



Higher Learning Commission
A commission of the North Central Association

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July 25, 2013

Christopher Duree
Chancellor
Iowa Valley Community College District
3700 S. Center Street
Marshalltown, IA 50158

Dear Chancellor Duree:

Enclosed is a copy of Iowa Valley Community College District's Baldrige Option Review Feedback Report in response to its Baldrige Option summary.

This report will help Iowa Valley Community College District make certain, when it is next formally reviewed for reaffirmation of accreditation, that it can document compliance with all of the Higher Learning Commission's requirements.

We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.

Sincerely,

Mary L. Green
Process Administrator, Accreditation Services

AQIP Systems Appraisal – Baldrige Option
Iowa Valley Community College District
Feedback Report
July 24, 2013

Ncahlc.org/AQIP/AQIP-Home

Introduction

The *AQIP Systems Appraisal – Baldrige Option* offers institutions participating in the Academic Quality Improvement Program Pathway the option of incorporating its state or federal Baldrige Application and feedback report into an alternative to AQIP’s standard *Systems Appraisal* process. The overall goals remain the same as any *AQIP Systems Appraisal*: to give impartial and independent guidance to institutions on current strengths and opportunities for improvement that would further increase their ability and performance for achieving their goals, and to alert institutions early to any need to strengthen the evidence they need to demonstrate compliance with the Higher Learning Commission’s Criteria for Accreditation and other expectations. The *AQIP Systems Appraisal – Baldrige Option* accomplishes this somewhat differently than the standard *AQIP Systems Appraisal*, in that (a) comes from a state or national Baldrige program and (b) comes from the Higher Learning Commission in this *AQIP Baldrige Option Review*.

This *AQIP Baldrige Option Review Feedback Report* clearly identifies the institution’s strengths, gaps, and opportunities for improvement regarding fulfillment of the Criteria. It constitutes the Commission’s official appraisal and feedback on the institution’s presentation of the evidence that it meets the Criteria for Accreditation. It analyzes how well whatever evidence the institution presented can demonstrate fulfillment of HLC’s current *Criteria for Accreditation*, the standards that HLC uses to make judgments about the colleges and universities it accredits.

This *AQIP Baldrige Option Review Feedback Report* provides the institution actionable feedback that will help it make certain, when it is next formally reviewed for reaffirmation of accreditation, that it can document compliance with all of the Higher Learning Commission’s requirements. Even more vital for institutions striving to improve academic quality, the *AQIP Baldrige Option Review* will highlight actions the institution might take to strengthen and improve its performance in the critical areas specified by the Criteria for Accreditation.

The input the appraisal team used for its *AQIP Baldrige Option Review* included the following:

- *AQIP Baldrige Option Summary* of no more than 35 pages,
- A file of numerous documents and other items of evidence that the institution has used to substantiate the assertions of compliance it makes in its *AQIP Baldrige Option Summary*.
- Institution’s Baldrige application,
- Feedback report received from the state or national quality program that reviewed the institution’s application.

All of these items are filed in the Commission’s record relating to the institution.

The Criteria for Accreditation

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.

- The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
- The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
- The institution's planning and budgeting priorities align with and support the mission.

Comment: *The Iowa Valley Community College District (IVCCD) ensures that the institution's mission is broadly understood within the institution in that there is a process of drafting and approving the vision, values and mission (VVM) statements that involves key stakeholder input. This process involves the administrative team drafting the VVM followed by a vetting process involving internal and external stakeholders. The Board of Directors has final approval of the VVM. The IRPE Feedback Report found a high level of employee awareness of the VVM, indicating that the VVM are broadly understood within the institution. In reviewing the mission statement, it is clear that IVCCD's academic programs, services, and enrollment profile are consistent with the stated mission. IVCCD has a well-formulated strategic planning process that utilizes the PDCA performance improvement system. There is a process for resource allocation that is designed to ensure all strategic initiatives have the necessary fiscal support. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 1A requirements.*

Core Component 1.B: The mission is articulated publicly.

