

CQR Quality Highlights Report Spring 2017 to Spring 2018

The Higher Learning Commission has ten Guiding Values. Iowa Lakes Community College commits to the same values, as outlined in the CQR Quality Highlights Report.

Current Institutional Profile

Iowa Lakes Community College (Iowa Lakes) serves five direct and portions of eight counties covering over 2,900 square miles in northwest Iowa with a population of nearly 68,000 residents. Of this population, approximately 19.2% of individuals 25 years and older have obtained a Bachelor's degree. In addition, a higher percentage of the population has some college or a degree (56% vs 50%) than the state average. Conversely, the population diversity in the Iowa Lakes region is over than double the state average, and those minority populations are living in poverty at a rate 16% higher than the state average. In general, poverty rates in the region are higher than the state average as well and over 70% of students qualify for Pell.

Iowa Lakes is a public, non-profit, rural, multi-campus institution, with one campus in each direct county served. Of those, two are full service campuses, and three are additional campus locations. A sixth site houses the administration building. In total, the Iowa Lakes system encompasses 29 buildings occupying 566 acres of land. Iowa Lakes was established in 1967 under provision of Chapters 260C and 260D, Code of Iowa. The mission of the College is "to provide opportunities for quality lifelong learning and promote economic development for our communities".

1. Focus on student learning / 2. Education as public purpose

Iowa Lakes continues to adapt and improve processes which address ***Criterion Four. Teaching and Learning: Evaluation and Improvement***. Assessment of student learning has been an emphasis (see page 4), as well as active learning, a transition to the Canvas Learning Management System platform, classroom technology innovations, new teacher development, faculty meetings, trainings, and updates. College processes to review college-wide and program learning outcomes are led by the Vice President of Administration /Chief Academic Officer, Curriculum Committee and the Assessment Review Committee. Currently faculty are reviewing college-wide outcomes, with plans to continue the process to review program outcomes.

One major initiative to support learning was the migration to the Canvas learning platform. Which the College began use of Canvas during Fall 2017 semester. One of the key elements of the transition was to require that faculty use Canvas, at a minimum, for attendance and gradebook for all sections taught. The transitional period for this requirement is the 2017-2018 academic year, with expectations for full compliance by Fall 2018. In a recent survey of the faculty, over 96% of respondents were already complying with this minimum, and most of them were using additional features as well. Student response to Canvas has been overwhelmingly positive, with many students noting how much they like Canvas during the Fall 2017 listening sessions with the President.

Processes include scheduled outreach to faculty each semester including lists of annual reminders to make use of multiple and varied forms of assessment each year, provision of

checklists with common and recurrent dates, college expectations, and emails which highlight and include examples of best professional practices.

Iowa Lakes was awarded a federal Title III Grant for Strengthening Institutions, in September of 2016. The purpose of the grant is to assess, update, and infuse technology into curriculum, redesign and assess hybrid offerings, and expand ongoing faculty development opportunities to improve student learning and engagement. The grant will upgrade instructional technology on all five campuses, with two programs, Agriculture and Nursing, serving as pilot programs for specialized technology. A particular focus of grant initiatives is active learning methodology and supporting technology for enhanced student engagement. Faculty training is provided, through presentations, conference participation, and by a full-time Educational Technologist.

In addition, the College conducts an annual mandatory Teacher's Workshop for new faculty, adjunct instructors, and high school teachers of concurrent enrollment courses. The workshop includes sessions on effective teaching, syllabi construction, and assessment. Faculty are encouraged to use frequent and differing methods for measuring student learning and application of course concepts and skills. Multiple references to teaching and assessment are summarized, presented, and recommended.

Programs at Iowa Lakes use frequent and varied forms of assessment, often industry-based, to monitor, direct, and document student learning and skill attainment. In addition to Nursing which was highlighted in our systems portfolio, some other examples include Construction, Powersports, Veterinary Technician, and Welding.

Construction students have the opportunity to attain eight professional certifications which require examinations and performance testing. Besides classroom instruction, hands-on experience with relevant equipment is provided, practiced, and appraised before they apply for and are evaluated for certification.

Certifications for construction students are:

- OSHA 10-Hour Certification
- Forklift Operator License/Certification
- Skid Loader Operation
- Scissor Lift/Boom Lift
- First Aid/CPR Certification
- American Concrete Institute (ACI) Flatwork Technician Certification
- Lean Abatement Training
- Powder Actuated Tool Operator License

A visual example for construction outcomes includes the project they complete as a group. For the 2017-2018 school year, they have constructed a 1,200-square foot cabin for a city campground. It features a design from the previous year's students. Construction was completed using "green" construction techniques that allow for better energy efficiency such as advanced framing techniques that are as strong as standard construction but utilize less wood materials and allow for more insulation.

