

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

IOWA LAKES COMMUNITY COLLEGE- 1769

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Iowa Lakes Community College (ILCC) is a public, two-year institution established in 1967 and serves a five county region. The five-campus, open-enrollment College has a well-developed mission, vision, and value statements, which emphasize lifelong learning, opportunities for success, and economic development for its communities. The College employs 81 full-time faculty, 70 part-time faculty, 133 full-time staff, and 132 part-time staff to serve 2,160 students. The College offers AA, AS, AAS degrees; diploma and certificates with over 100 academic programs; distance and online learning; business and industry certifications; a concurrent program for regional high school; and, adult education and literacy programs. ILCC's credit based programming emphasizes flexibility and multiple teaching-learning modalities consistent with the institution's mission. The administration and board have continued commitment to a strategic plan which emphasizes continuous improvement, growth, and transformation of student-centered services.

Category Summary Statements

- 1. Helping Students Learn:** The College's academic goals arise out of state policy governing Iowa community colleges. These include providing the first two years of college work and transfer preparation; offering career, technical training, and developmental opportunities to a diverse student population; and, providing programs and courses to high school students. These goals support the College's mission which states, "Iowa Lakes Community College provides opportunities for quality lifelong learning and promoting economic development for our communities." The College has determined that processes and results are at the systematic level of maturity. Recent improvements include strategic plan revision, pilot technical math program, NACEP accreditation, uniform placement exam, and adding active learning classrooms. Three AQIP Action Projects supported this category.
- 2. Meeting Student & Other Key Stakeholder Needs:** ILCC takes pride in its student services department and works to ensure intentional interactions with students at key points in their enrollment at the community college. The College was recognized in its last portfolio for its ability to build and maintain relationships with students and other key stakeholders and ILCC continues to build on these strengths. The College rates its maturity level for processes and results in this category as systematic and lists improvements as the hiring of a completion specialist, increased outreach from educational counselors, and an Action Project to review and improve recruitment strategies.
- 3. Valuing Employees:** The College is committed to hiring qualified and effective faculty, staff, and administrators to provide a positive work environment for employees and an outstanding educational experience for students. The Executive Director of HR provides direction for recruitment, hiring, recognition, compensation, evaluation, and retention. Employee satisfaction and productivity are supported through annual performance evaluations, regular

meetings, professional committee opportunities, employee in-service and trainings, and input from the Noel-Levitz College Employee Satisfaction Survey. The College rates the maturity level of processes in this category as aligned, and the maturity of results as systematic. Recent improvements include: updated hiring processes, on-boarding and improved course assignment processes; new monthly supervisory meetings; and increased faculty compensation.

- 4. Planning and Leading:** ILCC's strategic planning is guided by its mission and has a process to develop, implement and monitor results to provide quality education and promote economic development. Community demographics and a very robust economy have adversely impacted enrollment for the past 6 years and state general aid has been stagnant. In light of these challenges, ILCC has taken several steps, including making budgetary adjustments, identifying strategies for retention, and increasing growth in non-credit programming. ILCC recently passed a \$16 million bond referendum to complete facility projects, and a Title III grant will allow for technology upgrades in classrooms, expansion of hybrid offerings and faculty training on how to use the new technology. The College rates the maturity level of processes as aligned and results as systematic. The College lists numerous recent improvements in this Category as well as two affiliated AQIP Action Projects.
- 5. Knowledge Management & Resource Stewardship:** ILCC has processes and results which provide evidence of strong resource management and institutional effectiveness. While enrollments have leveled off, increasing capacity in large and growing programs, technology upgrades and increased security have become priorities. The College has sought state and federal funding through grants and has passed a bond to fund these needs. The College rates the processes for this category as aligned and the results as systematic. It lists recent improvements to include the hiring of an educational technologist, increased wireless capability, and 24/7 managed services. The AQIP Action Project, "Enhance the Use of Technology to Improve Teaching and Learning," has supported improvements in this category.
- 6. Quality Overview:** ILCC is currently involved with many quality improvement initiatives. The College Cabinet continues to analyze and assess ways to improve quality measures across campuses. ILCC rates the maturity of both processes and results in this category as systematic. It lists the important improvements as the AQIP Systems Portfolio preparation process and the improved Program Review process. "Conquer!" is the affiliated AQIP Action Project for this category.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus, may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge 1: The College collects data, but without support from an Institutional Researcher, has challenges in managing the data and providing results to inform decision-making and improvements in program and operational effectiveness.

Strategic Challenge 2: Determining additional performance measures for a wide array of processes related to Category 4 can inform improvements in the area of leadership and planning.

Strategic Challenge 3: ILCC can develop a more comprehensive student learning assessment plan, add more direct measures and determine desired outcomes for common, program and course learning outcomes including retention, and for specific programs, certification or licensure exam passing rates.

Strategic Challenge 4: Establishing measures reflective of key processes for each Category while adding internal targets for each measure and external benchmarks as appropriate can raise the level of maturity across the portfolio.

Strategic Challenge 5: Developing an assessment plan for co-curricular programs that reflect appropriate common learning outcomes can strengthen the assessment of student learning that occurs outside the classroom.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below and the detailed feedback offered in Appendix B are based only on evidence presented in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

The College appears to be at the systematic level in many of its processes related to Helping Students Learn. It has developed Common Learning Outcomes, which are used throughout all academic programs and are assessed through the CAAP. The College mentions that learning outcomes have been developed for courses and programs, yet they are not discussed specifically, nor is the assessment of those outcomes clearly presented. Well-developed processes have been developed for program review, with advisory committees, and for curriculum approvals. The maturity of its Results is at the systematic and reactive levels. Many areas lack

specific outcomes or measures, which can be tracked. While Action Projects are mentioned in the category introduction, they are not referred to within the category responses.

The College has developed several process improvements in relation to Helping Students Learn. The general education and program assessment plans are providing data that the College can use to make improvements. By sharing information across programs and setting internal targets and external benchmarks for key processes, ILCC may enhance its ability to evaluate processes and make consequential improvements that will move the institution to the next stage of maturity.

Category One Strategic Issues:

1. Address ongoing faculty development in relation to scholarly activities and ethical teaching practices.
2. Address student issues of academic integrity and monitoring.
3. Identify student success in relation to retention, graduation rates, and for select programs, exam passing rates as some direct methods of assessment.
4. Set internal targets and external benchmarks to evaluate effectiveness of common outcomes.
5. Structure a co-curricular assessment plan.
6. Provide evidence of the assessment of learning outcomes at the course and program level.
7. Improve maturity levels by identifying appropriate measures or outcomes, reporting results and making improvements based on those findings.

Category Two: Meeting Student & Other Key Stakeholder Needs

The College has overall systematic processes for Category 2. Retention, persistence and completion rates are a focus for improvement with the recent hiring of Pathway Navigators and Career Coaches and implementation of an early warning system. ILCC assesses student and stakeholder needs with overall high satisfaction levels. Partnerships are created to address the mission and strategic goals; however, the College may want to focus on common quality outcome measures versus the quantity of partnerships. The complaint process may be strengthened by creating a specific process for non-student stakeholders, broadening measures beyond academic appeals, and determining appropriate measures, including themes emerging from student chat sessions and Facebook complaints. Results are approaching the systematic maturity level, with few comparative measures and data that are not linked to processes. Creating internal targets and external benchmarks while adding additional measures, may inform the College of areas for improvement.

Category Two Strategic Issues:

1. Strengthen the student and stakeholder complaint process to include added measures for results that may inform decision-making and provide greater levels of satisfaction.
2. Create internal targets and external benchmarks to inform decisions and improvements.
3. Link processes to measures that provide data for informed decision-making.

Category Three: Valuing Employees

ILCC demonstrates an aligned level of maturity for Category Three processes. ILCC has well-defined processes that support hiring and on-boarding of new employees as well as for evaluating employees. Clarity in the process for performance evaluations for administrators may be beneficial for added insight to overall College performance. Faculty qualifications, including for dual enrollment instructors, are tracked and reviewed. Professional development may be

expanded given grant funding to support College initiatives. Although the College has robust recognition and benefits, compensation has been identified by ILCC as a challenge for recruitment of qualified employees and may be adversely affecting employee satisfaction levels.

Regarding its use of data and results, however, ILCC operates at the systematic or reactive level. Some outcomes and tools are identified that are neither connected to the processes nor consistently represented in the reported data. An evident need emerges for ILCC to expand its measures and use data to set internal targets and establish benchmarks.

Category Three Strategic Issues:

1. Develop internal targets and create external benchmarks to inform decision-making.
2. Consider collaborations with other Iowa community colleges to provide professional development opportunities to maximize funds and provide greater employee satisfaction.
3. Align measures and tools with the described processes and present a broader scope of performance data.

Category Four: Planning and Leading

ILCC operates between a systematic and aligned level of maturity for processes in this category. The College has operations and processes in place to support strategic planning, leadership development, ethical decision-making, and integrity in its operations. Measures and tools are at the systematic or reactive level of maturity. ILCC has the opportunity to identify measures that connect to its processes and to develop internal targets and external benchmarks to assess effectiveness.

Category Four Strategic Issues:

1. Provide evidence to support how Action Projects referenced in the introduction are actually being integrated and used to drive improvements throughout this Category.
2. Develop additional measures that reflect Category 4 processes to measure effectiveness in Planning and Leading by setting targets and recommending external benchmarks.

Category Five: Knowledge Management & Resource Stewardship

ILCC processes for Category 5 are systematic to aligned maturity level. Access to financial resources with the bond and the College's strong budgeting process suggest it has operations and processes in place to respond to physical, technological, fiscal, and operational needs to support continued educational programming. However, data collection, analysis and results reporting with targets and external benchmarks are needed to substantiate effective operational processes.

Results are largely reactive with measures identified, but not reported. Although many of the improvements to fiscal management have been implemented for security reasons, ILCC may benefit from connecting changes to processes and identifying the data that informed the College of changes that needed to be made. The introduction to Category 5 mentions an affiliated Action Project; however, the project is not discussed within the Category narrative.

Category Five Strategic Issues:

1. Consider the challenges the lack of a position dedicated to Institutional Effectiveness/Research raises with data management and program effectiveness/review.
2. Clarify in what ways and to what extent employees are trained for new technologies and operating processes (budget training is an exception).

3. Use measures, results, and analysis for evaluation of operational processes to drive informed decision-making.
4. Create internal targets and locate comparative benchmarks for additional measures.

Category Six: Quality Overview

The College has systematic processes overall for its quality culture with the recent re-alignment of the AQIP Pathway to the College's planning processes. ILCC is to be commended for its efforts and plans to include employees campus-wide on its various quality initiatives. Results of quality initiatives are approaching the systematic level of maturity level. Measuring results and communicating the successes of quality initiatives may further increase involvement, provide new vitality, and help to reaffirm the commitment to the AQIP Pathway.

Category Six Strategic Issues:

1. Recognize ILCC's culture of quality will mature as the College improves its ability to develop effective outcomes and measures, provide meaningful results, set and utilize targets and benchmarks, and share and analyze information leading to improvements.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the 21 Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Noted below in this document, the team provides summary statements that convey broadly its

observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only on information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission: All Core-Components are presented clearly and are strong.