- The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
- 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.
- The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Comment: *The IVCCD Internal Communication Plan 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 the course catalog, and other publications and marketing materials. The IRPE Feedback Report cited this as a strength for the institution. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 1B requirements.*

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

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

Comment: *The mission statement contains language that recognizes IVCCD's duty to respond to diverse community needs. The Common Learning Objectives for credit courses include an objective (CLO #4) that in part states students will recognize the dignity and worth of each individual and will understand various cultures and their interrelationships. The College Experience class addresses student roles in the diversity of society. A recent SWOT identified three challenges that reflect attention to human diversity. A recent ASAP project resulted in the development of a Comprehensive Internationalization Plan. The institution also participates in an annual process to inform all staff and key stakeholders about the increasing diversity of local communities. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 1C requirements.*

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

- 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.
- 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.
- The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Comment: *Key stakeholders are involved in the development and implementation of institutional operations through inclusion on committees, task forces, and working groups. The vision statement explicitly states that IVCCD will serve their communities. IVCCD encourages and promotes community involvement. The district partners with the local landfill to provide a half-time recycling and solid waste educator. The institution participates in Outreach, Inc., United Way, local Lego League competitions, House of Compassion, and other local charities. IVCCD has lowered the local property tax asking for area residents for four consecutive years. A concerted effort is underway to lower the relative tuition rate compared to other Iowa community colleges. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 1D requirements.*

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.

Comment: *IVCCD has a Board Policy (407) that specifically addresses ethical behaviors for all employees and students. Employee annual performance evaluations include a discussion of ethics in the work setting. The TWS survey is administered annually, and includes a question on how employees view the perception of ethical behavior in the institution. Annual fiscal and financial audits are performed to ensure that the institution follows proper reporting procedures. IVCCD has a whistle-blower procedure as explained in Board Policy Series 428. Fair and ethical processes are addressed with new employees in the new employee orientation process. The IRPE Feedback Report cited a strength for the institution in the way the senior leaders demonstrated commitment to behaviors that promote legal and ethical behavior, and in the way the Board has demonstrated strong ethical considerations in making decisions. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 2A requirements.*

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.

Comment: *State law is followed to ensure transparency in Board operations. Board meetings are open to the public. Institutional constituencies are represented at the Board meetings. Agendas are announced publicly, and agendas and attachments are made available on the IVCCD intranet site. Local media often are in attendance, reporting Board business in the local news outlets. A summary of the Board meeting is emailed to employees as per the institution's Internal Communication Plan. There are a number of publications that IVCCD uses to present itself that contain comprehensive information on academic programs, admissions requirements, institutional control and accreditation, program costs and other SRK data. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 2B requirements.*

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.

- The governing board's deliberations reflect priorities to preserve and enhance the institution.
- The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- 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.
- The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Comment: *The Board is locally elected, representing seven geographical districts. The Board derives its status from state law, acting as an agent of the state in governing the institution. The Board has the responsibility to ensure the institution is operated in a financially sound and otherwise legal manner. Board policy prohibits any Board member from having a personal monetary interest in any contract for services to be performed or material to be furnished to IVCCD. The Board selects and oversees the performance of the Chancellor, who in turn directs an administrative staff in the day-to-day operation of the institution. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 2C requirements.*

Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Comment: *The College holds that, “belief in freedom of inquiry by students and faculty members is a core value” and offers specific policy language in its Board Policy Manual (Series Number 611) and Student Code of Conduct (p. 14) as evidence guaranteeing “all constitutional rights, including freedom of inquiry, expression, and assembly” in the teaching and learning context. The master agreement reviewed annually through the contract negotiation process includes provisions addressing academic freedom and intellectual property rights of faculty. The College also informally encourages instructors to present diverse opinions and promote a climate celebrating intellectual freedom. Consequently, IVCCD provides specific and explicit evidence it actively intends to create a climate of commitment to freedom of expression and the pursuit of truth in teaching and learning through policy directives. More detailed implementation mechanisms whereby policy directives and informal encouragements ultimately generate a climate embracing these explicit guarantees of freedom of expression in teaching and learning do remain unaddressed. However, in view of ample evidence demonstrating effective policy implementation throughout the assurance documentation submitted, it is the opinion of this team that the Iowa Valley Community College District meets Core Component 2D requirements.*