Students in Powersports (motorcycle and small engine) work with a range of equipment from string trimmers, chainsaws, motorcycles, all-terrain vehicles, and personal watercraft or jet skis. They have the opportunity to learn and develop skills towards employment and supported by achieving national certificates offered by several industry representatives. In particular, a Kohler representative spends several days with students on training specific to their motors and works towards completion of their industry-recognized certificate.

The Veterinary Technician program is accredited by the American Veterinary Medical Association (AVMA) and Committee on Veterinary Technician Education and Activities (CVTEA). Documentation of student learning is a program requirement, based on extensive checklists and records maintained for each student. Students receive classroom instruction and skill development with veterinary clinic equipment. Practice with shelter animals and livestock at the College farm gives a direct and relevant form of assessment and encouragement to be successful, to measure animal health, diagnose injury or illness, monitor treatment, and promote healing.

Welding enacted a major curriculum revision, funded by the US Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant to the Iowa Community Colleges, to coordinate instruction on the American Welding Society (AWS) SENSE materials. Many of the Welding courses in Common Course Numbering System for Iowa Community Colleges were revised based on AWS industry standards, with an emphasis on professional work-ready skills demonstration. The Welding program coordinator and instructor at Iowa Lakes is a certified welding educator (CWE) and certified welding inspector (CWI), capable of teaching proper practices, assessing student learning, providing direct practice opportunities, and evaluating student attainment. Along with a welding assistant, students get significant opportunity to practice skills, be assessed at industry standards, and potentially attain nationally recognized AWS qualifications.

The Math department is piloting a new partnership with the Wind Energy, Electrical Technology, Engineering Technology, and the HVAC programs this year to deliver Technical Math. In essence, it is being delivered as co-requisite support to students who would not have tested into the appropriate level of math through an additional lab hour taught by the same math instructor. (In the past, students were referred to take a concurrent developmental education course). Early results from last semester were very promising, indicating an increase in average course GPA from 2.48 to 3.05. The goal is to better prepare students for Technical Physics, which they take during Spring semester, so progress will be evaluated at the conclusion of the Spring semester.

Enrollment & Enrollment Monitoring

Enrollment data: Fall 2017 10-day count

Headcount: 2,795 (854 Secondary, 587 Arts/Science, 617 Vocational)

Credit hours: 20,866

3-year average comparison (10th day count)

Headcount 3 yr. average: 2,909 students a difference of -114 students (-3.9%)

Credit Hours 3 yr average: 22,105 hr, a difference of -1,149 (-5.2%)

Figure 1: Iowa Lakes Community College, reported to Iowa Department of Education, Year End (total unduplicated)*

	Full Time Students	Full Time Credit Hours	FT: Avg # of credits	Part Time Students	Part Time Credit Hours	PT: Avg # of credits
FY16	915	30,188	32.99	2,323	20,473	8.81
FY15	958	31,533	32.92	2,517	22,209	8.82
FY14	1,199	37,254	31.07	2,671	23,885.50	8.94
Average	1024	32,992	32.22	2,504	22,189	8.86

As can be seen in the data above (Figure 1), Iowa Lakes is experiencing a decline in enrollment. Because tuition resources continue to comprise an increasing portion of funding, reversing the trend has, and continues to be, an important institutional goal. Early enrollment figures for this semester indicate the efforts may have started to reverse this trend- as unofficial enrollment for spring 2018 has increased over fall 2017 by 3.6 percent headcount and 1.1 percent credit hours.