Criterion Two. Integrity: Ethical and Responsible Conduct: All Core-Components are presented clearly and are strong with the exception of Core-Component 2.D. This Core-Component may be strengthened with specific policies or procedures that reflect the College's assertions of academic freedom.

Criterion Three. Teaching and Learning: Quality, Resources, and Support: All Core-Components are presented clearly and are strong.

Criterion Four. Teaching and Learning: Evaluation and Improvement: All Core-Components are presented clearly and are strong with the exception of Core-Component 4.B. ILCC may improve 4.B. by providing additional evidence of assessing student learning through direct measures beyond developmental courses and the nursing program. In addition, creating and implementing assessment of co-curricular programs for identified learning outcomes will address 4.B2.

Criterion Five. Resources, Planning, and Institutional Effectiveness: All Core-Components are presented clearly and are strong.

V. Quality of the Systems Portfolio

In its Systems Portfolio, ILCC has effectively shared the story of the College and its pursuit of continuous improvement in fulfillment of the mission, vision and values. The inclusion of graphics and tables to present structural details and data is helpful to understanding the institution's operations and performance. One area for improvement is ensuring data is tied to key processes, including housing of longitudinal results and developing clearly defined internal targets and external benchmarks for key performance indicators.

The portfolio is clearly and effectively written and follows the format provided by the HLC closely. While six different committees had input in the development of the portfolio, ILCC is to be commended on that collaborative approach. The Category Overviews were especially helpful as the College provided a self-rating of maturity levels for both processes and results while highlighting important improvements and affiliated AQIP Action Projects. However, there was little reference to these improvements or projects within the Category items.

It is clear that ILCC has a commitment to student success and community partnerships. ILCC's portfolio clearly articulates the value and number of external partners the College has developed. These partnerships clearly help bring in resources and leverage funding that the College would not otherwise receive.

VI. . Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects

every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack	Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are	Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial	Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate

<p>measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>
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APPENDIX B AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution’s credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: ILCC clearly aligned the common learning outcomes (CLOs) with the institutional mission and vision and based the CLOs on the Iowa Department of Education’s requirements for a general education component. The College delineated different types of credit requirements to align with credential type.
Determining common outcomes	Aligned: ILCC operates with a clearly defined understanding of common learning outcomes. A variety of groups including Iowa DE, advisory board members, faculty members and the Assessment Review Committee (ARC), collaborate to define these outcomes. The College Board reviews the definition every three years.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: ILCC lists several methods to assess the CLOs; however, the processes are only partially articulated in the narrative. The goals are dependent on CAAP testing, and the other assessments mentioned do not seem to clearly address CLOs.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Aligned: Each program has an advisory board that consists of industry and business professionals and community members. Program curricular changes are made as a result of industry needs, advisory feedback, and accrediting bodies. The College may consider identifying how those achievement goals best serve student needs.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal	Systematic: Program coordinators and faculty ensure that the program outcomes are relevant and up-to-date with regional workplace trends and employer needs through working with advisory boards, external third party accrediting groups, and national organizations. The actual process that the

needs	groups use to ensure the outcomes are relevant may be articulated through specific examples.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: ILCC offers a wide variety of co-curricular activities to support and enhance learning outside the classroom and contribute to the educational experience of students. ILCC may find value in identifying goals and criteria that can be used to evaluate the effectiveness of clubs and programming.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Systematic: The ARC, led by faculty, selects tools to assess the CLOs. Additionally, faculty program coordinators work with advisory boards to select appropriate instruments to assess outcomes. While the College lists the tools utilized, it is unclear how many of these tools directly measure outcomes.
Assessing common learning outcomes	Systematic: The ARC reviews several data points, but the process to gather and assess the information by the ARC is unclear. ILCC may benefit from providing a fuller description of how student assessment results are collected, analyzed, and interpreted.

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Common learning outcomes and program outcomes are tracked and measured utilizing specific tools. ILCC may find value in detailing how the results are shared with all stakeholders as well as from the inclusion of more direct measures of student learning outcomes.
Summary results of measures (including tables and figures when possible)	Systematic: Assessment results are mixed based on the data reported; some areas report success while other areas are experiencing a decline. Demonstrating the ability to understand and use the results throughout the range of programs may be helpful in moving ILCC to a higher maturity level.
Comparison of results with internal targets and external benchmarks	Systematic: ILCC benchmarks with NCCBP and with other Iowa community colleges. External comparative results are available for the Noel-Levitz survey, the CAAP results, transfer data, and the percentage of students receiving an A or B in credit classes. Many of the CAAP tables provide internal comparisons from year to year. However, the College has the opportunity to set targets for the scores or proficiency rates.
Interpretation of results and insights gained	Reacting: ILCC reports that the College is achieving the transfer student goal of retention, success, and completion at Iowa's regent universities. However, there is no discussion of other key metrics and insights gained.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC discusses strategies to improve student/advisor contact in response to the declining CAAP scores. However, the College appears to depend heavily on the CAAP for a direct measure of common student learning outcomes and may benefit from additional direct measurements of the CLOs.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission,	Aligned: Program learning outcomes reflect the mission and core values in providing lifelong learning, promoting economic development for the

educational offerings, and degree levels of the institution	community, promoting dignity of individuals, offering quality education, establishing community partnerships, focusing on integrity, and supporting the well-being of learners.
Determining program outcomes	Aligned: Program learning outcomes are determined using a variety of internal and external sources. Information collected internally and externally is shared with faculty, deans, and ARC. Feedback, both formal and informal, is used to provide information regarding student preparation needs and to make modifications to the curriculum.
Articulating the purposes, content, and level of achievement of these outcomes	Aligned: ILCC uses a wide variety of media, both print and electronic, to articulate the purpose, content, and required learning to its internal and external stakeholders.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: ILCC relies on program coordinators' collaboration with multiple stakeholders and research for program feedback, but the process and repeatability is not well articulated. ILCC may increase maturity by consistently sharing information at the college-level with program coordinators or deans.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: The College has a variety of co-curricular activities including community service and on-the-job training that are developed for specific programs; however, the activities may benefit from campus coordination and a formal student learning assessment plan.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: Each program coordinator selects methods and tools for assessing program learning outcomes that appear only to relate to the five year program review. Currency of programs may be enhanced by selecting key program outcomes to be tracked annually.
Assessing program learning outcomes	Systematic ILCC programs with an external accreditation have a demonstrated assessment process, and programs without external accreditation rely on the College's program review process. ILCC may increase its maturity through a more articulated program review process that has clearly articulated outcomes and results and that involves all stakeholders.

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC tracks and analyzes some data to determine if students gain the knowledge, skills, and abilities expected from its programs. It is unclear if programs without specialized accreditation have as complete a data gathering and tracking process. ILCC may benefit from reviewing their program review process to ensure all programs have access to tools that are tracked by the College.
Overall levels of deployment of assessment processes within the institution	Reacting: Although the College uses the CAAP for some sophomore students, there does not appear to be key assessments of degree program learning outcomes beyond the welding and nursing program. The College's assessment and improvement efforts may be better supported by including the sample size and how the data is shared across the institution.
Summary results of measures (including tables and figures when possible)	Reacting: The College provides data on developmental courses and entrance exams that do not directly reflect program learning outcomes. Results for the nursing program depict passing rates without indicating yearly national pass rates for comparison. The nursing program results are overall negative. Additional data from a sampling of degree programs may increase the maturity level.
Comparison of results with internal targets and	Reacting: ILCC presented no internal targets and only a few external benchmarks; there is little information to suggest that ILCC uses targets

external benchmarks	and benchmarks to improve their programs.
Interpretation of results and insights gained	Reacting: While ILCC discusses improvements planned for the nursing program, no other interpretations or insights about other programs are discussed.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The narrative addresses changes to the nursing program based on performance results and the procurement of a Title III grant to assist the College with this effort. Other changes were discussed; however, the connection between the data presented and the changes made to programs was inconsistent.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Aligned: ILCC identifies student needs starting with the collegiate on-boarding process and continues through student graduation. The College collects demographic and other student data during admissions to assist in identifying student groups. The College Cabinet reviews the data to ensure the College is meeting the needs of ILCC students.
Identifying other key stakeholder groups and determining their needs	Aligned: ILCC identifies the following key stakeholder groups: Iowa DE, business and industry partners, and accrediting bodies. The College reviews local, state, national workforce and industry data to determine how to best serve the communities and employers in the increasingly global economy.
Developing and improving responsive programming to meet all stakeholders' needs	Aligned: ILCC determines stakeholder needs through roundtables, one-on-one meetings, grant partnerships, federal, state, and local organizations, and program advisory board meetings. Classes are scheduled in a variety of formats to provide flexibility for traditional and non-traditional students.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: The currency and effectiveness of academic programs are regularly assessed through tools and methods selected by faculty and the College Cabinet. ILCC may benefit from additional direct measures of student learning outcomes at the course, program, and institutional levels. Additionally, ILCC may benefit from establishing a process to evaluate the effectiveness of assessment tools in helping to determine whether student, employer, and community needs are being met.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic: A formal program review process evaluates 20 percent of College programs annually. Separate from the formal program review, ILCC annually reviews the viability of each program. Several data points are evaluated by the College Cabinet to ensure all potential concerns and factors are considered. The College may benefit from sharing its program review findings.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: While ILCC has multiple measures, it is not clear who is responsible for collecting the data and how results are shared. In addition, it is not evident how many participants are sampled and the response rate.

	The College may benefit from focusing on an additional set of direct measures as key performance indicators to provide a more consistent approach.
Summary results of measures (including tables and figures when possible)	Systematic: The College provides several examples of survey results, which indicate a high level of satisfaction with program curriculum, the priority on student learning, and the role and interaction of the advisory board. The College may benefit from a more structured approach to summarizing results based on key performance measures.
Comparison of results with internal targets and external benchmarks	Reacting: Other than Perkins data, the College did not provide targets or benchmarks for the majority of the data collected. Trend data and targets/benchmarks may help ILCC mature in its use of data.
Interpretation of results and insights gained	Systematic: ILCC developed the survey for advisory boards since the last portfolio, and those surveys have indicated that the programs meet stakeholder needs. However, the College may benefit from providing more results and interpretations of both direct and indirect assessment measures.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC has identified several areas to improve from specific program adjustments to a review of the Program Review Process by the Assessment Review Committee. The College has built effective program advisory teams and has benefited from the recent creation of the uniform annual survey.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Aligned: ILCC determines course rigor and level of preparation needed by benchmarking with other institutions, reviewing accrediting body guidelines, reviewing state codes regarding degree level requirements, identifying industry standards, and conferring with transfer institutions.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic: ILCC describes how it ensures rigor in its concurrent enrollment program through classroom visits and professional development activities to qualified faculty. The College has an opportunity to describe how rigor is maintained for courses offered in other modalities beyond the common syllabus.
Awarding prior learning and transfer credits	Systematic: The College has policies with regard to acceptance of transfer credits and how the credit applies to degree requirements. ILCC evaluates its policy for transferring credit for prior learning (CPL) to incorporate best practices. The College may move to the aligned level of maturity when it completes the process to refine documentation and evaluation of prior learning.
Selecting, implementing, and maintaining specialized accreditation(s)	Systematic: ILCC maintains five program accreditations, as well as accreditation of its concurrent enrollment program with high school students. The President approves all requests to apply for program accreditation. The College may want to have a more coordinated process for its external accreditation selection and maintenance.
Assessing the level of outcomes attainment by	Systematic: The College refers to learning outcomes that are defined for all programs and degree levels, but these are not evident in the portfolio.

graduates at all levels	Only a few examples were provided to demonstrate graduate attainment of skills. A clear description of these outcomes and their assessment may advance ILCC's level of maturity.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Systematic: ILCC utilizes several tools and methods to assess program rigor. ILCC may have an opportunity to share its findings and learning across programs and may benefit from a thorough description of the assessment processes used at the course and program levels.

