freedom does not preclude the academic respect for intellectual property. To demonstrate to students the importance of this respect for others' work, the District has incorporated an academic dishonesty policy into the Board Policy manual ([IVCCD_Board_Policy_Manual.pdf](#), Series Number 520B), which is restated in the Student Code of Conduct provided to each student in the annual student handbook. The student handbook notes that in the interests of promoting the best possible educational environment for members of the community and remaining consistent with the rights of others, students shall be free to examine and express opinions on all questions of interest to them. Students shall be guaranteed all constitutional rights, including freedom of inquiry, expression, and assembly. All regulations contained in the Code are designed to achieve the

maximum academic freedom coupled with responsibility and necessary order ((ECC_Student_Handbook.pdf, MCC_Student_Handbook.pdf, page 14).

Academic freedom and intellectual property rights of faculty are a provision of the negotiated master agreement and are reviewed annually through the contract negotiation process (IVCCD_Master_Agreement_2012_2013.pdf).

Core Component 2.E

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

IVCCD encourages and supports the scholarly endeavors of students, faculty, and staff. Pursuit of scholarly work and research will often involve the use of human subjects for data collection and analysis. In most cases, research requests using IVCCD student or employee data are part of a graduate-level course or program at a four-year college or university. In these cases, an approved Institutional Review Board application from the four-year institution is reviewed and kept on file with the IVCCD Office of Institutional Research. For other cases involving student or employee data, the IVCCD Institutional Researcher is designated to serve as the appropriate knowledgeable authority with final approval by the Administrative Leadership Team as needed.

Academic dishonesty and plagiarism are addressed through Board Policy (IVCCD_Board_Policy_Manual.pdf, Series Number 520B), described in the student handbooks, and discussed in the freshman College Experience course. Beginning of term classes allow faculty to review course syllabi which address responsible use of information and resources. Responsible use of computer resources has recently been expanded to address Internet use, email, and personal use of District computer systems and networks. Consequences for policy violations are identified and shared with employees and students.

In cases of academic dishonesty, an instructor will document the offense with the Deans of Students and Academic Affairs. With sufficient proof, documentation is placed in the student's file. The instructor, according to the course syllabus, is free to pursue a failing grade for the assignment, a redone assignment, or some similar action with the student. For any second documented offense, the instructor will be notified of earlier documented offenses. A recommendation that the student should receive a failing grade for the course shall be made to the instructor upon sufficient proof of academic dishonesty. For each offense, the student maintains a right of appeal according to the Code of Student Conduct.

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

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

Core Component 3.A

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

As set forth in the Iowa Administrative Code, Chapter 281.24, IVCCD offers numerous credit and non-credit programs. Career-technical programs teach specialized vocational and technical skills that prepare students for employment directly after graduation. Transfer programs give students the option of either entering the job market after graduation or transferring for a bachelor's degree. Non-credit programming is focused on workforce preparation and professional development, community education, adult literacy, and employment training and services. Additional information on programs is available in the IRPE application, Item 3.2a(1), page 15.

Iowa Administrative Code also requires that all career-technical programs undergo a review process every five years in which data, stakeholder requirements, curriculum currency, and job placement rates are used to make improvements and increase efficiencies ([2011UpdatedProgram_Review_Handbook.pdf](#)). To increase responsiveness to stakeholder needs, IVCCD evaluates programs every three years (IRPE, Figure 6.2-3, page 33). Advisory Boards regularly assess the currency of curriculum and equipment (IRPE, Figure 7.2-6, page 41) and guide the District on required levels of performance for student success in programs. Pass rates for IVCCD programs, via third party assessments, have increased each year for the past three years and were at 93% in the 2011-2012 academic year. In addition, health occupations pass rates remain well above 90% (IRPE, Figure 7.1-11, page 37). The needs of non-credit stakeholders are complex and are assessed through IVCE coordinators and instructors who respond with actions and improvements to meet those expressed needs.

External accreditors such as the Iowa Department of Education, American Dental Association on Dental Accreditation, Commission on Accreditation of Allied Health Education Programs, Iowa Board of Nursing and National Association of Concurrent Enrollment Programs ensure that IVCCD's academic programs meet the required levels of student performance and contain content that is appropriate to national standards and benchmarks (IRPE, Figure 7.4-10, page 46). Distance learning programs are reviewed by a Distance Learning Advisory Committee which annually approves a Quality Matters process that is nationally recognized, faculty-centered and peer reviewed. This process certifies the quality of online courses and components.

Numerous academic programs are articulated with area four-year colleges and universities ([IVCCD_College_and_University_articulations.pdf](#)). Typically, the process is initiated by the transfer institution and developed by collaboration between registrars and deans of academic affairs. All articulation agreements are reviewed by the BOD, made available on websites and in handbooks, and monitored for currency. According to the Iowa Community College Condition Report, IVCCD ranks near the top in the measure of student success which combines graduation rates plus transfer rates to four-year colleges and universities ([2012_Annual_Condition_CC_report.pdf](#), page 202).

Consistency of program quality and learning goals for campuses, sites, and modality (online, dual-enrollment, etc.) is maintained through deployment and assessment of District Common Learning Objectives (IRPE Figure P-1.1, page i) and key measures of students learning (IRPE section 7.1a, pages 35 – 38). Prior to the faculty adoption of the revised five common learning objectives, instructors' annual assessments within their coursework for the college goals and the subgoals within each academic department area were placed on a grid to show how each department fit into the college assessment plan. The [IVCCD_Goals_Assessment.pdf](#) is an example of how these various assessments were accumulated into an overall college matrix for a given year. The overall college assessment chart enabled a map of results to be created for faculty to plan and discuss during outcomes workshops.

Each of the seven academic faculty divisions of each college have also approved divisional general educational outcomes for the undergraduate degree and certificate programs that the colleges offer. The District has implemented a common course catalog, schedule, program graduation requirements, and a common syllabus template for credit courses ([IVCCD_Common_Course_Syllabus.pdf](#)) with quality standards and an assessment matrix to ensure consistency of program quality and learning goals. All section offerings of courses at IVCCD require faculty to utilize the approved course standards and competencies. A District Curriculum Committee representing all locations and modes of delivery meets monthly to discuss course and program changes, additions, and requirements for the colleges ([IVCCD_Curriculum_Procedures_Handbook.pdf](#)).