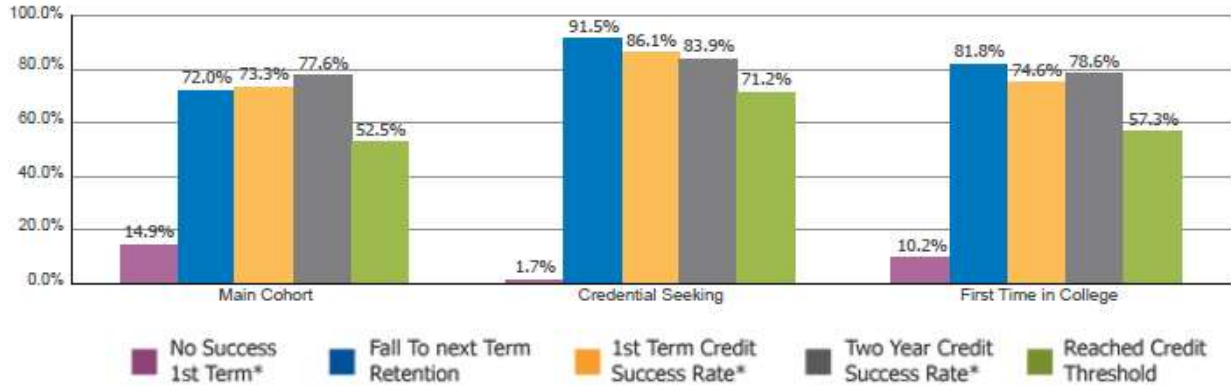
The College has processes in place to set, benchmark, and assess enrollment goals. The Enrollment Management Team, whose members are made up of cross-functional members, are entrusted with setting and monitoring internal benchmarks. They also monitor success of initiatives and set quantifiable goals.

Data monitored and analyzed to guide the Enrollment Management Team consists of: full time and part time student head count and credit hours taken by each group as seen in figure 1, the persistence, retention, and completion rates documented in the Voluntary Framework of Accountability (VFA) report as seen in figure 2, graduation, transfer, and success rates as reported by the Iowa Department of Education as seen in figure 3, and data published by the National Community College Benchmark Project (NCCBP). According to a recent report published by the National Community College Benchmark Project, a persistence rate of 82% (next-term) and 53% (fall-fall) ranks Iowa Lakes in the 98th percentile. The College-wide enrollment goal is an increase in student headcount of 13% from fall 2017 to fall 2018.

Persistence, Retention, Completion

While we enjoy some of the highest retention and completion rates in the state of Iowa, we continue to keep student success/completion as a major focus. A Completion Specialist was hired in 2015 to develop and improve processes with targeted efforts to yield increased student success. The Completion Specialist assist with developing internal benchmarks and was instrumental in the selection and implementation of the Nuro Retention software, a predictive analytics program for the early identification and intervention with at-risk students.

Figure 2: Persistence/Retention Rates

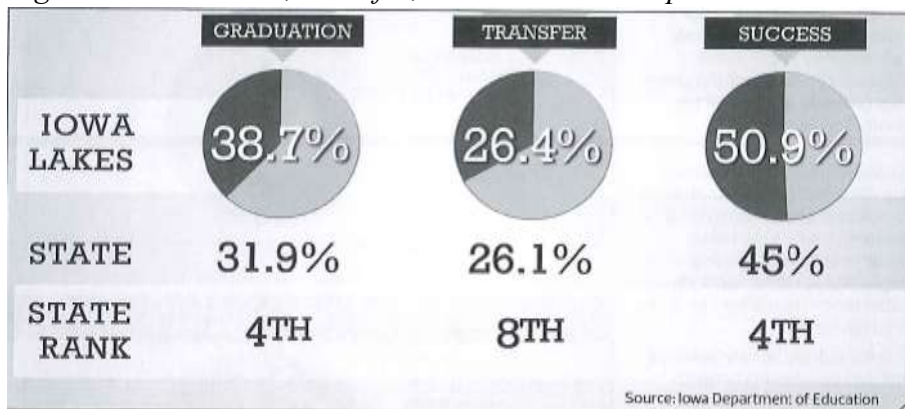


Source: Voluntary Framework of Accountability

With the implementation of the Nuro Retention Software, the College will develop internal benchmarks for persistence and completion. The software provides the college with the means to develop its own systematic early alert processes, which will be automatically generated. Educational Counselors and advisors will be alerted automatically if a student misses more than three classes in a row or if his/her grades fall below 2.0 GPA. Early alerts and intervention initiatives will result in an increase in graduation and success rates as seen in figure 3.

Currently, Educational Counselors have piloted an innovative program to reach struggling students via text message. The targeted population are students who have excessive absenteeism or low grades within the first few weeks of classes. Preliminary results have been encouraging indicating that students who were engaged were more likely to improve their grades and persist than those not contacted or engaged through technology. At the beginning of the program, students were referred to the Educational Counselors from faculty members. Data collection from the program has been kept by each Counselor; with the new software, the data will be collected in one location. Nuro Retention software moves this project to the next level.