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College analyzes the following data points to determine the quality of academic programs: instructor evaluations, retention rates, graduation rates, and employer satisfaction. While the College also lists a wide range of measures to assess general education and program needs and strengths, there is no mention of program learning outcomes.
Summary results of measures (including tables and figures when possible)	Reacting: While the College includes results for the Employer Satisfaction Survey (ESS), trends cannot be evaluated because only one year of data is reported. The limited results reported indicate a high level of satisfaction for the veterinary program. Other results including course completion and advisory board recommendations may provide a more complete picture.
Comparison of results with internal targets and external benchmarks	Reacting: Although the College notes its overall graduation rates and transfer GPA, these do not reflect the tools or measures presented in processes or results. No internal targets or external benchmarks are provided for the veterinary program example. Internal targets for the surgical program appear to be not meet at the 70 percent graduation benchmark. ILCC may benefit from targets and benchmarks that focus more directly on academic program quality.
Interpretation of results and insights gained	Reacting: ILCC presented limited links between the data collected and insights gained. Some discussion about the transfer data and surgical program was presented. ILCC may benefit from additional connection between process, data, and outcomes in order to move to a higher maturity level.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC depends heavily on the Program Review Process to assess the quality of its academic programs. While that process appears to be used systematically across the campus, it is not completely clear how effectively it assesses student learning. The College has included a strategic goal to “strengthen efforts to measure student learning and success” and a goal to review and update of the program review process. These goals may lead the College to a more advanced level of maturity.

1P5. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Systematic: While the College uses a workshop methodology for teaching strategies associated with integrity, no clear process outlines faculty expectation in this area. Outlining what is in place for faculty will be beneficial.
Ensuring ethical learning and research practices of students	Systematic: The College utilizes the IRB form for all research conducted with human subjects and uses an academic dishonesty policy and other in-class products to ensure ethical learning. While students receive instruction

	regarding plagiarism, it's not clear how ILCC ensures students receive appropriate instruction in other violations.
Ensuring ethical teaching and research practices of faculty	Systematic: ILCC uses a New Teacher Workshop to ensure new faculty understand the ethical responsibility of teaching and working at ILCC. Hiring practices, orientation workshops, mentoring, and IRB processes support ethical teaching and research practices of faculty. The College may benefit from developing or articulating its policies regarding faculty involvement in professional development opportunities in ethical teaching, learning, and research practices.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Reacting: The College does not specifically describe the tools, or the selection of tools, used to evaluate the effectiveness and comprehensiveness of supporting Academic integrity.

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: There is no tracking of the identified tools presented in this section. Without tools, as identified above, there are no outcomes to track.
Summary results of measures (including tables and figures when possible)	Reacting: Data is provided in this section about the number of PLA credits awarded and the percent of programs with specialized accreditation. This information does not connect back to a process that was identified in the process section.
Comparison of results with internal targets and external benchmarks	Reacting: ILCC has not established benchmarks for ethics and academic integrity. Establishing these in the future may be beneficial.
Interpretation of results and insights gained	Reacting: ILCC determines they are proactive in preparing for changes in academic integrity. While this may be true, the College -provides no insights on the effectiveness of processes and a need for related measures.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>While the College describes the 2016 Academic Honesty Policy as an update, it appears that the policy may be quite new at least in its enforcement. The College acknowledges the need to track cases of academic dishonesty, which can provide a direct measure of academic integrity.</p> <p>Hiring practices and professional development procedures are in place, yet the ethical practices in the classroom and in teaching and research are not emphasized for this category. An example could be to showcase any types of juried exhibits or community reviews in which faculty might participate. The College may clarify if IRB training or any of the NIH processes to ensure ethical practices are being undertaken for IRB processes.</p>

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Aligned: ILCC has a process for determining key student groups that aligns with its mission, vision and values. The process is embedded in its student intake, and an Institutional Support Team helps to identify student groups.
Determining new student groups to target for educational offerings and services	Aligned: The College utilizes data from internal student needs' assessments, state-wide initiatives, and changes in the local community to target new markets. The Executive Dean and the Student Support Team makes recommendations to the President's cabinet based on student need, student support processes, and economic feasibility.
Meeting changing student needs	Aligned: ILCC's student stakeholder process continually reviews the needs and forwards action plans to the President's Cabinet for approval.
Identifying and supporting student subgroups with distinctive needs	Aligned: ILCC identifies student subgroups at several points. Once non-academic needs for a student subgroup are identified, ILCC develops a plan with goals and budget estimates and submits to the President's Cabinet for approval. Table 2P1-4 highlights key student groups and the Non-Academic services provided.
Deploying non-academic support services to help students be successful	Reacting ILCC presents a clear process for deploying academic support to students, but the processes for connecting students with the variety of non-academic support programs, such as Title IX, was not discussed.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Systematic: Minimum educational requirements have been established for student support services staff, and professional development opportunities for faculty advisors and support staff is available through the College Records Office. It is not clear whether or not the College provides training and professional development for all student support services staff or whether these practices are coordinated across campus and evaluated for improvement.
Communicating the availability of non-academic support services	Aligned: ILCC utilizes a wide range of communication mediums to reach students and to provide a personal network to communicate the availability of services. Table 2P1-5 describes methods to communicate Non-Academic Support Services.
Selecting tools/methods/instruments to assess student needs	Systematic: ILCC uses a variety of tools to assess the non-academic needs of students. The College customizes questions on its ESS survey to focus on particular support areas and also uses the results of SENSE data and Student Satisfaction surveys. It's not clear what criteria or process ILCC uses to select the tools used for assessing non-academic needs.
Assessing the degree to which student needs are met	Systematic: ILCC has several methods for surveying students, and results are analyzed to assess how effectively student needs are being met. A more thorough description of this process may lead to a higher level of maturity.

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Through two national surveys, ILCC examines students' usage and satisfaction with support services. The College also uses other surveys but no information was provided from those surveys. ILCC may gain a more complete picture of student needs and satisfaction by examining the data from the additional surveys.
Summary results of measures (including tables and figures when possible)	Systematic The summary results provide a summary analysis of several support services. While longitudinal results are referenced, a more extensive indicator of years represented in this section could provide more

	substantial longitudinal data (beyond 2014 and 2016).
Comparison of results with internal targets and external benchmarks	Systematic The College is able to benchmark the results with the cohorts compared through the surveys. However, the College has not set internal or external targets which may lead to a higher level of maturity.
Interpretation of results and insights gained	Systematic The College notes that ILCC performs well in comparison to the cohorts compared by the surveys. Students know about the services offered, but may not utilize those opportunities. The College sees this as an opportunity for improvement. Focusing on an identified set of KPI's may help the College move to a more advanced level of maturity.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC continues to make progress in improving its ability to better serve the needs of the College's diverse student populations. This includes new initiatives such as the Diversity Club, establishing a Veteran's Center and becoming a Certified Higher Academic Military Partner (CHAMP) through the Home Base Iowa Program.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Aligned: ILCC has processes in place to collect retention, persistence and completion data; and collects a variety of key data related to student success, satisfaction and enrollment that is distributed College-wide. ILCC identified an AQIP Action Project, "One-Student-at-a-Time" to enhance pathways to college enrollment by increasing number of students moving from non-credit to credit-based enrollment.
Determining targets for student retention, persistence, and completion	Aligned: Key Committees are assigned the development of targets for retention, persistence, and completion. They utilize a full range of College data and resources such as national surveys and the Iowa Community Colleges' Management Information Systems.
Analyzing information on student retention, persistence, and completion	Systematic: ILCC has designated staff responsible for analyzing data to measure goals and set realistic targets for retention, persistence and completion. However, the College may benefit from clearly developed and articulated processes for analyzing the data.
Meeting targets for retention, persistence, and completion	Systematic: The College has involved the College staff and faculty and developed strategies to support increased retention, persistence, and completion. The specific targets and to what degrees they are met, however, are not identified overall.
Selecting tools/methods/instruments to assess retention, persistence, and completion	Aligned: ILCC has the opportunity to access the Iowa community college online consortia data, which is shared publicly through the site. The Voluntary Framework of Accountability is a significant instrument for community college and relevant data. Multiple tools are provided in this explanation.

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC tracks a variety of metrics related to student retention, completion and graduation rates. While targets are provided for some measures tracked, information provided does not include specific targets for all metrics tracked by the College.

Summary results of measures (including tables and figures when possible)	Systematic: Program coordinators collect data on retention and completion specific to their programs. The College provides one example of the Environmental Studies Program, but this does not demonstrate the level of deployment across the College or provide targets.
Comparison of results with internal targets and external benchmarks	Systematic: The College provides several tables providing results of key retention, persistence, and completion measures. These represent a sampling of data from IPEDs, one program, and the state of Iowa. A more coherent, coordinated approach to providing summary results may indicate a higher level of maturity.
Interpretation of results and insights gained	Systematic: Noting a slight decrease in retention and graduation has lead ILCC to narrow the focus of its retention and graduation efforts to reverse the trend. The narrative in this section brings in new data about population that does not appear to be connected to any process.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Action Projects are aligned with processes to support at-risk students; other initiatives support the needs of at-risk students. The College is focusing on its goal to improve retention through academic success. Using Telepresence as a resource to expand tutoring resources to students is an action to be recognized and noted. This resource is being used for student support initiatives rather than meetings or other college personnel needs. This suggests an additional layer of resources committed to the needs of students before the needs of the institution.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups	Systematic: ILCC recognizes its external stakeholder groups. However, alumni may be included for a more comprehensive listing of stakeholders.
Determining new stakeholders to target for services or partnership	Aligned: ILCC has a defined process to target new key stakeholder groups. The four characteristics required include: serving the College mission, vision, and values; documented need; sufficient student and administrative support; and economic feasibility.
Meeting the changing needs of key stakeholders	Systematic: ILCC has designated staff to work with key stakeholders; needs of stakeholders are assessed and met through a variety of forums, including meeting, advisory board, employer surveys, and economic development meetings. The College may benefit from articulating a coordinated, regularly evaluated process.
Selecting tools/methods/instruments to assess key stakeholder needs	Systematic: The Assessment Review Committee approves the tools used to assess and measure stakeholder needs. These instruments are chosen and developed by staff and department members who work closely with the stakeholder groups. As the College notes it may benefit from the use of a standard tool.
Assessing the degree to which key stakeholder needs are met	Systematic: The multiple methods used currently include surveys developed specifically for the stakeholder group, focus groups, evaluations, retention statistics, complaint data, participation data, and program reviews. The College may benefit from the use of a common tool and a more coordinated approach to assessing stakeholder needs.