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

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

Comment: *IVCCD ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly, focusing their response on institutional research support provisions and oversight functions in conjunction with process regulation for academic honesty and integrity. To promote integrity in research and scholarly practice, the College utilizes an Institutional Review Board application procedure and support processes conducted through the IVCCD Office of Institutional Research under the oversight a designated IVCCD Institutional Researcher. The IVCCD Board Policy Manual (Series Number (520b) specifically addresses academic dishonesty and plagiarism, and discussion of these policy requirements proceeds through the freshman College Experience course, all IVCCD course syllabi, and college wide*

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electronic communications and dissemination to all employees and students. Additionally, the IVCCD Code of Student Conduct outlines detailed requirements, due process, and procedures governing academic dishonesty within the course-level teaching and learning context. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 2E requirements.

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.

- Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
- The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
- 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).

Comment: *State of Iowa Administrative Code, Chapter 281.24, governs the delivery of educational services by IVCCD in the following forms: 1) career-technical training preparing students for direct employment following graduation; 2) transfer programs leading to employment or articulated transfer to baccalaureate institutions, or: 3) non-credit offerings focused on workforce preparation, professional development, community education, and adult literacy. The same Iowa Administrative Code requires a comprehensive periodic review process for all IVCCD career-technical programming ensuring quality, efficiency, and ongoing alignment with all stakeholder interests. Representative Advisory Boards for each IVCCD program regularly review the curriculum, equipment, and student performance standards. The College monitors and benchmarks successful student outcomes for multiple academic transfer programs collaboratively developed directly with baccalaureate institutions and reviewed by the IVCCD Board of Directors. The College responds directly to the complex needs of non-credit stakeholder through designated coordinators and instructors in accordance with ongoing expressed needs. College-wide deployment and assessment of the District Common Learning Objectives and associated key measures of student learning directly addresses the need for consistency of program quality and learning goals for campuses, sites, and learning modalities. The IVCCD Distance Learning Advisory Committee reviews distance learning programs annually for compliance with the nationally recognized Quality Matters peer review quality assurance process. The College has provided detailed information on purposes, design, and classification of programs, presenting evidence that degree programs are clearly defined and appropriate to higher education. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 3A requirements.*

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 program is appropriate to the mission, educational offerings, and degree levels of the institution.
- 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.
- 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.
- The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
- 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.

Comment: *The General Education statement and associated Assessment Plan published by the IVCCD and distributed through its student handbooks constitutes a comprehensive master plan and foundation for ensuring the general education programming of the College remains appropriately aligned with and supportive of the organizational mission, educational offerings, and degree programs of the institution. While the Iowa State Regulations stipulate minimum credit requirements for all general education subjects, provisions of IVCCD Assessment Plan exceed these basic limits by establishing a series of eight college-wide Common Learning Objectives for all students and embracing groups of collaboratively developed Divisional General Education Outcomes distinct to each of the nine academic divisions of the College. The Plan details provision for complete curricular mapping and alignment of appropriate general education outcomes, learning performance standards, and recognized assessments within every program and course of study offered by the College, thereby appropriately documenting the acquisition, application, and integration of broad learning and skills as integral to IVCCD educational programs. Key components of the IVCCD Common Learning Objectives also address ethical behaviors, civic responsibilities, and appreciation for diversity, formally linking learning outcomes to the recognition of the human and cultural diversity of the world in which students live and work. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 3B requirements.*

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

- 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

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curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

- All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
- Instructors are evaluated regularly in accordance with established institutional policies and procedures.
- 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.
- Instructors are accessible for student inquiry.
- 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.