Figure 3: Graduation, Transfer, Success Rates compared to State



Graduation Rate: number of students who graduated from this college with any type of award within 150% of the time allocated for completion of that type of award divided by number of first time/full time.

Transfer Rate: number of students who transferred to institutions from this college within three years divided by number of first time/full time students in this college at starting year. Some students could both transfer and graduate.

Success rate: number of students who either graduated from this college within 150% of time for completion, or transferred without graduation divided by number of first time/full time students in this college at starting year. No student is counted more than once.

College Learning Outcomes/Assessment

The Assessment Review Committee was directed to review the College's general education definition in Spring 2017. A sub-committee researched other institutions' definitions of general education (both two-year public community colleges and four-year universities) and also reviewed recently published articles to assist in guiding the review and possible update process. The sub-committee met to discuss findings, commonalities, and wording as it specifically related to Iowa Lakes Community College and the culture of a small, rural community college. After deliberations, a consensus was reached that the current general education definition is not only viable but reflects Iowa Lakes' commitment to excellence. The subcommittee submitted a recommendation to the full Assessment Review Committee in Fall 2017 to keep the current definition as stated and review again within three years, and this recommendation was affirmed at the October 2017 meeting

In addition, the College was faced with a review of the assessment instrument used to conduct student learning assessment, based on the fact that the long-used CAAP test was discontinued. Members of the Assessment Review Committee (ARC) recommended the use of the Educational Testing Services (ETS) / Proficiency Profile Standard Form assessment to assess common learning outcomes, starting in spring 2018. Making use of a new assessment tool means that longitudinal data will be lost; however, the ETS Proficiency Profile offers multiple performance indicators for individual results, groups, and subgroups of students, and it is hoped will yield more actionable results. It also allows for institutional comparison data across peer institutions. College processes are in place allowing faculty opportunities to analyze data from the assessments and identify areas of strengths and opportunities for curriculum improvement. The first assessment, to be administered February 28, 2018, will be used to set benchmarks for future assessments.

Since submission of the Systems Portfolio and subsequent feedback about strengthening assessment of student learning, the College has taken steps to reaffirm its commitment to this area. The College has elected to participate in the Higher Learning Commission's General Education Assessment workshop in February 2018. The team of faculty, staff, and administrators who attend will continue the College's efforts to strengthen Iowa Lakes' assessment plans and processes.

Additionally, the College has initiated a series of faculty meetings and discussions at the College and department levels to review college, general education, program, and course learning outcomes and assessments. In Fall 2017 faculty brainstormed desired core outcomes for all students regardless of degree or program. Some of these are: think critically, communicate effectively, able to apply knowledge to life applications, able to use current technology

effectively, service to others, and global awareness to name a few. At in-service in February 2018, faculty will review, discuss and approve a new set of core outcomes, setting the stage for a new assessment program based on those outcomes. In addition, via a renewed emphasis on disciplinary meetings, faculty will review program outcomes for currency, and a process will be developed to provide for review and revision of all course outcomes, ensuring they are written in outcome (what will the student learn) format rather than in objective (what will the teacher teach) format. Future stages of the process will include involvement of adjunct faculty, and identification of common assessments across sections taught in multiple district locations.

Facilities

A successful bond referendum in 2016 allowed the College to execute multiple facilities updates. Each of the five campuses has unique needs, which are reflected in the nature of each project. A lengthy process managed by the Executive Director of Facilities Management is in place. It includes student, faculty, staff, and public input into the type and design of improvements in order to address the individual needs of each community and campus.

- Algona (In Progress)

The addition at the Algona campus (which is under construction) will house the Tietz Entrepreneurial Center. The addition will create dedicated office and meeting room space which has the flexibility to be easily adapted to each of the unique needs. The Tietz Entrepreneurial Center will provide classes and workshops to community members and high school students interested in entrepreneurial topics. Completion of the addition in the spring of 2018 will allow current classroom space to return to credit-bearing courses.

- Emmetsburg (Nearing Completion)

A Student Services Center at the Emmetsburg campus opened in the fall of 2017. The new section allows for a student one-stop center with easy access to Admissions, Financial Aid, Business and Records offices as well as the Campus Store. The open concept design of the building encourages cross-training of staff to ensure student needs are met. It also has a large open area with comfortable seating for students to gather and socialize. Campus improvements also include the Dining Services area and renovation of the vacated spaces for potential rooms for new programs which serve the community - and region.