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures	Systematic: ILCC details a variety of tools and metrics that are used to

tracked and tools utilized	track results. The measures provided range from articulation agreements signed to alumni satisfaction. The significance of the outcomes is not clear in terms of how the results are meeting expectations. There's also no indication of how many participants are involved in surveys conducted.
Summary results of measures (including tables and figures when possible)	Systematic The College provides results regarding the passage of a bond, the signing of new articulation agreements, the results of an alumni satisfaction survey, scholarship events and awards indicating that stakeholder needs are being met. However, a clear linkage between these results and identified outcomes may lead to a higher level of maturity.
Comparison of results with internal targets and external benchmarks	Reacting Results are presented, but there's no evidence of internal targets or external benchmarks.
Interpretation of results and insights gained	Systematic While limited examples are provided, the data do indicate strong stakeholder support. A more focused and coherent approach to outcomes and results may lead to a more meaningful interpretation of the results.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC has developed some effective partnerships with educational, community, and industry groups. These partnerships and effective analysis of needs have led to four new programs related to sustainable energy and two new Trade Adjustment Assistance grants with the Consortium of Iowa Community colleges. The College is to be commended for these advances. However, it is not clear that the College is able to utilize quality approaches, including data-driven decision-making, to select and determine new projects.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Reacting: While ILCC appears to keep a log of complaints, a formal and well-articulated process and the codification of student complaints may benefit the College and increase student satisfaction.
Collecting complaint information from other key stakeholders	Reacting: While ILCC states it uses the same complaint process for other key stakeholders, it does not clearly identify how these complaints are handled.
Learning from complaint information and determining actions	Reacting: ILCC revised its appeal process which now requires students to file academic appeals within 2 years of the term it occurred. Most complaints are handled at the lowest level before reaching the formal stage. However, there is no clearly documented learning process at the departmental or organizational level.
Communicating actions to students and other key stakeholders	Systematic: The complaint process, regardless of the type of complaint, includes a process to communicate the results to a student or a stakeholder. While ILCC staff may clearly understand, the process is presented as dependent on the office or operation rather than a college-wide process forming the framework for operation.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting: These tools may be clearly understood by the staff of ILCC, but the process is presented as dependent on the office or operation rather than a college-wide process that forms the framework for operation. ILCC may want to review and ensure that the process is in place and clear; the policy of such is not evident in this section.

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC tracks the number of formal complaints from year to year.
Summary results of measures (including tables and figures when possible)	Systematic: Results suggest student complaints are minimal with 4 complaints recorded during 2014-2015.No historical information was provided.
Comparison of results with internal targets and external benchmarks	Reacting: ILCC does not have internal targets or external benchmarks. The Executive Dean of Students collects numbers of complaints from year to year. ILCC may improve it use of targets and benchmarks by formally setting an internal target and including a review of the target at a pre-selected time every year.
Interpretation of results and insights gained	Reacting: Although ILCC concludes it has few student complaints, it's not clear how ILCC evaluates its complaint process in order to better understand what's working and what may require attention.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements with communication are in place, including chat opportunities and the use of a Facebook to report student complaints. It is less clear how complaints from non-student stakeholders are received, tracked and resolved. While the College is familiar with its complaint processes, more information may be shared in regard to Title IX needs for students as well as a review of the multiple ways these complaint processes are communicated.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Aligned: College committees and the Cabinet analyze data to determine if the College's needs and mission may be met through a partnership. Selection is based upon the degree to which the partnership impacts students and economic development.
Building and maintaining relationships with partners	Aligned: The President and administrative leaders develop the partnerships. Departments have staff that work with the various partnerships to maintain relationships.
Selecting tools/methods/instruments to assess partnership effectiveness	Systematic: Departments determine how to assess the effectiveness of partnerships such as through contractual agreements, advisory group feedback and surveys. The College may benefit from adopting a common instrument for evaluating effectiveness, especially for partnerships without a contractual agreement.
Evaluating the degree to which collaborations and partnerships are effective	Systematic: ILCC provides examples of cross-campus assessment of partnerships including nursing, high schools, participation in key programs and change in credits earned by student enrollment. The College may benefit from creating a coordinated process for assessing the level of collaboration with existing partnerships.

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
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Outcomes/measures tracked and tools utilized	Systematic Outcomes of contractual agreements and partnership projects along with program participation are used to assess partnership effectiveness. ILCC may benefit from creating common measures to apply to all partnerships and clarify how surveys are used as a metric.
Summary results of measures (including tables and figures when possible)	Systematic: Results reported indicate nursing is responsive to its partners, high schools are overall satisfied with dual credit programs, participation in key programs has increased and non-credit programs are growing. The College may benefit from a more coordinated approach to tracking outcomes and reporting results for partnerships that exist across the campus.
Comparison of results with internal targets and external benchmarks	Reacting: The Gap grant results compared with the state indicate ILCC is slightly below in completion rates while having a higher than average qualified applicant pool. A comparison of ILCC to the state community colleges for non-credit program growth shows ILCC is higher in enrollment and contact hours. The College has the opportunity to establish internal targets for its measures and expand its reported results to include other measures cited by the College.
Interpretation of results and insights gained	Systematic: ILCC interprets its results as successful partnership collaboration and understands the importance of building and maintaining partnerships. Analyzing the other measures mentioned by the College may provide new insights.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College reports several successful collaborations related to workforce grants. ILCC plans to add staff to respond to growth areas such as grants and non-credit programming. Expansion of services by the Tietz Entrepreneurial Center is expected to provide new opportunities for area small businesses.

AQIP Category Three

VALUING EMPLOYEES explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Aligned: ILCC recruits both formally and informally and has an aligned process for hiring employees and ensuring faculty qualifications meet the needs of the College. A new faculty orientation and an all employee on-boarding checklist ensure the orientation process is consistent and repeatable.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Aligned: The Executive Director of Human Resources has developed a process to work with all supervisors to ensure that the requisite qualifications, skills, and values are identified for each position being filled. On-going review of qualifications, values and credentials for a position as well as the College’s participation in a national skills assessment align the College’s needs with the candidate’s abilities.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and	Aligned: In addition to Human Resources and supervisor oversight, ILCC also uses a Professional Employee Standards Committee (PESC) as a key part of the process. ILCC follows the minimum faculty requirements as set forth in the Iowa Code and by the Higher Learning Commission to determine and then track, through an internal audit, qualifications for all

consortia programs	instructors. Faculty teaching in dual credit programs are required to meet the same qualifications as the College faculty.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Aligned: ILCC reviews data and has a process to ensure the College has enough faculty to carry out the work. The College tracks teaching load, enrollment trends, class sizes, faculty-student ratio and committee service to determine adequate numbers for teaching and non-classroom activities and to justify new hires.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Aligned: ILCC has a process that includes the President’s Cabinet and the supervisors to ensure there are appropriate numbers of support staff to carry out the work of the College. Personnel requests are supported with a formal justification and supervisors collaborate with the Cabinet to monitor student needs and enrollment trends that inform decision-making about the numbers of staff needed.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC has a variety of tools and measures that support the recruiting, hiring, and orienting processes, including employee and student satisfaction, staff and instructional effectiveness, and faculty to student ratios. The College may benefit from selecting key performance indicators to monitor the set targets and benchmarks.
Summary results of measures (including tables and figures when possible)	Systematic: Results indicate that ILCC has positive results for faculty/student ratio, with a large number of classes being taught by full-time faculty. While information presented in the narrative covers sufficient staffing for faculty, results for hiring and orienting are not presented. The College may benefit from assessing the actual processes for recruiting, hiring, and orienting.
Comparison of results with internal targets and external benchmarks	Systematic: The College provides both internal and external benchmarks for the faculty-to-student ratios and the percentage of full-time to part-time teaching. A comparison with other institutions indicates that ILCC exceeds this benchmark. The College has an opportunity to explore the service of full-time faculty on key committees such as curriculum with results at 54%. The College may also benefit from establishing targets and benchmarks for other aspects of the recruiting, hiring, and orienting processes.
Interpretation of results and insights gained	Systematic: The College notes its success with maintaining appropriate staffing to support the instructional and student service needs of students. However, other data sources such as performance reviews and faculty involvement in non-classroom activities may provide new insight.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC provides a Faculty Qualifications and Work Experience internal audit as well as a hiring guide and on-boarding checklist, which have strengthened the College’s recruiting and hiring practices. Effective policies ensure strengths in recruitment, hiring and orienting employees. ILCC may identify additional performance metrics to monitor and assess these processes to ensure continuous quality improvement.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Designing performance evaluation systems for all employees	Aligned: The College has a well-developed and documented process for evaluating employees that includes annual evaluations, links to the College mission and values, goal-setting, and a two-way dialogue with supervisors.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Aligned: ILCC has several touch-points leading up to and during the evaluation process to gather input for the evaluation. Two committees are designated to gather input and address concerns. Employees have the opportunity to respond to evaluations, with credentials, skills and values of positions clearly defined.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Aligned: During the evaluation process, employees and supervisors discuss individual goals to ensure the goals and objectives are in line with College goals and mission as well as performance criteria based upon the employee classification. The goal-setting process ensures the alignment of goals with position responsibilities, department goals, and College-wide strategies.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Systematic: The College has clearly established evaluation procedures for faculty and staff. The Collective Bargaining Agreement (CBA) establishes the procedures for faculty evaluations. The Meet and Confer Committee establishes procedures for evaluating non-faculty employees. ILCC has developed an instructional and non-instructional evaluation system to regularly evaluate its employees. However, it is unclear to what degree administrators are evaluated.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Aligned: ILCC has established recognition, compensation, and benefits that apply to all employee categories. The CBA and the Meet and Confer Committee ensure the College has appropriate systems in place.
Promoting employee satisfaction and engagement	Aligned: The College promotes employee satisfaction through recognition of faculty and staff for outstanding performance, recognizing “heroes,” and using comment cards to provide quick feedback to College employees.