Iowa Recognition for Performance Excellence Feedback Report, p. 13 - Strengths:

3.2a3 The Annual Condition of Iowa's Community Colleges report is reviewed by the organization for the purpose of developing new strategies for recruitment, retention and new markets, regular meetings with stakeholders concerning credit and noncredit programs. IVCCD holds regular meetings with area high schools and transfer institutions as well as an advisory board concerning credit and noncredit programs.

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.

The General Education statement for IVCCD is provided on the District website and in the Student Handbooks ([ECC_Student_Handbook.pdf](#), [MCC_Student_Handbook.pdf](#), page 4). It provides for breadth of learning, impartation of common knowledge, promotion of intellectual inquiry and examination of different perspectives. It relates to students' technical or professional preparation and to their personal, social, and lifelong learning needs and is appropriate to certificate and two-year degree outcomes. The General Education statement is an integral extension of the District's stated mission to ensure student success and provide quality learning experiences.

All two-year associate degree programs include general education coursework in communications, humanities, social and behavioral sciences, math and physical education. Following State of Iowa program approval requirements, IVCCD diploma programs include three general education credits, while certificate programs may consist of only career and technical courses ([IVCCD_2012_13_Catalog.pdf](#), page 16). All faculty incorporate the CLOs into course quality standards and annual program assessment.

The CLOs are articulated to students via the college catalog, student handbooks, course quality standards, college websites and directly via program/course faculty. In addition, career and technical programs annually employ advisory board approved skill assessments which determine students' ability to evaluate, analyze, apply, and understand key information related to the career and technical field of study. These assessments have shown that students are successfully mastering the broad knowledge and intellectual concepts to be successful in the field.

Each academic division has identified student learning goals that flow from the CLOs, and each academic department has identified student learning objectives based on the division goals. Finally, each course has identified quality performance standards based on the learning objectives for that area and lists those standards in the course syllabi.

IVCCD serves a diverse population, the members of which have unique expectations for their college experiences. In part because of this, one of the five CLOs ([IVCCDAssessmentDataDecision2012.pdf](#)), approved by faculty and assessed regularly, via the [IVCCD_Faculty_Assessment_Plan.pdf](#), is related to diversity and good citizenship and complements the General Education statement. It is also incorporated into all transfer and career and technical programs. The District recently achieved compliance approval through a state of Iowa equity visit (2011) in which the strengths identified included the Youth For Understanding program, the Marshalltown Education Partnership program, and the Iowa Valley Education & Training Center in downtown Marshalltown.

Each college has a diversity committee that coordinates programming throughout the year to emphasize and promote student understanding of diversity. As an example, the MCC Diversity Committee's mission statement includes educating others about diversity principles and implementing a culture of equity and equality among those who work and study at the college. The District has also sought and achieved several state and federal grants to help underrepresented minority students gain increased access to academic programming and to aid transfer success. These include the Howard Hughes Medical Institute grant with Iowa State University and the Perkins Nontraditional Gender Career grants implemented in 2012-2013.

While the IVCCD mission does not specify undergraduate student research as a focus, students contribute to the scholarship of the District through participation in Honors seminars, student employment, and a variety of clubs and honor societies.

Core Component 3.C

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

IVCCD engages full-time, part-time, adjunct faculty and non-faculty employees to accomplish the VVM (IRPE, section P.1a(3), page 1).

According to the National Community College Benchmark Project, the average credit course section size is 19 and the faculty to student ratio is 15, placing IVCCD in the 49th and 21st percentiles respectively. Only 35.5% of IVCCD class sections are taught by part-time (including adjuncts) faculty, placing IVCCD in the 20th percentile and at the leanest level in the state (2012 NCCBP Scorecard, available at <http://www.iavalley.edu/district/research.html>).

Faculty from every location and academic division and staff from all campus locations are involved in the District Curriculum Committee oversight process, and campus Deans of Students and Academic Affairs lead faculty in assessment and measurement of CLOs. Faculty and staff are also represented on the Institutional Effectiveness Committee, on various quality improvement teams, and on faculty senate subcommittees that target student success (IRPE, Figure 2.2-2, page 12).

Assessment of student learning occurs at the course, program and District level. At the course and program levels, this process is managed by the faculty within their divisions, and at the District level, this process is analyzed and monitored by the District Institutional Effectiveness Committee.

Faculty credentials are grounded in the Code of Iowa, set forth in the IVCCD Board Policies, Series No. 401 and 402, and deployed throughout the District via the use of a consistent hiring process and checklist. Faculty credentials are appropriate for the levels hired to teach at IVCCD. Additional information on the capability and capacity of faculty is available in the IRPE, section 5.1a(1), page 22. In addition, District NACEP accreditation approval included a review of all concurrent enrollment (dual credit) faculty credentials, which are all at the same standard as on-campus faculty.

The American Dental Association, Allied Health Education Programs, and the Iowa State Board of Nursing ensure that faculty in related programs are properly credentialed and have discipline-specific training related to course curriculum, assessment, pedagogy, course philosophy and administration (IRPE, Figure 7.4-10, page 46).

Regular performance evaluations occur for faculty per the faculty master contract, and completion rates are shown in the IRPE, Figure 7.3-4, page 43. Review of the semi-annual student course evaluation results are also used to evaluate the effectiveness and responsiveness of faculty ([Sp2012_Instructor_Evaluation_results.xlsx](#)).

Faculty and staff are appropriately qualified, trained and supported through an extensive learning and development system (IRPE, Figure 5.2-3, page 27). The annual evaluation process is used to identify new training needs for each employee. Evaluation of on-going technology training allows employees to continually make improvements to courses. Current students have access to the ANGEL Learning Management System (LMS), providing online access to specific courses and allowing for ease of email communications with faculty and staff.

Professional development of all IVCCD faculty and adjuncts is regularly documented and appraised in accordance with the Code of Iowa through the Quality Faculty Plan (QFP) processes ([IVCCD QFP.pdf](#)) as described in the IRPE, section 5.2a(3). The QFP includes instructional development, professional development, and curricular currency expectations. Each campus utilizes professional development funds in the campus cost centers to appropriately budget for faculty and staff training, courses, and conferences that increase competencies according to their respective plans.