- Estherville (In Progress)

After decades of planning, Iowa Lakes broke ground in 2017 on a new performing-arts facility, with a completion date planned for summer 2019. The performing-arts facility will house a 504-seat auditorium, classrooms, dressing rooms, and an open foyer that can serve as a meeting area to host meals or receptions in conjunction with performance events. One feature of the addition is a loading dock, which will allow large items such as musical instruments or play sets to be loaded and unloaded easily. The addition will primarily be used to provide a state of the art venue for Iowa Lakes' vocal and musical students to showcase their learning outcomes. It will also provide the College with the opportunity to host competitions, live music, national or regional speakers, and training events, and it will serve community groups and area high schools needing a larger auditorium.

- Spencer (Completed)

The Spencer campus resides in a renovated business /office complex of which the college is the majority owner in partnership with state, county and regional offices as well as other educational entities. A new roof was essential to protect the valuable educational equipment as well as the contents of other businesses. The project may not be visible to everyone, yet regular users of the building have noticed a big difference. In addition to the new roof in 2017, a new exterior upgrade was installed on the building, clearly designating the building as part of Iowa Lakes Community College.

- Spirit Lake (Completed)

Existing facilities were remodeled into a large, flexible industrial lab space to provide industry trainings for which traditional classroom space is incompatible. The renovation included a dedicated entrance and expanded secure storage. The electrical apprenticeship program will utilize the space in addition to short-term industry trainings.

3. Education for a diverse, technological, globally-connect world

TRIO Upward Bound Grant

Since 1972, Iowa Lakes has hosted one or more of the federal TRIO programs and has effectively worked with students who are first generation college students and come from low income families to create access to college. The TRIO Upward Bound grant was awarded and began on September 1, 2017. The grant is a 5 year award in excess of \$1.2 million dollars. The program is funded from the United States Department of Education in the amount of \$257,500 per year. TRIO Upward Bound provides 60 eligible 9th-12th grade students with services that support successful completion of high school and assist with post-secondary exploration and enrollment. TRIO Upward Bound serves high school students who come from families who are low-income and who would be the first in their families to pursue post-secondary education.

Technology improvements/Title III Grant

Iowa Lakes commits to improve teaching and learning by an infusion of technology, enhancement of classrooms, and providing professional development for all faculty and staff. The College wrote for a Title III grant to support these efforts in 2015 but were not awarded. Even so, the College felt so strongly, internal resources were identified to begin the process of revitalization. Concurrently, the grant application was revised, resubmitted and awarded in 2016.

College initiatives before grant award included:

- Faculty participated in presentations from vendors on portable computing options and selected Surface tablets to replace desktop computers. The tablets provide access to resources and teaching tools inside and outside of the classroom.

- Classroom LCD projectors were inventoried and options explored for wireless linkage to the Surface tablets. Using available equipment funds, Iowa Lakes upgraded 16 classrooms to digital, high-definition LCD projectors.
- Equipment in the Educational Technology room on the Estherville Campus provided a variation from the Active Learning classrooms and has been utilized heavily for faculty training, committee meetings, student registrations, distance conferences, and other uses.

Upon receipt of the Title III grant award,

- Iowa Lakes was able to replicate the Active Learning classroom already implemented at the Estherville Campus by installing a second Active Learning classroom on the Emmetsburg Campus. The Active Learning classrooms provide for instructional sessions that are fully interactive, utilize multiple audio/visual inputs, feature flexible seating, and give the participants a wide range of options for sharing work.
- As one of the pilot programs identified, the Nursing Department received a simulation “hospital” with three patient rooms and a nurses’ station. The patient rooms feature electronic mannequins that can be operated to replicate clinical experiences in a controlled and repeatable manner. Recording equipment provides for retrieval and review of experiences. Students can complete up to 50 percent of clinical activity in the lab, giving them a much richer clinical experience in this sparsely populated, rural region of Iowa.
- Nursing faculty attended a conference in Washington, D.C., regarding simulation in June 2017. As the other identified pilot program, Agriculture faculty joined the Title III grant staff and attended the International Forum for Active Learning at the University of Minnesota in August 2017 to gain expertise in best practices.
- The next phase of the Title III grant will include the purchase and implementation of state-of-the art equipment for agriculture students, including a GPS-controlled planter and operator simulators, i.e. tractor and/or combine. Additional classrooms will be upgraded, with high definition LCD projectors or potentially with large high definition monitors, both capable of wireless linkage to instructional devices.