Comment: *Iowa Valley Community College students experience the benefit of particularly low student to staff ratios and relatively small class sizes, as well as ongoing instructional continuity inherent to an exemplary supermajority of full-time faculty. The College reports broad-based participation and engagement by faculty in curriculum oversight processes, institutional effectiveness and improvement efforts, and assessment of student learning activities at the course, program, and District levels. Deployment of IVCCD Board Policies, Series No. 401 and 402, addresses statutory requirements of the Code of Iowa regarding hiring processes and appropriate college faculty credentialing, while National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation participation provides for review of all concurrent enrollment (dual credit) faculty credentials congruent with on-campus faculty. Iowa Valley Community College presents operational evidence of a structural system of regular performance evaluation for faculty in addition to semi-annual review of student course evaluations assessing the effectiveness and responsiveness of faculty. Through processes detailed in the IVCCD Quality Faculty Plan, and in accordance with Code of Iowa regulations, the College delivers, documents, and appraises operation of a structured professional development stratagem involving all full- and part-time instructors. To ensure high quality access for students, the College provides a full range of electronic communications capabilities for faculty/student interaction and instructors must designate a substantial portion of their work time exclusively for office hours. IVCCD students benefit from a wide range of support services, including student success specialists, TRIO program assistance, and faculty advising; comparisons of student service staffing ratios conducted through the National Community College Benchmark Project (NCCBP) verify enviable levels of staff availability for students in career services, registration/advising, and financial aid assistance. Likewise, prior studies from both the Survey of Entering Student Engagement (SENSE), and the Community College Survey of Student Engagement (CCSSE) have borne out these findings. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 3C requirements.*

Core Component 3.D: The institution provides support for student learning and effective teaching.

- The institution provides student support services suited to the needs of its student populations.
- 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.
- The institution provides academic advising suited to its programs and the needs of its students.
- 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).
- The institution provides to students guidance in the effective use of research and information resources.

Comment: *The Iowa Valley Community College District provides a number of support services to meet the needs of its student population, and submits evidence of multiple listening strategies employed to meet students' support needs and learn about their satisfaction and dissatisfaction through periodic assessment and evaluation of support for students by considering student complaints, levels of satisfaction, persistence rates, and sampling data from the Community College Survey of Student Engagement (CCSSE). The College offers three recent examples of its institutional capacity to strategically and tactically respond to such stakeholder feedback; 1) the TRIO Student Support Services Office, 2) the Marshalltown Education and Training Center, and 3) improved processes for collection and handling of student complaints. To direct students into appropriate courses and programs, IVCCD requires mandatory placement utilizing standardized assessments, academic advisors, and Student Success Specialists. The College publishes comprehensive information regarding vital services available to students through its websites and student handbooks. It provides ample evidence of the necessary infrastructure and a wide range of technological and physical resources required to appropriately support teaching and learning throughout the institution. IVCCD promotes effective and responsible use of research resources directly through course syllabi under faculty/staff oversight and direct assistance. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 3D requirements.*

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

- Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
- 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.

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Comment: *The Mission Statement of the Iowa Valley Community College District directly influences the provision of a range of co-curricular programming as opportunities specifically intended to enhance the quality of learning experiences and ensure academic success. In congruence with the District's Common Learning Objectives, the College offers a variety of academic department clubs and honor societies, student government and activities, residence hall experiential living, intercollegiate athletics, and multicultural and international organizations. IVCCD employs personnel as dedicated coordinators of student engagement to actively monitor participation and evaluate the appropriateness of student activities, and promotes available leadership experience opportunities through new student orientation, student handbooks, social media, websites, and College Experience courses. It is the opinion of this team that the Iowa Valley Community College District meets Core Component 3E requirements.*

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 student learning through processes designed to promote continuous improvement.