Due to a higher than average increase in the number of students enrolling in online classes and the number of faculty involved in teaching these courses, the District launched an ASAP to determine the levels of quality associated with online teaching. The ASAP team explored external evaluation tools and models for distance education and decided to implement the Quality Matters (QM) program, which looks

at quality course design. Next steps include expansion of instructor professional development and continued efforts to develop additional courses which follow QM guidelines.

In order for students to access faculty, each faculty designates five hours per week as office hours. Online faculty include online office hours for distance learning students. All faculty and adjuncts have college email, college phone extensions, and access to student email systems and ANGEL communication processes to engage students in teaching and learning.

Student services are also high quality. NCCBP places IVCCD in the 8th percentile for career services staffing, 7th percentile in registration/advising staffing, and 27th percentile in financial aid service staffing for these ratios. Services for students include wide access to student success specialists, TRiO support services, and faculty advising. The SENSE and CCSSE benchmark data has consistently shown that IVCCD has strong support systems in place to help students (IRPE, Figure 7.2-3, page 40).

Core Component 3.D

The institution provides support for students learning and effective teaching.

In accordance with the Code of Iowa and the IVCCD Board Policy Manual, support for all students is embedded in the culture and work systems of the District (IRPE, Figure 6.1-1, page 29). Two Strategic Agenda goals address meeting the needs of students and helping students learn ([2010_2013_IVCCD Strategic_Agenda.pdf](#)).

An overview of support for students can be found in the IRPE, Section 3 pages 16 – 17 entitled “Customer Engagement.” Several listening strategies are employed to meet students’ support needs and learn about their satisfaction and dissatisfaction (IRPE, Figure 3.1-1, page 13). Regular assessment of support for students is evaluated by considering student complaints, levels of satisfaction, CCSSE data, and persistence/graduation rates (IRPE, Sections 7.1 and 7.2, pages 35 – 41).

The District provides a number of support services suited to meet the needs of its student population including comprehensive academic advising, tutoring services, services for students with disabilities, and college libraries. Responding to the results of our listening strategies has resulted in three recent examples of meeting the needs of the student population: 1) TRiO Student Support Services Office, 2) Marshalltown Education and Training Center, and 3) an improved collection and handling of student complaints.

Upon reviewing the increasing levels of minority and low-income students within the District, IVCCD was the recipient of a TRiO SSS grant. TRiO is a federally funded program to increase the success of first-generation, disabled or at-risk students. It offers extensive academic advising services, social activities, financial advising workshops, and leadership opportunities for students; details on the TRiO program can be viewed at <http://www.iavalley.edu/mcc/resources/trio.html>. The most recent program reporting for cohort year 2011-2012 demonstrates that MCC TRiO students exceeded both the actual persistence rate (79%) over the persistence objective (70%) and the actual good academic standing rate (88%) over the good academic standing objective (85%).

The mission of the Education & Training Center (ETC) is to meet the needs of community members through skilled training, language learning programs, and educational opportunities that will increase individuals' self-esteem while embracing diversity and promoting cultural awareness. It was also established to address the growing number of minorities in the Marshall County area (http://www.iavalley.edu/ivce/career_training/etc.html).

The District has worked in various ways to improve the collection and handling of complaints (Section, 3.2b(2), IRPE, page 17). Grievance procedures are set forth in Series 400 of the IVCCD Board Policy Manual, published in the college catalog and students handbooks, and on the college websites. Issues are tracked and reviewed annually by senior leaders to determine if common themes or issues emerge.

IVCCD has implemented a mandatory placement policy to direct new students into courses and programs for which they are adequately prepared. COMPASS and ACT test results are used to determine which classes students may take in certain subjects. Academic advisors and Student Success Specialists help students interpret scores and sign up for the appropriate classes ([COMPASS and ACT Cut-Off Score Chart](#)). Procedures are in place for re-testing and appeal options if a student doesn't feel that the scores accurately reflect his/her abilities.

The District provides a variety of academic advising services to help students be successful. Upon reviewing literature on student success models, MCC recently adopted the philosophy of a "One-Stop Shop" service system, designed to effectively integrate new and support returning students into all aspects of college student success by providing advising and other support through cross-trained specialists. In keeping with this philosophy, MCC employs seven [Student Success Specialists](#) (located in the Student Services department and at the Grinnell location), whose responsibilities include serving as MCC admissions representatives, providing academic advising, implementing testing services (COMPASS, CLEP, challenge tests), providing financial aid assistance, assisting with career guidance and employment preparation, providing transfer and articulation assistance, offering academic success and counseling services referrals and offering other support, as needed, to help students step forward with their college education. ECC is currently restructuring their student services model after monitoring the successful implementation of this model at the other two credit locations.

Student success is one of the central tenets of the IVCCD mission. Additional information on support services such as advising, accommodations for disabilities, career and employment services, child care, library, and tutoring can be found at <http://www.iavalley.edu/mcc/resources/index.html> and <http://www.iavalley.edu/ecc/resources/index.html>.

IVCCD provides the infrastructure and a wide range of resources necessary to support teaching and learning including up-to-date laboratory classrooms for both arts and science and career and technical programs (e.g. art, computer networking, welding, biology, chemistry, nursing, machining, broadcasting, etc.). Each classroom is standardized to include a minimum of computer, LCD projector, and wall boards, and most also house document cameras. In addition, both colleges have facilities dedicated to libraries, auditoriums, and black box theaters, success centers, and equine and agricultural barns. Facilities maps are available at http://www.iavalley.edu/district/maps_directions.html

IVCCD has a systematic process for supporting technological infrastructure that sustains teaching and learning. Section 4.2 of the IRPE application (page 20) describes some of the processes and Figure 4.2-1

illustrates the uses of the main information technology systems that support effective teaching and learning.

Responsible use of research and resources are promoted to all students by faculty and staff in discussion and in all course syllabi. In addition, the student code of conduct details District policies and expectations, including the academic dishonesty policy and penalties for violations of conduct. The code also identifies consequences for a broader scope of illegal, unethical and irresponsible behaviors ([ECC_Student_Handbook.pdf](#), [MCC_Student_Handbook.pdf](#)). Each college library both provides in-person assistance to students performing research and to faculty preparing research assignments and uses a website to provide online resources for students on a wide range of research topics including source citations and avoiding plagiarism (<http://ivcc.ent.sirsi.net/client/default>).