Faculty professional development is a key component of the Title III grant, including hiring an Educational Technologist. The position has been very involved in the Learning Management System (LMS) transition from Pearson to Canvas. The Educational Technologist has worked with instructors and students in the Active Learning classrooms and assisted new Surface users. She has also presented and conducted trainings to the students in the Successful Learning classes. She will coordinate the work of two committees, for assessment and recommendation of classroom technology upgrades and hybrid course development.

With the hiring of both a Title III Grant Coordinator and an Educational Technologist, the grant provided opportunities to improve classroom technology and active learning methodologies. Specifically, the grant requires and provides staffing to lead assessment of current hybrid course quality, development of hybrid course quality standards, and monitoring of new hybrid course development, along with professional support and resource identification and

testing. Although Iowa Lakes has been involved with online courses for over ten years, there are relatively few hybrid courses offered, particularly in technical programs. Hybrid curriculum has been in development for Nursing courses, to offer more options for place-bound students and further utilize Canvas, the new LMS. These will be implemented this summer and assessed for student preference and performance. Similar opportunities are being sought in other technical programs.

Data to be collected, analyzed and utilized include student perceptions, impact of Active Learning classrooms, and instructor use of upgraded instructional technology. Specific goals of the grant include a reduction in the number of students needing remedial coursework, increased student program/degree completion especially in Nursing and Agriculture programs, and further opportunities in experiential learning. Survey and establishment of baseline performance results have begun in the first year of the five-year grant.

Website Upgrades

The Iowa Lakes Community College website was extensively upgraded in August of 2017. The 8,000+ page digital worldwide communication was strengthened - thanks to an excellent committee which assisted in the layout and design of the site. In addition to the rebuild, the website specialist has spent *countless* hours meeting the new ADA standards within the federal guidelines. The site has been extensively improved and is constantly updated to reflect changes/upgrades.

“Digital & Green” Student Handbook

Iowa Lakes Community College launched a new effort in the “digital age” - the student handbook went from paper to digital during a time the college was honored with one of only nine Green Ribbon Schools Postsecondary Sustainability awards from the U.S. Department of Education. This digital handbook provided cost savings of approximately \$4 per book. Around 100 copies were printed for administrative personnel to have on hand when needed. This action launched an innovative approach to communicating with students about policies and guidelines. Personnel worked with the Director of the statewide Online Consortium to electronically notify all students at the start of each semester about the handbook. The action required all students to log in and verify they had access to a version of the handbook. This step then notified the college of the ‘receipt.’ An electronic version of the handbook remains on the college website for universal communication.

4. A culture of continuous improvement / 5. Evidence-based institutional learning and self-presentation

Current AQIP Action Projects

Current AQIP action projects focus on the College’s priorities: compliance, recruitment strategies, and technology integration for improved teaching and learning. The most recent action project focuses on *Compliance*, and it began fall 2017. The project was recommended and supported by the Collegewide Improvement Committee, and the Campus Administrators and Student Services Committee (CA/SS) has taken the lead. A review and update of the Students Right to Know content on the Iowa Lakes website is complete, and processes involved with

compliance were mapped to continue the systematic and intentional review of federal and state mandates which ensure compliance.

The *Recruiting Strategies* project, originally slated to end 2017, has been extended to continue development and implementation of progress toward the use of Nuro Retention Software. This ties directly into the scope and focus of the project's intent: retention. Trainings and a pilot group have begun and full implementation of use will occur in 2018 following a delay from the staff at the Nuro Learning company.

The third action project *Technology Integration* continues with activities involved in the award of a Title III grant. The grant and project status is explained further under the Title III Grant section.

Work continues on our annual review and updates of process mapping to ensure documentation for cross-training and to aid in succession transitions. This was an action project completed September 6, 2011. During December 2017 and January 2018 review, it was noted many files in the system were infected and/or damaged, all process maps have been reviewed and updated. Part of the current review process included identification of those processes not mapped and to document the procedure for future planning in case of technology infractions.

Program Review Process and Assessment Review

The Assessment Review Committee (ARC) approved a revised program review process which was used to review programs beginning fall 2017.

Changes include:

- The process includes more faculty as peer reviewers: Program Coordinator/Faculty who have completed program review the previous year, Program Coordinator/Faculty who have an upcoming review, ARC faculty member, Faculty Assessment Liaison, a faculty member from the Curriculum Committee, an Advisory Board member for the specific program, and a current student and/or recent graduate of the program.
- Programs under review complete the electronic Comprehensive Instructional Program Review Template with data such as: enrollment, retention, and completion; assessment; employment outlook/workforce data; and learning outcomes and competencies.
- Reviewers have access to the electronic file and have additional time to review materials and process information before meeting with Program Coordinators for questions and feedback.
- In the term following review, the Program Coordinator will present a Program Review Highlights Summary at a college-wide in-service gathering.