3R2. What are the results for determining if evaluation processes assess employees’ contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: ILCC tracks several indicators for its evaluation processes, including employee satisfaction, student satisfaction, employee longevity and comparative compensation.
Summary results of measures (including tables and figures when possible)	Systematic: Summary data relate to employee satisfaction, based on the Noel-Levitz survey, and compensation comparative data. Noel-Levitz results are mixed with ILCC exceeding comparison groups in some areas while trailing in others. It’s not clear how ILCC has performed over time since longitudinal data has not been provided.
Comparison of results with internal targets and external benchmarks	Systematic: ILCC has provided some benchmarks for employee satisfaction based on results of the Noel-Levitz Employee Satisfaction Survey and Iowa Community College Compensation Comparison. No targets for performance have been identified.
Interpretation of results and insights gained	Systematic: ILCC notes that the Employee Satisfaction Survey indicates a good level of satisfaction and a positive comparison with comparative groups. It also notes that there is a lower level of satisfaction with compensation rates, which has raised concerns in terms of recruitment. The College plans to review the entire compensation package and to solicit input from internal staff and external partners.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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By reviewing work objectives and responsibilities, ILCC is taking steps to prepare for significant retirement numbers in the next 5-10 years. The College provides compensation for faculty who gain education or technical competencies. The employee evaluation system addresses each employee classification; however, administrator performance evaluations are not specifically addressed. Policies and procedures regarding employee performance and recognition are in place, but connected outcomes, measures, and clear targets may strengthen results.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Systematic: ILCC identifies professional development needs at both the individual and organizational levels that are consistent with the College-wide goal of enhancing staff development. This process includes both instructional and non-instructional staff. The College has the opportunity to clarify how employees are supported for external training/workshops. Collaboration with other system community colleges may provide additional external development opportunities within budgetary constraints.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Systematic: The PESC reviews a selection of faculty professional development plans each year to ensure instructors have and are completing appropriate development activities that align with the needs of the College. Other measures may be implemented to ensure currency in instructional content including peer review of the syllabus and peer teaching evaluations.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise	Systematic: ILCC uses the Meet and Confer Committee as well as supervisor input to plan, offer, and monitor non-faculty professional development. The College has the opportunity to examine certification needs for specific staff members, including the Financial Aid Officer.
Aligning employee professional development activities with institutional objectives	Aligned: ILCC supports employee efforts to further their education and ensures professional development aligns with institutional objectives and initiatives. Other training examples related to security breaches address recent College initiatives.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College provides outcome measures that connect with various tools including an employee satisfaction survey and performance reviews. Some of the tools listed appear disconnected with employee development such as percent of classes taught by full-time faculty, faculty-to-student ratio, and sufficient faculty and staff ratios.
Summary results of measures (including tables and figures when possible)	Reacting: ILCC has presented a sample of Noel-Levitz Employee Satisfaction results that indicate the College is outperforming the comparison group. It's not clear how ILCC has performed over time since longitudinal data has not been provided. Additionally, the other measures listed in Table 3R3-1 are not represented.
Comparison of results with internal targets and external benchmarks	Reacting: Results for employee satisfaction show that professional development opportunity is rated lower than the comparison. Trending this data may help establish internal targets, and also defining additional comparative measures, such as funds spent on development, may move the College to a higher maturity level.
Interpretation of results and insights gained	Systematic: ILCC recognizes that additional opportunities for professional development are important and seeks grant monies for support. ILCC may

find it helpful to identify targeted professional development opportunities to maximize the impact of additional grant funding and improve employee satisfaction.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC received a Title III grant to improve and upgrade technology in the classroom; the grant provides faculty training funds and an educational technologist. How non-instructional staff fit into the technology strategic planning is unclear. The College recognizes opportunities for professional development may be improved.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution’s mission, vision, and values	Systematic: The College has fully developed mission, vision and values statements, which are reviewed every five years during the development of the strategic plan. However, the College may benefit from articulating the process for the development and deployment of the statements.
Ensuring that institutional actions reflect a commitment to its values	Aligned: In accordance with the College’s values, ILCC makes decisions by putting the needs of students first. All departments and programs develop annual reports with short and long term goals which are aligned with the college-wide values.
Communicating the mission, vision, and values	Aligned: The College mission, vision, and values are published in the student handbook, the employee handbook, the academic catalog, on the website, and posted at each College Campus. College-wide goals and progress are reported at employee in-services and through electronic newsletters.
Ensuring that academic programs and services are consistent with the institution’s mission	Systematic: While it is the responsibility of the President and Cabinet to ensure that academic programs and services are consistent with the mission, the College makes use of numerous teams, groups and committees to recommend and make academic decisions. The College may benefit from articulating the processes involved in assuring consistency with the mission.
Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values	Aligned: ILCC has adopted processes for allocation and utilization of funds to reflect the College’s role as a public educational institution. The College has a budget process in place whereby funds may be requested to accomplish goals: those goals must tie to the mission and strategic plan.

4R1. What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College utilizes several tools to measure employee satisfaction, student satisfaction, and the progress on the goals tied to the strategic plan. The College may benefit from developing specific measures or outcomes regarding the development, communication, and review of the

	mission, vision, and values.
Summary results of measures (including tables and figures when possible)	Systematic: The College reported on one year's results from the Noel-Levitz survey which indicates a level of satisfaction among employees regarding the mission, purpose, and values of the institution. No results were provided on the other measures.
Comparison of results with internal targets and external benchmarks	Systematic: ILCC provides comparative results for the Employee Satisfaction Survey which indicates that the College exceeds the peer group. It's unclear how ILCC has performed over time and no internal targets have been provided.
Interpretation of results and insights gained	Systematic: The College acknowledges that it can work to achieve a higher level of satisfaction perhaps through the collaborative development of the strategic plan and the preparation for the HLC site visit.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College notes that there is an opportunity to involve more faculty and staff in the development of the strategic plan in 2017, which could lead to greater understanding and communication of the mission, vision, and values. It also intends to administer the Employee Satisfaction Survey on a three-year cycle, which will lead to more meaningful comparison data.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Aligned: In the development of the 2013-2018 Strategic Plan, the College involved numerous committees, engaged in environmental scanning, disseminated the planning information to local newspapers and radio stations, and discussed the goals and progress at advisory meetings.
Aligning operations with the institution's mission, vision, values	Systematic: ILCC has identified seven areas that will serve as the focus of its strategic plan. The College Cabinet has developed strategic visions with goals and data sources to track progress in each of these areas. Ensuring alignment between the strategic plan and departmental goals will assist ILCC in its efforts to fulfill its mission.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: The strategic plan and goals are intended to guide all divisions and departments. The College may benefit from articulating the process more fully for aligning these efforts.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Aligned: The College identifies threats, opportunities, and strategies in Table 4P2 and provides up-to-date information regarding budgets and enrollments to support planning.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Aligned: The College works with partnerships, and relies on committee input, trend and data analysis to create and implement strategies and action plans to meet future needs. One example is the development of the Action Project, <i>Enhance the Use of Technology to Improve Teaching and Learning</i> .

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: The College utilizes the employee and student satisfaction measures. ILCC would benefit from developing more focused outcomes for the effectiveness of strategic planning processes.
Summary results of measures (including tables and figures when possible)	Reacting: The College provides summary results related to enrollment, retention, success, and employee satisfaction. It is not clear how well the metrics and data fit with the outcomes and measures identified
Comparison of results with internal targets and external benchmarks	Systematic: Comparison results are available through the Employee Satisfaction Survey, but this is limited to one year. Developing other sources of data with internal targets and external benchmarks may provide more relevant information on operational planning.
Interpretation of results and insights gained	Systematic: The College recognizes the need to involve more internal and external stakeholders in planning. The College also acknowledges that it needs to develop an electronic process to compile the goals and data from annual reports.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College plans to work on the development of goals, metrics and benchmarks for each point of the Strategic Plan. It hopes to identify and purchase a software program to aid in this process and it hopes to make the annual report process electronic. These steps could lead to more effective utilization of outcomes, results, and improvements throughout the College.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Aligned: The seven-member elected Board delegates the day-to-day management to the College President and Cabinet. ILCC's Board of Trustees interacts with the President and administrative team for the budget process, entering contractual relationships and setting goals to ensure effective operations.
Establishing oversight responsibilities and policies of the Governing Board	Aligned: The Board has clearly defined responsibilities as published in the orientation handbook. It is divided into 3-person committees which oversee areas such as Audit, Financial Oversight, and President's evaluation and make recommendations to the full Board.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Aligned: The Board of Trustees delegate daily operations to the President and Cabinet while delegating academic issues to faculty through committees and councils. Monthly presidential reports and Board committees inform the Board to ensure appropriate oversight for academic and non-academic operations.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: The College values maintaining open communication and does so through providing all staff and faculty a direct line to a member of the administrative team and through campus, supervisor, and department meetings, emails and newsletters, professional development, and in-services. The College may benefit from clarifying how inter-departmental communication is facilitated.
Collaborating across all	Aligned: Through the establishment of common learning outcomes, the

units to ensure the maintenance of high academic standards	College has shared priorities both inside and outside the classroom. The College relies on cross-departmental committees when developing and implementing new processes and procedures.
Providing effective leadership to all institutional stakeholders	Systematic: The current model provides an administrator over all areas of the College. The College may benefit from describing the processes that ensure this is effective leadership.
Developing leaders at all levels within the institution	Aligned: The College participates in the Community College Leadership Initiative Consortium and provides staff development funds to employees to attend conferences and professional development workshops. Leadership skills are developed through active participation in committee leadership and membership. The College has also developed an AQIP Action Project, titled <i>Succession Planning</i> , which allows staff to “job shadow” supervisory or administrative positions.
Ensuring the institution’s ability to act in accordance with its mission and vision	Systematic: The College has processes to link goals, budget allocations, and strategic planning to the mission and vision. ILCC may benefit from demonstrating how these are linked in practice.

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC tracks measures related to employee participation and satisfaction. There is an opportunity for the College to include direct measures of leadership effectiveness such as progress on operational goals and evaluation of presidential expectations.
Summary results of measures (including tables and figures when possible)	Systematic: The College provides participation numbers and positive data from the Employee Satisfaction Survey. Trending data and adding additional direct measures may provide new insights.
Comparison of results with internal targets and external benchmarks	Reacting: The College does not currently collect data to compare results with internal targets or external benchmarks.
Interpretation of results and insights gained	Systematic: The College comments on several insights, including lower scores in institutional planning and involving employees in planning. In addition, the College is preparing for significant numbers of retirements and leadership shifts.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College notes that it needs to prepare for a large percentage of retirements in the next ten years. It plans to provide leadership opportunities through involvement in strategic planning and accreditation processes and will continue to evaluate and improve processes regarding succession planning. ILCC may benefit from more focused planning and leading outcomes, which could provide results leading to relevant improvements.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Aligned: The College has developed legal and ethical standards and maintains standards with regards to technology and federal requirements. Policies are communicated through handbooks, the website, in-service meetings and board policies.
Training employees for	Systematic: The Human Resources office informs employees and students

legal and ethical behavior	about legal and ethical standards as outlined in HR materials. The College has provided training in mandatory FERPA, Title IX, contractual, security and fraud issues, and reviews of federal and state regulations. The College may benefit from articulating its policy regarding required training.
Modeling ethical and legal behavior from the highest levels of the organization.	Aligned: ILCC provides leadership and training to address ethical and legal standards. The College describes a process for ensuring ethical behavior is modeled, beginning with the Board of Trustees and cascading through all levels of the College's operations.
Ensuring the ethical practice of all employees	Aligned: The College has developed and published a number of policies and processes to ensure that all employees follow ethical expectations.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Aligned: ILCC has policies and procedures to ensure fair and ethical practices based on College and state policies, including financial audits, and equity and accreditation review by the Department of Education and representation by law firms.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Aligned: ILCC makes information for students readily available on the website, and in publications including accreditation status, program requirements, tuition and fees, and wage and employment outlooks.