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

- The institution maintains a practice of regular program reviews.
- The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
- The institution has policies that assure the quality of the credit it accepts in transfer.
- 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.
- The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
- 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).

Comment: *In the past three years, IVCCD has made many improvements in its processes for reviewing current and prospective programs. The Iowa Administrative Code requires Iowa community colleges to conduct academic program reviews on a five-year cycle, yet IVCCD reviews its programs on a three-year cycle that includes students and stakeholders to validate the programs' economic and academic vitality. The Program Review Assessment Team is comprised of faculty and staff, and they review evaluation documents, assess program strengths*

and opportunities, and provide feedback for program improvement. This review addresses specific areas: 1) program curriculum, 2) community resources, 3) articulation, 4) educational resources, 5) admission/job placement data, 6) assessment of student learning, and 7) faculty development (Figure 6.2-3). In 2010, they implemented a new Program Development Process (Figure 6.2-2) that includes assessing budgeting and marketing needs earlier in the development process. Data, stakeholder requirements, curriculum currency, and job placements are now part of the program design. The Curriculum Process (Figure 6.2-1) was improved in 2011 to help clarify processes to internal stakeholders (faculty) and increase efficiency. The institute tracks and evaluates the success of its students using a variety of measures (course completion, student success, persistence rates, degrees awarded and post-graduation data); however, the data referenced in their application/portfolio are lagging indicators reflective of past information. It is the opinion of this team that Iowa Valley Community College District meets Core Component 4A requirements.

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

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

Comment: *In the spring of 2011, IVCCD identified five new Common Learning Objectives. They implemented the new CLOs and made plans for targeting and assessing them with baseline data. Aggregate and department-level CLO results are gathered each year and presented in the Assessment Plan. 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 process. Internal review of programs, special accreditations and third-party assessment processes are used to assess student learning. External assessment data is reviewed as appropriate, including NCCBP, IPEDS, CCSSE, and SENSE data. Once the data from assessment activities is collected, senior leadership and faculty determine how to use the information to improve courses and programs. A number of examples of assessment data as the catalyst for improvement planning are given, including implementation of Supplemental Instruction for particular developmental courses. It is the opinion of this team that Iowa Valley Community College District meets Core Component 4B requirements.*

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.

- 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.

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- The institution collects and analyzes information on student retention, persistence, and completion of its programs.
- The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
- 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.)

Comment: *Within the last few years, IVCCD has given attention and made concerted efforts toward educational improvement. One of their Strategic Goals is directly related to student success. A current Quality Action Project is developing a process to identify and evaluate retention initiatives across the district. In 2012, they signed on as part of the National Governors Association Complete to Compete concept and developed the Iowa Community College Completion Initiative. IVCCD collects information on retention, completion, and persistence. Comparative data, however, in many of these areas is currently lacking. Overall, IVCCD is committed to being a data-driven institute utilizing feedback and results in their PDCA improvement processes. It is the opinion of this team that Iowa Valley Community College District meets Core Component 4C requirements.*

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 institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
- 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.
- The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
- The institution's staff in all areas are appropriately qualified and trained.
- The institution has a well-developed process in place for budgeting and for monitoring expense.

Comment: *Maintaining fiscal sustainability through increased accountability and transparency is a current Strategic Goal for IVCCD. Their Strategic Planning Process (Figure 2.1-1) provides*

for the development and prioritization of specific initiatives, identifies allocation of resources, assigns primary owners, and specifies key performance indicators. They have an annual process for resource allocation. IVCCD maintains a qualified and trained faculty and staff through their systematic approach for hiring, with supervisors using a hiring checklist and involving stakeholders in the interview process. Decreasing state aid has led to analysis of appropriate staffing levels based on organizational needs. Attrition and early retirements provided opportunities for comprehensive analysis, gathering input from stakeholders in the affected areas, and restructuring of work flow and job duties. 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. To ensure fiscal accountability, the BOD hires an outside accounting firm to provide an annual audit of District finances (Figure 7.5-1). It is the opinion of this team that Iowa Valley Community College District meets Core Component 5A requirements.