During Fall 2017, four programs underwent program review, completing their review cycles and follow up meetings before the end of the semester. Five additional programs will begin and complete program review in the Spring semester, 2018.

Grant Writing Process

Grant seeking, grant writing, and grant implementation processes have been reviewed and updated, and mapped. A grant proposal form was updated along with a process and procedures handbook. Each proposal will be presented to the College executive leadership team by an executive leadership team member for discussion and approval. The handbook outlines responsibilities, trainings, meetings, allowable expenses, and other topics. The process map assists those who are seeking grant funds, and the handbook is designed for faculty and staff who coordinate a grant project or are part of a grant-funded activity. The handbook will be distributed and reviewed at each grant orientation meeting.

Faculty Qualifications Updates

Iowa Lakes continues to monitor faculty credentials for full-time, adjunct, and concurrent enrollment instructors. In alignment with State of Iowa and the Higher Learning Commission standards, all Arts & Sciences faculty members are required to have 18 credits at the Masters level in the subject that they teach. With the exception of one faculty member who will complete their plan to meet the 18 credit guideline Spring 2018, all other faculty, adjunct and concurrent faculty members meet the 18 credit requirement. The Ellucian Datatel software only allows qualified instructors to be entered into the system.

Staff Development Update

Following the recommendation of the Professional Employees Standards Committee (faculty) and the Meet and Confer Committee (non-faculty) for in-service topics, Mark A. Grey from UNI addressed Changing Demographics in Education and Diversity during the in-service of fall 2017. In October, staff had training on recognizing and accommodating individuals with disabilities. Based on the positive feedback from the training, a similar session for faculty will be held in fall 2018. The Professional Employee Standards Committee has already recommended a speaker for faculty on accommodations and accessibility for fall 2018. The spring 2018 in-service day will focus on the HLC accreditation process and updates.

A convocation event on Title IX (Bystander Intervention) was held for students and staff in September 2017. Student Services staff and other college personnel attended emergency mental health training and blood-borne pathogen training in fall 2017. In January 2018, all faculty members participated in Mandatory Reporter training for child and adult abuse.

6. Integrity, transparency, and ethical behavior or practice

Academic Freedom

Criterion Two. Integrity: Ethical and Responsible Conduct. Iowa Lakes Community College is committed to freedom of expression and the pursuit of truth in teaching and learning. Within the Systems Portfolio, Board Policy, Series 513: Academic Freedom was not specifically identified.

The policy which is reviewed by the Board and reflected in college processes states (in part) the following:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher of the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Faculty, as citizens, are free from institutional censorship; however, as professionals and scholars, they understand the special obligation and duties imposed upon them. Board policy reminds faculty that “they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and shall indicate that they are not speaking for the institution. (Iowa Lakes Community College Board Policy. Subject: Curriculum. Series 513: Academic Freedom. Date of Adoption: 1/28/69. Date of Review: June, 2005.)

The Board policy on Academic Freedom is scheduled for review in February 2018.

Iowa Lakes protects the rights of instructors in teaching and the rights of students in learning. The College Catalog (2016-2017, Page 4) identifies Opportunities and Lifelong Learning, as related to the Colleges Mission. These include the following statements, which extend and support the freedom of students to pursue their academic goals:

ensure all constituents have the opportunity and support necessary to take advantage of the postsecondary education programs and services offered by the college;

provide learner centered activities that empower individuals to reach their potential and fulfill their personal and career goals;

and provide opportunities for individuals to continue learning throughout their lifetime.

Iowa Lakes outlines college and student responsibilities, which includes “to provide for its members those privileges, opportunities and protections which best promote the learning process”. (Iowa Lakes Community College 2016-2017 Student Handbook. College/Student Responsibilities. Page 1.)

The Student Handbook further addresses academic freedom by stating the following:

Academic Institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. (Student Rights and Responsibilities/Code of Conduct. Page 15

In addition, the academic freedom of students is shown further protection by the following statement found in the Student Handbook (Classroom Performance. Page 53):

Students should be protected from unprofessional disclosure of their views, beliefs and political associations. Information which staff members acquire in the course of their work as instructors, advisors, and counselors is considered confidential.