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: The College does not refer to specific outcomes and measures for this section. However, there is mention of the HR Director and the Title IX Coordinator tracking and investigating complaints and financial audits.
Summary results of measures (including tables and figures when possible)	Reacting: No results are provided. However, ILCC reports no adverse findings on its recent financial audits.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative results are reported. The Iowa Community College system may be one source for benchmarking.
Interpretation of results and insights gained	Reacting: Other than a brief statement about audits, no other information is included.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC is working on improving the website to provide all accreditation information on a single page. If the College participates in a SARA agreement, this is key information to list on the website to make this relationship visible. The College is also working on providing information on the relationship between the Strategic Plan, the College's Mission, and AQIP Pathways.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned: Data is selected based on queries and is analyzed and shared by the Planning and Development (P&D) Office with various internal stakeholders for planning and decision-making. ILCC participates in the College Alliance Sharing Technology Consortium (CAST) to minimize costs and disseminate information.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Systematic: The P&D coordinates data needs for the College. The data that is collected and disseminated is determined by departments and programs. ILCC may want to identify at what point faculty and staff share needs to division chairs, directors, or deans; how that request then filters to VPs; subsequently, how decisions are made to approve or defer requests. ILCC may want to add a timeline to identify the data and information cycle.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Systematic: ILCC has a regular and repeated process for disseminating data from a variety of sources. Both P&D and the Computer Center Director review the data for accuracy prior to release. Greater clarity on how the data are made available and the timeframe for availability to inform program effectiveness, course effectiveness, semester or annual course planning, etc.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Aligned: The College Technology and Computer Center maintains the security and updates of the technology system including FERPA training. The computer systems' operations are outsourced, which has enhanced reliability and lowered costs.

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC uses tools such as Ellucian and Entrisik Informer to track a variety of measures. The College may benefit from establishing measures to assess how data is used beyond producing the data as the outcome.
Summary results of measures (including tables and figures when possible)	Reacting Apart from presenting a timeline for when data is gathered and distributed, ILCC did not present any summary results.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative data, internal targets or external benchmarks were provided.
Interpretation of results and insights gained	Reacting: ILCC recognizes that coordination of measures and data analysis is a challenge without an Institutional Effectiveness/Researcher.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
ILCC has made improvements to its technological access and enhanced support with plans to hire an Educational Technologist. The College formalized a regular training schedule for data entry personnel to reduce duplicate records and greater security for student information. The College is reviewing ways to improve its systems related to data and information management while not having ownership and the coordinating efforts of a position dedicated to Institutional Research/Effectiveness.	

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Aligned: Moody’s analysis and the community-supported bond referendum indicate public trust in how ILCC delivers information to its constituents in regard to operational, fiscal, and physical resource management. The College maintains a Facilities Master Plan and a Technology Strategic Plan that aligns with the overall College Strategic Plan.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Aligned: The Technology and Equipment and the Facilities Master Plan Committees plan the institutional needs in alignment with the budget process based on strategic priorities. ILCC adapts according to budgetary implications and changing resource needs.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Aligned: Systems are in place to provide for resources for educational purposes while respecting student costs, employee benefits, and the institutional mission. Budget managers and program coordinators allocate budgeted funds to support student success, and ILCC provides an infrastructure, including technology, to support teaching and learning.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Software tools are used for the budgeting process, a survey is used to assess for an effective technology infrastructure and the Help Desk tracks requests. Additional measures may benefit the College, including the President’s goals and the reporting of financial ratios that indicate fiscal performance.
Summary results of measures (including tables and figures when possible)	Reacting: A brief discussion of the effectiveness of new technology implementations is provided as is a reference to positive financial audit results. Report of Help Desk requests may provide some meaningful results.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative data, discussion of targets or benchmarks are included. ILCC may want to indicate or provide samples of year-to-year reports to show improvements in Help Desk calls or other service results.
Interpretation of results and insights gained	Reacting: While the College notes that financial audits have been positive, there is an opportunity to review other measures including surveys and Help Desk reports for outcome data.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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ILCC is committed to the educational and operational facilities and the maintenance and enhancement of the physical plant, including its technological support and resources. There are plans for use of the referendum funds to support the infrastructure across five campuses. While processes are in place for resource management, identifying relevant measures, and collecting and analyzing data may illuminate areas for quality improvement and improve data-driven decision-making.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Aligned: The Board approves the budget prepared by the CFO with the President's guidance to accomplish strategic goals and maintain fiscal health.
Monitoring financial position and adjusting budgets.	Aligned: ILCC operates and adjusts its budget according to needs as communicated through divisions. Regular reviews by the CFO, the Budget Oversight Committee and Business Manager show triangulation and checks and balances for the fiscal responsibilities.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Systematic: The College has funding to support its technology infrastructure through fees and a tax levy. While staff monitor, secure and maintain the technology infrastructure, the degree to which the infrastructure is reliable, secure and user-friendly is not identified.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic: The Executive Director of Facilities Management plans physical infrastructure maintenance and upgrades. ILCC may benefit from creating a formal process with input from stakeholders in order to select physical infrastructure projects and show opportunities in which the resources have improved reliability and user-friendly elements of the infrastructure.
Managing risks to ensure operational stability, including emergency preparedness.	Systematic: ILCC addresses emergency preparedness, budgeting procedures and potential financial risks to help ensure stability. While emergency preparedness is addressed, the degree to which employees and students are provided emergency training is not clear. The College also has the opportunity to explore external risks that may impact operational stability in the near future.

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: ILCC lists a number of outcomes/measures to track the effectiveness of its operations. The College may benefit from developing a more focused set of KPIs for determining effective management of operations with tools and measures that support established processes.
Summary results of measures (including tables and figures when possible)	Reacting: Although ILCC indicates that it has positive trends in unrestricted funds, it may benefit from presenting summary results that are connected to a process and a desired outcome.
Comparison of results with internal targets and external benchmarks	Reacting: While ILCC reports a variety of measures and makes comparison to other system colleges, it does not report any comparative data, set targets or have benchmarks.
Interpretation of results and insights gained	Reacting ILCC makes reference to significant strides being made in increasing and maintaining security, but no results were provided to support decisions made and the process used to make these decisions.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
ILCC is exploring forecasting software and has implemented training for budget managers. The College has implemented fiscal management security operations and plans enhancements to its physical, technology and equipment infrastructure through bond support.	

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Aligned: The College selects quality improvement initiatives based on trend and data analysis, along with input from College committees, students, faculty/staff, community members, accrediting or third party organizations.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Systematic: The College states that these processes are aligned. However, rarely were these projects mentioned throughout the portfolio. The College may consider providing an example and following one Action Project from selection to completion.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Systematic: The College provides a summary of the Action Projects initiated since 2013. While the table does provide goals and status reports, it does not provide specific measures or results, which would be helpful to determine the effectiveness of the action projects implemented.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
The College has clearly made a commitment to the AQIP Pathway and has developed several important Action Projects leading to real and potential improvements. ILCC will continue its work to improve processes to gather, share, and analyze information across the College.	

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of	Reacting: Although the President chairs the Improvement Committee, the infrastructure and resources allocated to support the quality culture are not described.

quality.	
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic: ILCC has processes in place to document and analyze evidence. While the College provides examples of quality improvement initiatives, it's unclear how those efforts are impacting institutional culture and operations.
Ensuring the institution learns from its experiences with CQI initiatives.	Systematic: While ILCC describes its commitment to the continuous improvement model and the active engagement of stakeholders to ensure inclusion, it's unclear how ILCC is actually learning from the experiences gleaned through CQI initiatives.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Systematic: ILCC has strengthened its planning processes to reflect the AQIP Pathway activities and the portfolio process in particular. Reaffirming a commitment to the AQIP Pathway through an aligned process may invigorate quality initiatives and new Action Projects.

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Reacting: ILCC does not share any results that have been derived from improvement projects.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
ILCC is working on a new program review process as well as a new AQIP action project process. These changes, if implemented as described, may help the College to move forward to a higher level of maturity.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
1.A. The institution's mission is broadly understood within the institution and guides its operations.	<p>The mission, vision and values are formally reviewed every five years to coincide with a new Strategic Plan. The president leads the review process.</p> <p>The Board has oversight and gives approval to the Strategic Plan that includes the mission, vision and values.</p>	<input checked="" type="checkbox"/> Strong, Clear, and well presented

<p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution's planning and budgeting priorities align with and support the mission.</p>	<p>The president and Cabinet ensure that academic programs and college services are consistent with the mission. Cabinet members serve on various committees to connect the decision-making with the Strategic Plan and mission.</p> <p>The administrative team and Board meets monthly to review academic policy decisions.</p> <p>ILCC responds to grant and partnership opportunities that relate to College priorities or program needs. The Board approves large gifts while the Scholarship Foundation oversees the endowment.</p> <p>Processes for allocation and utilization of funds reflect the College's public educational role within the community.</p> <p>College budgeting processes allows funds to be requested as part of annual reports, for equipment, staff development, and materials to accomplish goals. Goals must be tied to the College mission and strategic plan.</p> <p>ILCC has a five-year strategic plan that runs from 2013-2018. ILCC is moving from one of review and update to a "living" strategic plan linked to goals, metrics and benchmarks.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the</p>	<p>The mission, vision and values are readily accessible on the website, in handbooks, in the catalog and posted at each campus. A monthly newsletter informs the campus of progress on College-wide goals.</p> <p>The mission, vision and values are communicated directly to faculty and staff at the annual in-service.</p> <p>The mission is aligned with the current Strategic Plan and is reflected in the six priorities areas for the College. The College's constituents are clearly identified in the College's priority areas including high school students in dual enrollment, post-secondary and 2-year transfer students.</p> <p>The President provides a monthly e-newsletter update on College-wide goals and progress, as well as emerging trends and news from each of the 5 campuses.</p> <p>ILCC's mission places emphasis on the following: 1. Opportunities for post-secondary education; 2. Lifelong learning for two-year transfer; 3. Career and technical programs; 4. High school equivalency completion and continuing education; 5. Economic development programs and partnerships; 6. Community collaboration and partnerships.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>		
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>ILCC collects demographic and other data to identify student groups. In addressing unique student needs, the College adheres to its values and mission to meet the needs of the community.</p> <p>Two common learning goals refer to diversity: “opportunities for personal and professional growth that are responsive to the dynamic needs of the individual and society; and, promote collaborations with communities that support access to college programs and services with sensitivity to diversity and equal opportunity for all”.</p> <p>ILCC monitors needs through participation in federal, state and local organizations and one-on-one relationships with key staff.</p> <p>Staff assess student needs such as through personal interactions, placement testing, campus visits and required academic advising, orientations, online surveys and focus groups. Staff make referrals to veteran’s or disability services to meet select student needs. ILCC has assigned staff to work with key student groups who are responsible for the design, implementation and evaluation of interventions and services.</p> <p>The College reviews workforce needs and industry data to determine programming and services. ILCC works with key stakeholder groups to determine their needs via the following: roundtables, one-on-one meetings, grant partnerships, formal alliances/groups and program advisory boards.</p> <p>Class scheduling and technology upgrades have provided additional flexibility and convenience for traditional and non-traditional students and rural communities in its service region.</p> <p>The College Cabinet team reviews data collected to ensure the College is meeting the needs of ILCC students and community, and achieving strategic goals.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>Criteria 1.D. The institution’s mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role</p>	<p>ILCC applies for grant funding sources or other partnership opportunities which respond to identified priorities or program needs. The College supports two foundations.</p> <p>The five-county region passed a proposed bond referendum for \$16 million. The bond will provide needed monetary support for projects on each of the five campuses. Projects designated are embedded within the framework of the mission, vision and values of ILCC.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>ILCC outlines its mission, vision and values. Mission, vision and values focus on quality lifelong learning and student-centric principles that drive educational needs and goals. Decision making is driven by student needs first.</p> <p>ILCC is engaged in the community and seeks to efficiently utilize taxpayer resources and improve student completion rates.</p>	<p><input type="checkbox"/>Unclear or incomplete</p>
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Criterion Two. Integrity: Ethical and Responsible Conduct