Iowa Recognition for Performance Excellence Feedback Report, p. 4 – Overall Strengths:

- IVCCD has a comprehensive listing of listening and learning strategies by which the voice of the customer and stakeholders can be heard. Through a variety of strategies, the organization is providing opportunities for their constituents to be informed in ways that meet the needs of the customer. Communication channels are well developed within the organization and utilized both to communicate with and learn from the customer.
- Recognizing the significance of technology to innovation, IVCCD has a comprehensive IT system providing complete access to technology for customers, employees and other key stakeholders. The organization demonstrates care above and beyond with personal customer identification through the Red Flag security process. Clearly defined processes, with back-up plans outlined, ensure continued availability of hardware and software in the event of an emergency within the organization.

Iowa Recognition for Performance Excellence Feedback Report, p. 12 - Strengths:

3.1a1 IVCCD is utilizing several listening strategies listed in Figure 3.1-1, The information is also incorporated into the decision making processes.

3.1b1 The CCSSE data is utilized in the measurement of student and other stakeholder satisfaction and engagement. Data segmentation is also used to determine actions and engage the students and other stakeholders.

Iowa Recognition for Performance Excellence Feedback Report, p. 13 - Strengths:

3.2b2 IVCCD has a comprehensive student and stakeholder complaint process in place that is used to compile and track all student and stakeholder complaints from entry level to top level completion. All complaints are tracked and used in a trending system to monitor type and division of complaints.

Iowa Recognition for Performance Excellence Feedback Report, p. 16 - Strengths:

4.2a2 The organization has a systematic approach to managing the information systems and making data and information available to its workforce, students and stakeholders via an efficient, comprehensive and user-friendly website including an internal intranet."

4.2b1 IVCCD has multiple processes to ensure system reliability and security. Much of this is accomplished through the explicit scheduled maintenance/updates of hardware and software. These updates account for security as well. The organization demonstrates user satisfaction and has a process in place to take results and use it for the betterment of the system.

4.2b2 The organization has several safeguards in place in the event of an emergency situation and has demonstrated learning by identifying that they may benefit from a documented disaster plan in the event of a physical disaster. Without such a plan, if a physical disaster occurred, daily operations would likely be halted for some period of time.

Iowa Recognition for Performance Excellence Feedback Report, p. 17 - Strengths:

5.1b1 IVCCD addresses campus environmental factors through student friendly campuses including walking paths with a modern décor. IVCCD also provides daycare on campus, state of the art student activity center, indoor jogging/walking tracks, fitness equipment and basketball courts. Also available is an emergency notification system for text and phone messages and emails with timely emergency information.

Core Component 3.E

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

IVCCD offers numerous opportunities for students to become engaged while at college. Two foci of its mission refer to providing quality learning experiences and ensuring academic success. The District fulfills these aspects through not only curricular opportunities but also co-curricular experiences for students. Co-curricular programs also promote the District’s CLOs through a variety of academic department clubs and honor societies, student government and activities, residence hall experiential living, intercollegiate athletics, and multicultural and international organizations. Leadership experiences are promoted through new student orientation, social media, websites, and College Experience courses and are described in the student handbooks. Both colleges employ coordinators of student engagement to monitor participation and evaluate the appropriateness of student activities and organizations.

Student Senates serve as the voice of the student body and operate with the purpose to provide a clearinghouse for students’ plans, ideas, and sentiments; give the students a larger representative voice in the affairs of the college; and foster a responsible organization through which students and faculty may be brought together in mutual and helpful cooperation.

IVCCD prides itself on having established a culture of community involvement and social responsibility as illustrated by the mission statement and affirmed by the Iowa Quality Center Gallery Walk exercise in 2011. Students and employees partner with schools and civic groups on local service learning activities on a regular basis. Service learning activities, hours, and levels of impact are tracked and presented in Section 7.4a(5) of the IRPE, page 47. The District is also placing a substantial emphasis on the CLO, “Students will recognize and understand good citizenship,” through the efforts of a year-long task force that investigated and developed a Comprehensive Internationalization Plan ([IVCCD_CIP.pdf](#)). The CIP serves as a guide to fulfilling the District’s mission to respond to diverse community needs.

Iowa Recognition for Performance Excellence Feedback Report, p. 19 - Strengths:

6.1a2 There is a systematic approach in determining key work system requirements. Utilization of numerous inputs from state and federal mandates, Code of Iowa's requirements, and the VVM to name a few. Key work system requirements are continuously monitored and feedback is warranted as described in Fig 3.1-1. Examples of work systems improvement include the Student Success Specialist and the One-Stop Shop processes.

Criterion Four – Teaching and Learning: Evaluation and Improvement

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

Core Component 4.A

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

Educational programs and services are regularly monitored to ensure that program goals and standards of quality are met. This occurs for academic programs in the program approval process as described in Sections 3.2a(1) and 6.2a(2) of the IRPE and in the [2011UpdatedProgram_Review_Handbook.pdf](#) and documented in the [2012_IVCCD_Program_Review_Instrument.pdf](#). The Program Review Assessment Team, comprised of faculty and staff, review evaluation documents, assess program strengths and opportunities for improvements via the [IVCCD_Pass_form.pdf](#), and provide feedback for program improvement via the [IVCCD_Program_Advancement_Comm_Task_Suggestions.pdf](#).

Transcripts of record are given full value if coming from colleges or universities accredited by the North Central Association or similar regional associations and from accredited community colleges. Applicants must submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university which the student attended previously. Specific policies on acceptance of transfer, career, military and high school credits are specified in the [IVCCD_2012_13_Catalog.pdf](#), page 8. In addition, IVCCD participates in a statewide articulation agreement with the other public community colleges and universities. The statewide agreement covers arts and science, associate in science, and career and technical programs; common grading symbols; credit by examination; and credit for experiences in armed forces (<http://www.transferiniowa.org/>).

Senior leaders and faculty, through subwork systems identified in Figure 6.1-1, IRPE, page, 29, ensure rigorous coursework, monitor student learning and support services, and assess faculty qualifications. Course qualifications, including prerequisites, are identified through the curriculum process (Figure 6.2-1, IRPE, page 31) and determined with input from at least two Regent institutions to ensure course transferability. Student learning and support services are monitored regularly and CLO, NCCBP, CCSSE, SENSE, and other data are reviewed to determine growth and satisfaction (Section 7.1a, IRPE, pages 35 -39). Faculty qualifications are set forth in the Code of Iowa and monitored by the human resources office and academic deans via the faculty contract.