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.

- 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.
- The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
- The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Comment: *IVCCD employs a systematic review of key aspects of the governance system designed to uphold the laws that govern and protect the interests of stakeholders. The shared governance structure (Figure 1.2-3) provides numerous methods for internal stakeholder engagement. IVCCD Board Policy provides for BOD standing committees including Finance and Facilities, Academic and Student Affairs, Personnel, and Board Policy Review. The standing committees meet as needed to discuss situations or problems that fall under their assigned responsibilities. The organization has multiple processes in place designed to engage employees through feedback and recognition for performance. Employees' input into strategic planning is sought through the annual Staff Day. Employee engagement with the accomplishment of their strategic objectives can be seen in their survey results (Figures 7.4-1 – 7.4-5). Through the Internal Communication Plan (Figure 1.1-1), senior leaders have demonstrated a commitment to frank and open communication using a systematic approach deployed throughout the organization that provides for a number of vehicles to listen and respond to internal customers. They use Top Workplace Survey (TWS) to determine elements of referral, motivation, and loyalty affecting workforce engagement throughout different work units. Figure 7-3.14 demonstrates the organization's proactive approach to maintaining employee satisfaction with organizational IT systems. It is the opinion of this team that Iowa Valley Community College District meets Core Component 5B requirements.*

Core Component 5.C: The institution engages in systematic and integrated planning.

- The institution allocates its resources in alignment with its mission and priorities.
- The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
- 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.
- Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Comment: *IVCCD has developed a systematic approach to strategic planning incorporating feedback from their stakeholders. The strategic planning process (Figure 2.1-1) includes the collection, sharing and analysis of information and data trends from a variety of inputs collected throughout the three-year cycle of the Strategic Agenda. The use of the PDCA quality improvement cycle for strategic planning provides an ongoing and cyclical approach to continuous goal setting, adapting, and achieving.*

The organization utilizes data made available through TWS, CCSSE, SENSE, and internal /external stakeholder satisfaction surveys to measure organizational performance and capabilities. This data is used by a cross-functional team (IEC) that reviews baseline data, establishes trends, and modifies action plans. The information is also used to address organizational needs and challenges. However, as noted in the Iowa Recognition for Excellence Feedback Report, it is unclear if IVCCD uses key performance measures or indicators relative to tracking of action plans or achievement of strategic objectives. Therefore, the organization may not be able to ensure alignment of action plans with strategic objectives, gauge deployment of strategic initiatives, or assess performance toward achievement of the strategic agenda. In addition, no evidence of short or long-term performance projections is presented. Without projection data, IVCCD has not established an expectation for how implementing strategic plan objectives will affect key performance metrics. Yet, this apparent lack of alignment and projection data does not rise to an issue of accreditation. It is the opinion of this team that Iowa Valley Community College District meets Core Component 5C requirements.

Core Component 5.D: The institution works systematically to improve its performance.

- The institution develops and documents evidence of performance in its operations.
- 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.

Comment: *Since receiving their 2009 AQIP Systems Appraisal Feedback Report, senior leaders*

have committed to becoming a data-driven institute that integrates systemic processes on a district level. They implemented the Plan-Do-Check-Act model of institutional effectiveness to purposefully incorporate analysis of data into District initiatives. Processes such as PDCA and learning from the ASAPs should ensure increased student learning and provide for improvements of educational programs and services. Although the organizational processes for continuous quality improvement are not fully aligned with the strategic agenda, the use of PDCA to modify their action plans does appear to be an effective tool for continuous quality improvement. It is the opinion of this team that Iowa Valley Community College District meets Core Component 5D requirements.