Legislative Issues in Iowa affecting community colleges

During the 2017 state legislative session, mandatory negotiation items in collective bargaining were greatly reduced. The master contract between the Iowa Lakes Education Association and the Board of Trustees was affected and now may only cover salary negotiations. Representatives from administration and representatives from the Iowa Lakes Education Association agreed to continue much of the language no longer allowed through collective bargaining in a separate faculty handbook, covering topics such as health insurance and retirement benefits. The two parties meet annually to review the topics contained in the handbook. Furthermore, the new law requires annual ratification of bargaining units. The faculty ratified their bargaining agreement in October 2017.

7. Governance for the well-being of the institution

College Administrative Team

In June 2017, the Vice President of Administration/Chief Academic Officer resigned. A search committee was appointed, and the Executive Dean of the Estherville Campus was hired to serve as the Vice President of Administration. An external candidate was hired as the new Executive Dean of the Estherville Campus. Each of these individuals brings a wealth of knowledge from previous institutions to Iowa Lakes Community College, providing new best practices based on their experiences. The new Vice President provides leadership for the continuous improvement process and strategic planning.

8. Planning and management of resources to ensure institutional sustainability / 9. Mission-centered evaluation

Financial Indicators

In September and October 2017, Iowa Lakes purchased and installed a new Financial Reporting Software called Synoptix. Synoptix integrates with the Database Management Software (Ellucian Colleague) and assists in creating financial reports in a more efficient manner. The Chief Financial Officer developed robust reports that allow Iowa Lakes to track income for the range of college enrollment types and statuses. The new data collection will allow administration to track internal metrics and compare against external benchmarks.

With Synoptix, the Finance Office staff will be able to create financial and budget reports for all areas of the College quickly and efficiently. Previously, these reports were created by running queries and transferring the information to Microsoft Excel spreadsheets. Each update had to be created manually and was labor intensive. Synoptix will allow a template report to be created and then customized to each department. The software allows the Finance staff the ability to schedule

reports to be run automatically. Finance staff will be able to schedule reports to be distributed to budget managers and key personnel in regular time frames which can then be distributed by email. No additional effort would be required of staff to request, create, or distribute the reports as the software handles it once it is scheduled.

Reports created and distributed will be easier to retrieve and read by managers. The reports can be automatically distributed to managers so that they only receive the information they are looking for and have the ability explore the report further to gain more information.

Strategic Plan

Iowa Lakes is currently engaged in the strategic plan “Navigating Our Future” until December 2018. The College will seek input from multiple cross-functional teams to assist in planning for the next five years. Similar to the process undergone for the current iteration of the strategic plan, the executive leadership team will review trends and data to identify priorities and measurable goals. Upon Board approval, the new Strategic Plan will be submitted to the Iowa Department of Education with implementation January 2019.

Cabinet Goals

Twice annually, the executive leadership team meets to set and review bi-annual goals based on the College’s Mission and Strategic Plan; Systems Appraisal Feedback Report; AQIP Action Projects; student and College needs; student, employee, and community feedback; and current influences on the college. The overarching categories are: academic, community, culture, and facilities. Under each category, multiple subcategories are identified and specific measurable goals identified under each. Each goal is assigned a member of the executive leadership team to lead and document completion; the executive leadership team members work collaboratively with staff, faculty, students, business partners, community members, and other stakeholders as needed to ensure goals are completed.

10. Accreditation through peer review

As outlined in the CQR Quality Highlights Report, Iowa Lakes Community College is committed to the values and process of accreditation through the Higher Learning Commission. Since receiving feedback on the Systems Portfolio, action throughout the past year has focused on improved data collection and analysis, including the use of new processes and software to ensure solid data for decision-making by the executive leadership team and other administrators within the College. Student learning and concern for the public purpose has always been a main focus of the work at Iowa Lakes. More robust assessments and increased efforts with recruitment and retention have been a constant theme in the year since the Feedback Report. Multiple reviews of current policies and procedures have strengthened and renewed commitment to the integrity and effectiveness of governance at Iowa Lakes Community College.

URL's

Faculty/Staff Handbook: The handbook is accessible to all on the college shared drive. Included as an attachment.

Iowa Lakes Student Handbook:

https://www.iowalakes.edu/media/cms/Student_Handbook1718_302ABAE85542D.pdf

College Catalog: <https://www.iowalakes.edu/registrars-office/catalogs/>