IVCCD has maintained full accreditation by the Iowa Department of Education since inception in 1966. Current status of specialized accreditation is presented in Figure 7.4-10, IRPE, page 46. In meeting the rigorous standards of national accrediting agencies, like the Iowa State Board of Nursing, these programs are evaluated by outside professionals who ensure high levels of program quality.

IVCCD and its colleges have articulation agreements with Iowa's Regent universities and many private colleges in Iowa. NACEP accreditation for dual credit coursework, achieved in 2012, ensures high standards of quality for IVCCD courses taught by area high school teachers.

Success of program graduates is regularly reviewed as a component of the Program Review and Evaluation process. Annual surveys of graduates are conducted at regular intervals. District-wide results for employment upon graduation is available in Figure 7.1-13, IRPE, page 37. Health occupation board pass rates are presented in Figure 7.1-11, IRPE, page 37. In addition, third-party approved assessment results are annually reviewed by program faculty to determine the currency and effectiveness of each CTE program. This system works because every career and technical program has an advisory board made up of related industry personnel and employers of graduates that meets twice a year. Since 2010, these program advisory boards have approved a comprehensive end-of-program assessment as well as an expected level of performance for graduating students in each program. The assessment results are reported to the State of Iowa Department of Education as a requirement for access to federal Perkins grant resources. The latest data (2011-2012) for IVCCD programs on third-party assessment results showed an aggregate percentage of 93% of our program students achieving the approved competency levels.

Core Component 4.B

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

Common student learning objectives and outcomes for all programs and courses are clearly defined by faculty and documented by the District Curriculum Committee. Division goals flow from learning objectives and course objectives are required on all course syllabi. Learning objectives are clearly presented in student handbooks and on the college websites.

As part of a multi-year effort to revise and refine the learning goals for the District, five CLOs for credit education were identified by a committee of faculty and staff. During fall 2010, the new CLOs were identified, implemented and plans for targeting and assessment were developed with baseline data gathered during spring 2011. Aggregate and department-level CLO results are gathered each year and presented in the Assessment Plan ([IVCCDAssessmentDataDecsion2012.pdf](#)). While all CLOs are expected to be addressed every academic year, in order to delve deeper into a concept, each college selects a bi-annual special focus CLO. In addition to classroom activities, college convocations and events also may incorporate the focus CLO. During 2011 – 2012, more than 90% of full-time and more than 40% of adjunct faculty participated in the assessment process. Assessment of Technical Literacy at ECC resulted in 93% of students successful in related assessments. The MCC focus on Good Citizenship during the same year resulted in 93% of students being successful as well. Results each year of these assessments are discussed with faculty and adjuncts at the fall and spring professional development workshops.

The academic offices of each college compile and track assessment and evaluation data for students and courses. A variety of reports are prepared by these offices to assist in the decision-making progress. Examples include percent A and B grade reports, course completer reports, and student evaluations of courses.

Internal review of programs, special accreditations and third-party assessment processes, as described in Core Component 4.A, are used to assess student learning.

External assessment data is reviewed as appropriate. These data include NCCBP, IPEDS, CCSSE, and SENSE data. Regular results are posted to the Institutional Research website, ANGEL (intranet) and other sites. Recent results and trend-line data are available in Section 7, IRPE, pages 35 – 49.

Once the data from assessment activities is collected, senior leadership and faculty determine how to use the information to improved courses and programs.

A recent example of how assessment data was used to improve learning involved developmental math courses. As a result of CCSSE data, the delivery of curriculum for some developmental math courses was altered to allow students to work on a modular computer program with assistance available from instructors staffing the math computer labs. In addition, the ECC CCSSE Committee identified courses with high failure rates and implemented Supplemental Instruction (SI) in several of those classes. SI allows students to receive additional instruction beyond the regular/traditional course meetings. The ECC CCSSE Committee also determined from CCSSE and SENSE data that academic rigor should be a focus of the fall 2013 faculty workshop. The ECC leadership team researched student data to support posting a full-time developmental math and English faculty position starting with the 2013-14 academic year. Additional examples are identified in 6.2b(3), IRPE, page 34.

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.

Retention, persistence and completion have been a focus of the District for several years and are directly related to Goals 1 and 3 of the Strategic Agenda. One of the three active Quality Action Projects (QAPs) is related to student retention with the goal to develop a process for identifying and evaluating retention initiatives across the District.

An ongoing activity of the Retention QAP is to review four separate retention rates ([IVCCD_retention_tracking.pdf](#)): (1) fall to beginning of spring term, (2) fall to end of spring term, (3) fall to beginning of fall term, and (4) fall to end of fall term. This retention steering committee is currently evaluating the value of comparative data and determining if IPEDS retention data might supplement, or replace, the internal measures.

Specific data related to student learning outcomes is presented in Section 7.1 of the IRPE application, pp. 35 – 38. Based on data trends and results, numerous short-term initiatives have been related to retention and completion, each utilizing the PDCA model in implementing quality improvements. The following is a list of retention-related ASAPs that have been declared since 2010:

- College Experience Course
- Retention Exit Survey
- Online Student Services
- Starfish Early Alert System
- Student Complaint Process
- Social Media
- Academic Probation Workshop

- Advising Handbook
- Career Placement/Perkins Process
- Communication
- Developmental Math Review
- Education Dynamics Student Engagement Tool
- ia.valley.edu Student Email
- New Student Orientation
- Quality Matters
- ECC Learning Community

In highlighting the results of a recent ASAP, the District demonstrates a commitment to student success. Using data from the CCSSE and SENSE surveys, coupled with literature on student success, the District launched an ASAP to review the value of and set forth the implementation for a freshmen College Experience class. Various models were explored and a mandatory freshmen orientation class implemented for first-time, full-time students during 2011. Retention data is reviewed regularly and improvements to course content in the College Experience course are made based on student and faculty feedback. At ECC, a common curriculum for the College Experience course was developed, adhered to, and reviewed (by faculty teaching the course as well as the Dean of Students and Academic Affairs) for potential additions and improvement each semester.

The District employs several strategies to monitor student engagement and satisfaction which directly relate to persistence and college completion. Primary listening and learning strategies, methods, and implementation schedule are identified in Figure 3.1-1, IRPE, page 13. Results and trend-line data are presented in sections 7.1 and 7.2, IRPE, pages 35 – 41.