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>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.</p>	<p>Policies are communicated to faculty, staff and board members through employee handbook, in-service, and board policies.</p> <p>ILCC has established and follows policies and procedures that help to ensure the ethical practice of employees, including required pre-employment background checks for personnel in designated position and required, signed documents of ethical/legal behavior upon hiring.</p> <p>Operational functions (financial, academic, personnel and auxiliary) are compliant with fair and ethical practices based upon several systems, including annual financial audits of the College and Foundation.</p>	<p><input checked="" type="checkbox"/>Strong, Clear, and well presented</p> <p><input type="checkbox"/>Adequate, but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>
<p>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.</p>	<p>ILCC posts current tuition and refund policy, accreditation details and program requirements, on the website. ILCC also provides wage and employee outlook information on program pages.</p> <p>The admissions bulletin, catalog and website contain program and admission requirements.</p> <p>Faculty and staff information along with credentials,</p>	<p><input checked="" type="checkbox"/>Strong, Clear, and well presented</p> <p><input type="checkbox"/>Adequate, but could be improved</p>

	<p>affiliations, office hours, class schedules and contact information are in the catalog and on the website.</p> <p>Accreditation relationships are listed on program web pages, in the catalog and in program specific materials. The Higher Learning Commission and other accreditation relationships are listed on the website and in the catalog as is the public nature of the institution.</p>	<p><input type="checkbox"/>Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>The College’s mission, vision, and values are incorporated into the strategic plan, governed and approved by the College’s Board of Trustees.</p> <p>One of the published responsibilities of the Board of Trustees is to share the expectations of the President with the administration team to ensure leadership supports the overall College goals. Budgeting and planning processes are consistently tied to the Strategic Plan, which articulates the goals of the College.</p> <p>The collaborative processes utilized in the development of the strategic plan demonstrate that the Board of Trustees considered the input of the community, partnerships, and College employees.</p> <p>The College has a Trustee Conflict of Interest and Confidentiality policy that trustees sign annually.</p> <p>The Board of Trustees delegates the day-to-day management of the institution to the College President and Cabinet. Faculty led academic committees oversee academic programs and policies.</p>	<p><input checked="" type="checkbox"/>Strong, Clear, and well presented</p> <p><input type="checkbox"/>Adequate, but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>The College is committed to freedom of expression and pursuit of truth in teaching and learning. Faculty are asked at faculty meetings to share best practices, concerns, and ideas to expand the academic realm, to provide greater opportunities and global perspective to our students.</p>	<p><input type="checkbox"/>Strong, Clear, and well presented</p>

		<input checked="" type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>ILCC has updated its Student Academic Honesty Policy with approval by the Policy and Standards Committee. ILCC has identified five unacceptable activities according to its Student Academic Honesty Policy. The Student Academic Honesty Policy is posted in each syllabus.</p> <p>ILCC has a student conduct handbook.</p> <p>Student disciplinary polices are tied to the mission. The process may vary depending on the severity of the violation and the overall student history of academic or other violations.</p> <p>Faculty are responsible for the administration of academic and research integrity in the classroom and initiate any needed disciplinary procedures.</p> <p>Faculty utilize Turnitin to help minimize plagiarism and address issue so students are aware of the definition of plagiarism, enforcement and consequences.</p> <p>The College utilizes the IRB form for all research conducted with human subjects and has many tools and methods to evaluate academic integrity. All student research projects must be approved by the project faculty member.</p> <p>The Quality Faculty Plan (QF) outlines policies for evaluation of all faculty by their supervisor: continuing, probationary and adjunct.</p>	<input checked="" type="checkbox"/> Strong, Clear, and well presented <input type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete

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

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to</p>	<p>Regardless of course modality, faculty must meet the objectives of the course.</p> <p>To ensure rigor across modalities, all instructors maintain common course syllabi to ensure equivalent student experience. All instructors, including dual credit, are expected to have credentials equivalent to those required of instructors at the College.</p> <p>ILCC uses faculty comparisons to assess that rigor is</p>	<input checked="" type="checkbox"/> Strong, Clear, and well presented <input type="checkbox"/> Adequate, but could be improved

<p>the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations.</p>	<p>maintained through all modalities, reviewed every time a high school class visit is completed by a college faculty member.</p> <p>The Curriculum Review committee reviews course syllabi for consistency of outcomes across modalities and for appropriateness to the degree.</p> <p>ILCC articulates appropriate learning goals for all AAS, AS, AA, Diploma and Certificate programs.</p> <p>ILCC is a member of the Iowa Community College Online Consortium that has set <i>Online Standards and Guidelines</i> for each course offered.</p>	<p><input type="checkbox"/>Unclear or incomplete</p>
<p>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.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p>	<p>ILCC's definition of General Education provides the purposes and content of the general education component of the College's programs. Common Learning Outcomes (CLOs) are derived from the definition, are reviewed regularly, and impart common knowledge, promote intellectual inquiry, and simulate the examination of different perspectives. The CLOs reflect the mission and is appropriate to ILCC's educational offerings.</p> <p>The College distinguishes the level of requirements based on each credential type. These requirements are defined for the College by the Iowa Department of Education.</p> <p>ILCC imposes its own minimum general education requirements that meets or exceeds the Iowa Department of Education minimum requirements.</p> <p>Common learning goals are integrated into non-degree programs such as developmental, career and technical.</p> <p>ILCC lists its general education requirements in each degree and diploma option (SP Table 1P1-5) for an understanding of global, ethical and social issues.</p> <p>Each of the College's degree programs includes CLOs, speak to responsiveness to the dynamic needs of the individual and society; and, access to programs and services with sensitivity to diversity and equal opportunity for all.</p> <p>ILCC details degree requirements including communication, inquiry and development of skills to adapt to changing environments and have set learning goals for each degree offered.</p> <p>SP Table 1P1-6 outlines a sample of recent curriculum reviews and changes made as a result of industry needs,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<p>advisory feedback and accrediting bodies.</p> <p>Faculty and program coordinators ensure programs are up-to-date with data on regional workplace trends, employer feedback, advisory group input, and knowledge of accrediting and industry standards.</p> <p>Students' educational experiences through community engagement, service learning and economic development reflect the College's mission. Cultural diversity is addressed through study abroad opportunities, conference attendance, convocation programs, and Core Book Club reading selections.</p> <p>Scholarship is not in the ILCC mission; however, the faculty review and are in charge of changes to the curricula.</p>	
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit,</p>	<p>ILCC ensures it has enough qualified staff and faculty through its hiring and budget review processes. Academic deans and supervisors work with the Cabinet to ensure an adequate amount of faculty, appropriate faculty-student ratios and workload for delivery of quality programs.</p> <p>ILCC has a detailed hiring process to assess credentials, skills and values of future employees. Specific skills, credentials and values are identified for each open position to ensure currency and the future needs of the College will be met.</p> <p>Staff members are required to have a bachelor's degree with many having master's degrees.</p> <p>Professional development opportunities are available to faculty, staff and administrators including diversity training, working with millennial students, safety training, FERPA and Title IX training.</p> <p>Advising staff have development opportunities through the College Records Office.</p> <p>A Professional Employee Standards Committee meets routinely to review faculty positions for currency of skills, credential and values.</p> <p>Minimum faculty and adjunct requirements are set forth by</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>the Iowa Code and the Higher Learning Commission (HLC). In 2016 the faculty guidelines were aligned with the HLC policy to require master's degrees for arts and science in the appropriate field or a master's with 18 hours of graduate work in the field.</p> <p>Technical and career faculty must have 6,000 of relevant experience and high school dual education instructors meet the same requirements as regular faculty.</p> <p>An internal audit was completed on faculty credentials with those not meeting the requirement generating an educational plan.</p> <p>The College's student information system will only allow qualified faculty to be assigned to course sections.</p> <p>The Quality Faculty Plan outlines policies for annual evaluation of all faculty. The plan also contains processes for student evaluations conducted each year.</p> <p>Faculty complete an annual professional development plan. Professional development activities to reflect the College's mission to provide "quality lifelong learning opportunities.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p>	<p>ILCC uses ACCUPLACER to assess accurate placement within college-level and developmental courses. The College tracks data to determine if scores for placement in college-level enrollment are appropriate.</p> <p>An early warning system has been implemented to determine at-risk students. At-risk students are referred by faculty to Educational Counselors and the Completion Specialist.</p> <p>Library services are available on all campuses within the Student Success/ Advising Centers with the two largest libraries having full-time directors. Online data bases are available to all students.</p> <p>Availability of academic support services is widely communicated including information to K12 counselors that may make referrals. Office hours and scheduled services that accommodate student schedules. Faculty advisors utilize text messaging for timely student contact.</p>	<p><input checked="" type="checkbox"/> XStrong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>Each campus has a Success/Advising Center, Student Senate, Veteran’s Advisor, faculty advisors, and access to admissions, financial aid, Educational Counselors and an international counselor. Students attend required advising sessions to engage with faculty and staff on program requirements and academic progress.</p> <p>Course descriptions on the program website and in the catalog list required pre-requisites for courses. Students are unable to enroll in courses unless pre-requisites are completed. Advisors also inform students of pre-requisites.</p> <p>Faculty document professional development activities by completing an annual professional-development plan. Professional development activities expand their knowledge of education and their subject areas; so that the College can fulfill its mission of provide “quality lifelong learning opportunities”.</p> <p>Instructors provide the overall administration of academic and research integrity in the classroom. The Academic Honesty Policy is published in the student handbook and on all course syllabi. The IRB process is used for student and faculty projects.</p> <p>Student satisfaction is high for support services and faculty advising.</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>ILCC clearly illustrates how common learning outcomes align with the College’s mission, vision and values and strategic priorities (SP Table 1P1-1).</p> <p>The College provides a wide variety of co-curricular activities designed to enhance learning through its 38 pre-professional clubs, organizations, social and community service programs. Students can participation in leadership opportunities through Student Senate and Student Ambassadors. The College provides funding for recognized clubs and organizations.</p> <p>The variety of activities ensures ILCC students have ample opportunity to enhance their education and practice the skills they are learning in their programs of choice.</p> <p>The College enhances student learning through its convocations, Core Book Club, opportunities for service learning and cultural events. The Book Club. The Core Book is based upon a topic that impacts one or more CLO’s and other important topics.</p> <p>Core values based on the mission are expressed in program learning outcomes including dignity for the individual, quality educational programs and development of integrity and well-being for all learners.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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 Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate</p>	<p>ILCC uses various tools including the Student Satisfaction Inventory, student transfer data, course evaluations, certification/licensure results, CAAP results and alumni data as well as the inclusion of advisory boards, program review and workforce analysis to determine program quality.</p> <p>Twenty percent of programs (every five year review) undergo program review each year with annual review of program viability by the Cabinet.</p> <p>The program review process includes employment data, enrollment data, job trends and placement and industry standards and accreditation requirements.</p> <p>ILCC uses the Curriculum Committee to review and determine course rigor in comparison to state, accreditation, or other imposed mandates. ILCC requires that all instructors in their dual enrollment courses have equivalent credentials requirements as ILCC faculty.</p> <p>Program faculty determine pre-requisites and course changes taking into account transfer guidelines, compare curriculum to other colleges, industry standards, competencies and accreditation requirements. The Curriculum Committee approves all new courses and course changes.</p> <p>Required preparation and learning and development objectives for programs is communicated to students during college and admissions visits, open houses, career fair days, summer orientation, express registration days, College 101 and advising sessions.</p> <p>High school dual courses meet the same standards of review.</p> <p>ILCC accepts transfer credit from other regionally accredited colleges using official transcripts to determine comparable courses having a "C" grade or better. CLEP testing is also administered through the College.</p> <p>Specialty accreditation is approved by the President and determined by the value to students and necessity for the program.</p> <p>The College uses CAAP tests for students planning to transfer to four year institutions. CAAP results are shared</p>	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.</p>	<p>with the President's Cabinet team, impacted faculty and with the Assessment Review Committee (ARC) at their summer retreat.</p> <p>Policies are in place for the Records Office to award prior credit and how the credits apply to degree programs including a maximum of 30 credits can be awarded for prior learning or testing and the last 15 credits must be taken at the College. ILCC also awards credit for learning from employment and the military through its portfolio process.</p> <p>A state curriculum database is used to ensure transferability of courses and credits to meet state requirements.</p> <p>ILCC tracks program graduation data.</p> <p>ILCC holds five specialized accreditations for programs that it deems important to program integrity.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess</p>	<p>Learning outcomes are clearly stated in the College's catalog, on program web pages, in course syllabi, continuing education brochures, during college visits, student orientation and during advising sessions.</p> <p>Faculty, program coordinators and the Assessment Review Committee share in determining the common learning outcomes.</p> <p>The general education definition is reviewed and approved every three years and approved by the Board of Trustees. CAAP results are used to assess and improve the general education program.</p> <p>Program learning outcomes (PLOs) are evaluated by various tools including licensure/certificate pass rates, employment rates and course evaluations. Employers, faculty and alumni assess current program outcome relevancy and make recommendations for change. PLOs are also a part of the program review process where reviewers have the opportunity to discuss and make recommendations for change.</p> <p>Any co-curricular club or organization must identify its purpose and objectives, a tentative budget and student learning opportunities when asking for college recognition and support. Student Senate must provide the initial approval.</p> <p>Convocation and the Core Book Club provide avenues for diversity and cultural awareness. The College states that it</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>	<p>has no formal means for evaluating its co-curricular programs.</p> <p>A program review is conducted every five years. In addition, student success measures e.g. NCLEX results, student satisfaction e.g. Student Satisfaction Inventory, and retention and completion are measured to ensure attainment of learning goals. Separate from the formal program review, ILCC reviews the viability of each program annually.</p> <p>Methods of assessment and minimum standards of achievement are reviewed and discussed to ensure program graduates are meeting industry standards during annual advisory board meetings hosted by ILCC's career and technical programs.</p> <p>Advisory boards, employer surveys, state and regulatory standards are used to make curricular changes initiated by program faculty and approved by the Curriculum Committee. The nursing department made significant changes to two programs based on assessment (SP Table 1R2-6).</p> <p>The Academic Review Committee reviews course enrollment data, alumni employment data, advisory board feedback, course syllabi and student assessment results to assess common learning outcomes. ILCC uses formal surveys and informal conversations to gather information about program effectiveness.</p> <p>All curriculum decisions are brought before the Curriculum Committee for approval before submission to the Iowa DE for state approval.</p> <p>The College meets with the Iowa DE, Iowa Regent Universities and other community colleges to review common courses outcomes and to improve course transferability among institutions.</p> <p>To determine courses and rigor, program development teams look at similar programs at other institutions, review accrediting body guidelines, review degree level requirements set in Iowa code, review industry standards, third-party credential competencies and confer with four-year institutions for transfer guidelines as applicable.</p> <p>ILCC follows the standards set by NACEP and conducts classroom visits and professional development activities to qualified faculty. ILCC students are made aware of their rights and responsibilities through the College Catalog and Student Handbook; all students have access.</p>	
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention</p>	<p>ILCC uses an information management system to store, access and share data on student retention, persistence and completion rates. The Planning and Development Office tracks cohorts of student during their first year. The IPEDS definition is used.</p>	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p>