Results from state and national initiatives are reviewed regularly by senior leadership, the Institutional Effectiveness Committee and various college departments and working groups with action plans developed for improvements, many documented via the ASAP process.

Two District initiatives have recently been recognized as best practices in national publications. The IVCC-Grinnell campus “Year of the Team” initiative was featured in the 2009 CCSSE Making Connections national report ([CCSSE09_execsum.pdf](#)). The initiative sought to improve student engagement in the area of active and collaborative learning by incorporating group work into all classes. CNNMoney.com recently announced that Ellsworth Community College has the 19th highest student success rate (defined as graduation rate plus transfer rate) in the nation (<http://money.cnn.com/pf/college/community-colleges/?iid=EL>).

In fall 2012, the Iowa Community College Presidents & Trustees (IACCT) formally adopted the National Governors Association Complete to Compete concept and developed the Iowa Community College Completion Initiative (ICCCI). Progress and outcome metrics were defined by the Iowa community college institutional researchers with baseline metrics compiled in January 2013 ([ICCCI_metrics.xlsx](#)). Discussion is underway with National Community College Benchmark Project leaders and IACCT members to determine how to improve the ICCCI metrics and the ability to provide comparison data.

Iowa Recognition for Performance Excellence Feedback Report, p. 14 - Strengths:

4.1a1 IVCCD uses several electronic data sources outlined in Figure 4.1-1 to collect comparative data. This data is incorporated into the Strategic Agenda, QAP, and ASAPs of the organization and also meets many state and federal regulations requirements; for example: the addition of the Manufacturing Welding Program was based on community feedback.

4.1a3 IVCCD uses a variety of listening and learning methods aimed at obtaining information from each stakeholder segment as outlined in Figure. 3.1-1. Information collected is used within the strategic planning process and supports the effectiveness of the operations system.

Criterion Five – Resources, Planning, and Institutional Effectiveness

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

Core 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.

The Strategic Planning Process, illustrated in Figure 2.1-1 of the IRPE, page 9, provides for the development of specific initiatives and their prioritization, identifies allocation of resources, assigns primary owners and specifies key performance indicators. Goal 6 of the IVCCD Strategic Agenda is focused on fiscal sustainability through increased accountability and transparency. Processes for resource allocation begin in the preceding February of each fiscal year. Instructions and budget worksheets for all funds are distributed to unit heads for deployment to their staff. While historical expenditures are included on the budget worksheets, budget managers are asked to project resource needs for the next fiscal year and realign institutional resources accordingly. Senior-level leadership works closely with the CFO to make projections for operational costs and discuss strategic initiatives that will require additional resources. Capital expenditure requests are accumulated as part of this process to assist the District in prioritizing the allocation of taxpayer levy funds. A timeline for this process is established and communicated to budget managers to ensure that the budgets are in place at the beginning of the fiscal year. Information is shared at monthly meetings with ALT for further input to ensure all anticipated strategic initiatives are being deployed are receiving the necessary fiscal support. Review of QAPs and ASAPs are shared regularly with the BOD in April at its spring retreat and with the IEC in May.

Pursuant to Iowa Code 260C.17, IVCCD is required to file a certified budget with the State of Iowa. The budget process determines the authorized level of expenditures for the next fiscal year and sets the annual tax levy for the merged area of operation of the community college. The IVCCD Board of Directors approves the certified budget in March. The budget process involves adherence to required filing and reporting dates and is coordinated and monitored by the CFO and the Board Secretary for compliance.

Monitoring the potential changes to the workforce capability and capacity is the responsibility of the Chancellor, CFO, VC of Administrative Services, and the unit heads (Section 2.2a(4), IRPE, page 11 and Section 5.1a(1), IRPE, page 22). A review process and justification for filling an open position or creating a new position is expected and communicated through the District's personnel requisition form and process. Analysis includes justification for the position and identified level (exempt – e.g. entry level professional, mid-level professional or supervisor, dean or director; non-exempt – e.g. office associate, executive assistant); anticipated revenue/costs/funding sources; an explanation why the position could not be eliminated or how the position duties are changing, being split out or combined with other existing positions; and identifying those changes with job description revisions sent along with the requisition form. Hiring supervisors send the position request information to the appropriate unit head. If the unit head determines the position request is warranted it is approved and forwarded to the VC of Administrative Services. She schedules a meeting with the Chancellor and CFO to discuss the position

request before it is posted. Hiring supervisors and/or unit heads are expected to provide additional supporting data to District leadership if needed before posting occurs.

Decreasing state aid in recent years has led to a great deal of analysis of appropriate staffing levels based on current and future organizational needs. Attrition and early retirements have provided opportunities for comprehensive analysis, gathering input from stakeholders in the affected areas, and restructuring of work flow and job duties.

The process for faculty training is specified in the Code of Iowa and described in Section 5.1a(1), IRPE, page 22. Current educational attainment of employees is noted in Figure P.1-4, IRPE, page ii, and compensation for degree attainment is identified in Figure 5.1-1, IRPE, page 24.

Updates to District buildings and properties occur in accordance with the five-year facility plan (IVCCD_Facility_Plan.pdf). Developed in 2011 by the Director of Plant Services and senior leaders, the plan addresses the structural needs for supporting programs and services on all sites (IPRE, Section 5.1b(1), page 23). Feedback from the Iowa Department of Education Equity Review was also incorporated into the plan in 2012. Regular monitoring and revising occurs as new state-funded money becomes available to address deferred maintenance and as annual planning processes occur.

Budget vs. actual financial comparisons are reviewed monthly by senior leadership and the BOD. Review of the annual external audit reports is conducted to continually improve financial processes and monitor performance (IVCCD Audit Report 2012.pdf). What-if scenarios of tuition and fees increases are conducted to forecast future revenues and expenditures. Additional information on processes to control and monitoring costs can be found in Section 6.1b(2), IRPE, page 29.

A steady increase in the operating fund balance (Figure 7.5-7, IRPE, page 48) and favorable key financial ratios (Figure 7.5-8, IRPE, page 48) demonstrates the District's commitment to maintaining sound budgeting practices.

To enhance and improve the external resource allocation process, a District-wide committee was formed in fall 2012 to develop a grant approval process which would lead to a consistent, effective, and successful process for staff/faculty/units to apply for federal, private, and/or state grants. The committee recently developed an internal repository for grant-related information, identified key departments for the process (IVCCD_Grant_Process.pdf), and formalized a pre-approval request form (IVCCD Grant Proposal Approval Request Form.pdf).

Iowa Recognition for Performance Excellence Feedback Report, p. 17 - Strengths:

5.1a1 IVCCD has multiple opportunities to review and assess the capabilities of the current workforce. Through the process of the strategic plan, as well as through tri-ennial program reviews, the organization is able to systematically identify the competencies of current staff, and use that in hiring as new programs are created or staff turns over.

5.1a2 The organization has a systematic approach for hiring, with supervisors utilizing a hiring checklist and involving stakeholders in the interview process. Furthermore, the ASAP focuses on employee orientation and demonstrates the organization's workforce learning. IVCCD does reflect the community population and represents diverse perspectives through their workforce hiring.

5.1a4 IVCCD prepares employees through training initiatives, the learning and development systems and internal communication plan. When turnover occurs, the organization requires an analysis to determine best use of resources. New positions require justification, cost, and benefit analysis.

5.1b2 The organization supports the workforce by providing extended leaves and tuition waiver or reimbursement. The workforce salary structure is based on compensation for continued learning.

Iowa Recognition for Performance Excellence Feedback Report, p. 19 - Strengths:

6.1b2 There is a systematic approach in organizational cost control. Once the budget is finalized, flags within the system are identified to inform users of over-spending.

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.

IVCCD strives to promote a work environment that encourages employee growth, involvement and engagement (IVCCD Strategic Agenda Goal 6). The shared governance system (Section 1.2a(1), IRPE, page 4) and the internal communication plan (Figure 1.1-1, IRPE, page 3) provide numerous methods for internal stakeholder input and feedback.

Many systems and processes are in place to engage internal stakeholders in the governance process (IRPE 1.2a(1), page 4). IVCCD Board Policy 215 provides for BOD standing and temporary committees with the current standing committees being the following: Finance and Facilities, Academic and Student Affairs, Personnel, and Board Policy Review. The standing committees meet on an as-needed basis, called by the Committee Chair or Chancellor in consultation with the Board President. Committees meet to discuss situations or problems that fall under their assigned responsibilities. Additional ad hoc committees can be appointed by the Board President.

Employee survey results on awareness of the VVM, CQI tools and activities, and institutional planning indicate increasing levels of employee engagement (Figures 7.4-1 to 7.4-5, IRPE, page 45).

Additional documentation of the IVCCD governance systems that support effective leadership and collaboration is presented in HLC Criterion 2, Core Component 2C.

Iowa Recognition for Performance Excellence Feedback Report, p. 5 - Strengths:

- The organization's results demonstrate the significance of employee engagement to the accomplishment of their strategic objectives. Figures 7-4.7, 8 display the improvement in employee satisfaction as a result of the new internal communication strategy that was implemented. Further, the organization's investment TWS as a survey source shows alignment of resource allocation with the identified strategic objectives related to employee engagement. While trend and comparison data may be lacking, the results in 7.4 generally show improvement from 2009 to 2011 in regards to employee engagement and satisfaction. The organization may be able to leverage improvement in employee engagement into a core competency.
- IVCCD demonstrates a commitment to proper utilization of IT resources by gauging employee satisfaction of various systems. Figure 7-3.14 demonstrates the organization's proactive approach to maintaining employee satisfaction with organizational IT systems. Assuring employee understanding of and satisfaction with IT systems allows the organization to leverage these IT resources. This may bring about greater efficiency and efficacy to organizational processes through proper utilization of IT systems, which can take place because of employee comfort, familiarity, and confidence in those systems.

Iowa Recognition for Performance Excellence Feedback Report, p. 8 - Strengths:

1.1a1 Senior leaders have a systematic approach to defining and deploying the organization's mission, vision, and values to the workforce and all key stakeholders. Multiple employees and leaders demonstrated the deployment of VVM via senior leader behavior, through consistent knowledge and understanding of VVM as well as the ability to correlate to their own role.

1.1b1 Through development of a well-defined communication plan for internal customers, senior leaders have demonstrated a commitment to frank and open communication with all employees. In addition, it is evident that a systematic approach to open communication has been deployed throughout the organization, as senior leaders also provide varied means to listen to internal customers and also actively respond to those customer inputs.

Iowa Recognition for Performance Excellence Feedback Report, p. 9 - Strengths:

1.2a1 IVCCD employs a systematic review of key aspects of the governance system which are designed to uphold the laws that govern and protect the interests of stakeholders; examples include: the Red Flag policy which was implemented to protect resources and information, as well as continuous compliance with all regulatory agencies, and unqualified external audit opinions. The approach also allows for transparency in dealings, as well as a commitment to protect stakeholder interest. This demonstrates organizational commitment to governance transparency and accountability.

Iowa Recognition for Performance Excellence Feedback Report, p.18 - Strengths:

5.2a1 IVCCD uses Top Workplace Survey (TWS), to determine elements of referral, motivation, and loyalty affecting workforce engagement throughout different work units.

5.2a2 The organization has multiple processes in place designed to engage employees through open and honest feedback and also recognition and reward for performance. Employee's input into strategic planning is sought through the annual Staff Day, whereby all employees are included and able to provide thoughts and better understand organizational direction.

Core Component 5.C

The institution engages in systematic and integrated planning

The IVCCD strategic planning process includes the collection, sharing and analysis of information and data trends from a broad spectrum of inputs that are collected throughout the three-year cycle of the Strategic Agenda. In the strategy development phase, assessment of the current state and envisioning for the future state of the District occurs. The VVM is reviewed by internal and external stakeholders and the institutional goals are identified. During the strategy deployment stage, prioritization of key strategic action plans occurs and primary owners are identified. Additionally, performance indicators, resource needs and timelines are determined and approved by the IEC. In the strategic initiative assessment phase, performance outcomes are reviewed, status updates are presented and resource utilization is analyzed. In the final phase, strategic integration of knowledge, senior leaders determine if adjustments or further action on key initiatives is required (Section 2.1a, IRPE, page 8).

Short and long-term action plans are aligned with institutional goals via the QAP and ASAP process as described in Section 2.2a(1), IRPE, page 11. The ALT and IEC are key groups for ensuring the necessary resources are allocated to support the completion of these plans (Section 2.2a(3), IRPE, page 11).