<p>to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.</p>	<p>Programs such as nursing tracks persistence and completion rates as does Veteran's Affairs, the TRIO Office. The College collects and shares data about online student persistence and completion.</p> <p>The Enrollment Management Team reviews retention and completion data to determine improvements in student services and establishes student success and retention goals while using enrollment data to prioritize recruiting efforts.</p> <p>ILCC lists several methods for tracking student persistence, retention and completion such as withdrawal forms, entering student survey, trends in semester to semester enrollment, IPEDS data, attendance data, mid-term grade reports, and graduation reports.</p> <p>Policies and procedures are used to help meet targets for retention and completion including withdrawal from courses, early alert system and advising.</p> <p>All Iowa community colleges participate in the Voluntary Framework of Accountability program that tracks developmental education, progress and outcome measures for transparency and data sharing.</p> <p>An Action Project led to Pathway Navigators and Career Coaches hired to assist non-credit students to move to credit courses as well as the implementation of an early alert system.</p> <p>Surveys are used to determine students' knowledge of academic support services and their usage of these services.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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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 Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality</p>	<p>ILCC identifies training and development needs through committees, groups, administrators and annual reports. Faculty and staff identify training and development needs annually during their performance reviews and goal setting with their supervisors.</p>	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate,</p>

<p>in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>The College offers training and development opportunities on an on-going basis with some mandatory session that is in alignment with the needed job skills and knowledge to be effective in their roles.</p> <p>The Technology and Equipment Committee meets regularly to determine current and future needs to align educational support needs with the Strategic Plan goals. A contingency fund has been used to provide extra funds for technology enhancements most years. The budget process prioritized educational programming in its resource allocations.</p> <p>Budgeted funds from technology fees are used to provide smart classrooms, and infrastructure for network connectivity and interactive learning software. In addition to the technology fee, the College has an equipment replacement levy.</p> <p>External audits are positive in regards to the College's management of resources. There is a multi-layer process of review of the budget with monthly reports reviewed by Cabinet, adjustments to the departmental budget are reviewed by the CFO and the CFO and Business Manager reviews programs, cost centers and overall fiscal statements on a monthly basis.</p> <p>Oversight by the Board and its financial policies prohibit allocation of resources to programs or services that do not align with the College mission.</p> <p>Staff in all areas hold the appropriate credentials and attend training that may be mandatory depending on their role including the annual faculty staff in-service. Advisors are trained through the College Records Office.</p>	<p>but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and</p>	<p>The Board's orientation handbook contains policies and key institutional information that is periodically reviewed by the Iowa Association of School Boards attorney.</p> <p>The Board has committees that provide oversight in the areas of audit, financial, farm, president's evaluation and building.</p> <p>The Board supports the Cabinet and stays knowledgeable through various oversight activities including setting tuition, holding regular meetings with the Cabinet, receiving monthly reports from the president and quarterly meetings to review the budget.</p> <p>The Board delegates the day to day management of the College to the President and the Cabinet. The President's</p>	<p>X<input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/>Adequate, but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>

<p>students—in the institution’s governance.</p> <p>2. 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.</p> <p>3. 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.</p>	<p>Cabinet, along with the supervisory personnel from the Supervisory Team, manages the operation of the college district with input from numerous college committees and councils. The Board receives monthly reports from the President to ensure that administrators are managing departments and faculty oversees academic matters.</p> <p>The Cabinet and Management Team oversee district operations and the monthly president’s report reflects the effectiveness of administrators managing departments and faculty overseeing academic matters.</p> <p>ILCC has a Student Senate. Faculty and staff have a direct line of communication to members of the Administrative Team.</p> <p>Faculty leads the student learning assessment, curriculum development and review, and creation of academic policies. The Policy and Standards Committee includes faculty and approves academic policies and procedures.</p> <p>The College makes extensive use of teams, groups, and committees to recommend or make academic decisions. These committees are comprised of administrators, faculty and staff and contribute directly and collaboratively to decisions regarding academic requirements, policy, and processes.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity.</p>	<p>The current Strategic Plan was developed through collaboration of the Cabinet and cross-functional teams with the guidance of the Board of Trustees. The Strategic Plan was widely communicated to constituents and is posted on the website.</p> <p>The VP of Administration leads review and update of the Strategic Plan. Progress on goals is reviewed with advisory boards, departmental meetings and at the annual employee in-service for input from internal and external constituents.</p> <p>The Strategic Plan includes student learning assessment with specific goals and measures created by the Cabinet.</p> <p>ILCC partners with the other state community colleges to obtain grant funding to address needs such as in the welding and sustainable energy programs.</p> <p>ILCC addresses threats, opportunities, and strategies and utilizes planning teams as noted in SP Table 4P2-2. The Executive Dean of Students tracks enrollment data and projections. The Iowa Association of Community Colleges Trustees informs the Board of legislative priorities for the coming year to encourage long-term sustainable funding.</p> <p>Through the strategic planning process, the College has developed strategic visions. Faculty led committees provide assurances that assessment, curriculum, and polices</p>	<p>X <input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<p>associated with teaching and learning, lead to strong academic programs. Identified department goals must be tied to the College mission and strategic plan to receive funding.</p> <p>The College makes use of partnerships such as workforce development committees and relies on committee input, trend and data analysis to create and implement strategies and action plans to meet future needs. The College Cabinet continues to be informed of issues dealing with state support via statewide committees, legislative liaisons, and IACCT.</p> <p>Trends in technology and usage of bandwidth are monitored to allow for the College to plan for future updates to infrastructure. Demographic data is monitored through high school enrollments, program enrollments, and workforce data.</p>	
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>ILCC tracks operational effectiveness and lists performance indicators for the major areas of student learning, admissions, financial, and human resources. These indicators include a variety of instruments such as Perkins data, Regent transfer data, enrollment data, retention data, annual audits, and professional development data.</p> <p>Each Strategic Plan objective has vision goals and provides an example of the educational learning experience with associated measures such as the Community College Survey of Student Engagement, Entering Student Survey, student focus group input and Student Satisfaction Inventory.</p> <p>ILCC created an Action Project to address the vision of improving on meeting student needs.</p> <p>ILCC is addressing needed improvements as evidenced in the Action projects since 2013 including: "One Student at a Time, Conquer!, Ready, Set, Finish, Recruitment Strategies and Enhance the Use of Technology to Improve Teaching & Learning". Progress for each of the Action Projects is provided such as Reverse Transfer Policies and Procedures have been updated and the creation of the Success/Advising Centers.</p> <p>Table 6P2-1 provides examples of how quality improvement is made evident and impacts ILCC's culture and operations and that institutional learning is occurring.</p> <p>ILCC uses a cross-departmental structure for its committee to maintain involvement in continuous quality improvement to ensure all changes are sustainable within the College operations.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>