IVCCD organizes work processes efficiently around related work systems to help maximize use of resources and accomplish key requirement for each stakeholder need as listed in Figure P.1-7, IRPE, page iv. Each unit deploys departments, committees and /or governance structures to manage systems and the associated processes. These groups utilize AQIP and quality tools to plan, improve, and maintain processes. Incorporation of new technology into work processes is inherent in process development as well as throughout the PDCA cycle employed by various ASAP committees.

The District is able to respond to rapid or unexpected organizational or external change by regular monitoring of budgets, workforce needs, and stakeholder inputs. For example, IVCCD projected a 5% decline in FY12 enrollments. After spring enrollment was tabulated in January, the actual decline was 6.2%, resulting in an unanticipated budget shortfall of \$250K. Through financial performance reviews conducted during weekly unit head budget meetings, supervisors responded immediately by identifying necessary budget reductions without compromise to services. Within eight weeks of receiving the enrolment figures and budgetary notice, IVCCD posted an adjusted balanced budget (Section 4.1a(4), IRPE, page 19).

Iowa Recognition for Performance Excellence Feedback Report, p. 10 - Strengths:

2.1a1 IVCCD has developed a systematic approach to strategic planning incorporating feedback from their varied stakeholders. The use of the PDCA quality improvement cycle for strategic planning is innovative and should create a cyclical approach to continuous goal setting and achieving.

Iowa Recognition for Performance Excellence Feedback Report, p. 11 - Strengths:

2.a1 The organization demonstrates a systematic process that identifies and develops action plans directly from strategic plan implementation, through development of ASAPs and QAPs to address strategic objectives.

2.a2 The organization utilizes a tracking document in order to ensure strategic objectives and considerations being addressed. The utilization of such a document keeps leaders focused on the strategic objectives set in planning.

2.a2 The organization's use of PDCA appears to be an effective tool for their modification of action plans, as a means of continuous quality improvement, aligned with identified AQIP objective.

Iowa Recognition for Performance Excellence Feedback Report, p. 14 - Strengths:

4.1b The organization utilizes data made available through TWS, CCSSE, SENSE, internal /external stakeholder satisfaction surveys to measure organizational performance and capabilities. This data is reviewed by a cross-functional team (IEC) which replaced three separate teams. IEC committee reviews baseline data, establishes trends, modifies action plans, etc. The information is used to address organizational needs and challenges.

Iowa Recognition for Performance Excellence Feedback Report, p. 19 - Strengths:

6.1b1 The organization utilizes the QAP process to meet their AQIP requirements as well as ASAPs in conjunction with the Strategic Planning to manage and improve IVCCD activities and work systems. The utilization of the PDCA process is also used in the development of QAP #11 and the numerous ASAPs emerging from this project.

6.1b2 There is a systematic approach in organizational cost control. Once the budget is finalized, flags within the system are identified to inform users of over-spending.

Iowa Recognition for Performance Excellence Feedback Report, p. 20 - Strengths:

6.2 a1 IVCCD utilizes QAPs to meet the AQIP requirements and the applicable ASAPs to help design and innovate work processes. There is also a systematic approval process to implement new courses and programs (Figure 6.2-1). Systematic use of the PDCA process accounts for efficiency and effectiveness of the work processes as discussed in the elimination of the ineffective ASAP "Education Dynamic" Student Engagement Software.

6.2b There is a systematic approach to process improvement. Utilization of methods such as the PDCA across the organization, learning from the ASAPs, and integration with the strategic agenda will ensure increased student learning, variability minimization, and improvements of educational programs and services.

Core Component 5.D

The institution works systematically to improve its performance.

The March 2009 AQIP systems Appraisal Feedback Report served as a wake-up call to the District as Examiners stated, "...the institution is not consistently capturing the essence of the AQIP process of collecting, analyzing, and using data to improve institutional practices. This basic strategy is at the core of quality improvement and is not demonstrated on a regular basis throughout this Systems Portfolio. As a strategic issue, IVCCD should reassess its sustained institutional commitment to continuous improvement and continued participation in AQIP."

In the past four years, senior leaders embarked on a systematic planning process as described in IRPE Section 2.1, and implemented the Plan-Do-Check-Act model of institutional effectiveness that purposefully incorporates analysis of data into District initiatives. Organizational commitment to systematic improvement is illustrated in the inclusion of the PDCA model in the twenty-five ASAP projects identified in Figure 2.2-2, IRPE, page 12. Involvement of more than 200 employees in these projects has helped to embed continuous quality improvement into the culture of IVCCD.

Subwork systems within Continuing Education, Credit Education, and Support Functions are identified in Figure 6.1-2, IRPE, page 30. Key work processes are also listed and results of effectiveness are documented and reviewed for improvement efforts.

Many indicators are tracked to evaluate how well the District is realizing the vision, values, and mission (IRPE, Section 7). Key sources of comparative data include the Iowa Department of Education, CCSSE, IWD, NCCBP, SENSE, IPEDS and Regent transfer reports. U.S. Census data and the Top Workplace Survey data are also used to track institutional performance and implement improvements.

At the time of this writing, the District is embarking on the process to develop the next strategic agenda. As a result of the documented AQIP Quality Action Plan (QAP) on strategic planning, senior leaders have reviewed the effectiveness of the past process of documenting short-term action projects and use of the strategic agenda tracking document. Employee feedback on the vision, values and mission has been gathered and will form the foundation of the new strategic agenda. Participation of senior leaders in numerous conversations and workshops with the Iowa Quality Center has reinforced the commitment to basing the new strategic agenda on the foundational principles of the Baldrige Criteria for Performance Excellence. The Hoshin model of strategy deployment, along with a five-year planning cycle and an electronic KPI scorecard, is being considered as the organization moves forward with its strategic planning.

Iowa Recognition for Performance Excellence Feedback Report, p. 4 – Overall Strengths:

- IVCCD rallied with the transition to new organizational leadership. The leadership change appears to have served as a catalyst within the organization generating a new direction for strategic planning and continuous improvement to further the organization. Through the transition, the organization has developed a strong, unified commitment to excellence among the senior leaders and board which cascades throughout the organization.

Iowa Recognition for Performance Excellence Feedback Report, p. 5 – Results Strengths:

- IVCCD presents comparatives within the results through state and national data sources. These comparatives give the organization the opportunity to benchmark in some areas and can provide the organization with key information about performance. The organization leverages these results in marketing materials and communications within the media.