



Hawkeye Community College (HCC) 2016 CQR Quality Highlights Report

Prepared for the Higher Learning Commission (HLC)

Comprehensive Quality Review

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Introduction

Hawkeye Community College is a non-profit, publicly supported institution governed by an elected board of nine trustees. The College is accredited by both the Higher Learning Commission and the Iowa State Department of Education. The College's concurrent enrollment program is accredited through the National Alliance of Concurrent Enrollment Partnerships and various career and technical programs maintain accreditation with industry recognized agencies. Hawkeye entered the AQIP pathway in 2003 and, since 2011, has shifted from an accreditation-based focus to continuous improvement embedded in Hawkeye's mission, vision, and values. Since its participation in a 2012 Strategy Forum, Hawkeye has adopted "every student matters" as a guide for its efforts to meet educational needs and to provide non-academic support services.

Since admission into the AQIP model in 2002, Hawkeye has submitted three systems portfolios, attended three strategy forums, submitted 40 action projects, and had its accreditation reaffirmed by HLC in 2009. Since becoming an AQIP institution, Hawkeye has experienced a period of strong enrollment growth from 2002 - 2010 followed by a period of declining enrollment from 2011 – 2014. A slight increase in enrollment began in 2015. The fall of 2016 enrollment is up 161 students and 632 credit hours representing about 3% and 1.2% growth respectively over fall of 2015. Increases in enrollment were seen in both Arts and Sciences (107 students) and Pre-technical and Career and Technical programs (54 students). A modest increase of 4 students was identified according to race and ethnicity for 15% of the total enrollment. There has been little growth in financial support from the state but the college has maintained financial stability through strategic fiscal planning. A focus on reducing non-mission critical expenses resulted in a \$770,000 budget reduction for FY2017. The College has increased tuition and mandatory fees 25.74% since 2011 but ranks sixth lowest in the cost of attendance compared to the 15 Iowa community colleges. The current cost also falls below the state median (\$173/credit hour) and state average (\$171.31/credit hour) for community colleges.

The College received the 2016 Systems Appraisal on Monday, September 12th with a required submission date for this Quality Highlights (QH) report of September 26th. With 14 days to prepare, the QH report is focused on providing information that may have been missing or clarification of information contained within the systems portfolio. In addition, the report will provide evidence of actions the College is taking in areas that were self-determined to need improvement since the completion of the systems portfolio. By providing this additional information, the College hopes to address concerns identified in the Systems Appraisal Feedback Report (SAFR).

Summary of feedback from the 2106 Systems Appraisal Feedback Report

The 2016 Hawkeye Community College Systems Portfolio provided descriptions and evidence of how the College meets HLC's five Criteria for Accreditation. The SAFR provided feedback of *Strong, clear and well presented* for eight of the 21 AQIP core components. The President's Cabinet, the highest level college leadership team, reviewed these findings and determined that these core components had not been changed since the submission of the 2016 Systems Portfolio in June. The leadership was encouraged by the strong rating of these core components and appreciates the positive feedback provided by the reviewers. Twelve core components were identified as *Adequate, but could be improved*. Again the leadership reviewed these items and, with support and input from their staff, provided additional input to address the specific concerns identified by the reviewers. One core Component was identified as *Unclear or incomplete*. The college leadership team felt that the core component had not been addressed adequately in the Systems Portfolio. Additional narrative and evidence is supplied within this report under *Institutional Response to "Adequate" and "Unclear" Core Components*.

Three strategic challenges were identified by the Systems Appraisal Team (SAT). The College leadership team reviewed the challenges and concluded that there was an overarching theme that the College is already addressing and formed a response to each one below. The rationale for this conclusion, a description of the action and evidence to support the progress of this initiative are provided in the section labeled *Institutional Response to Strategic Challenges*.

Institutional Responses to Strategic Challenges

Strategic Challenge 1

HCC could more clearly identify processes that have been fully implemented, those that are in progress, and those that are still in the planning stage.

The SAT specifically mentioned the need for trend data and analyses to demonstrate effectiveness for Knowledge Management and Resource Stewardship. The implementation of the current monitoring systems by the Communication and Information Systems Department took the College from a paper and email tracking system to a sophisticated electronic tracking system. This improved system allows the department to track work tickets and to closely monitor “open” tickets to ensure that they are addressed in a timely manner so as to diminish loss of productivity. The system, in conjunction with a dedicated Helpdesk person, allows for immediate response to any issues arising in a classroom. Analysis of the various incoming tickets has allowed the department to allocate resources necessary for purchasing hardware or software and in dedicating department staff to key areas with greatest ticket submissions. This strategy allows for a more constant level of communication with a dedicated staff member who can analyze patterns and more proactively resolve issues prior to escalation. System-wide upgrades have also been an outcome of analyzing these data due to proactive planning by the department. Figure 5a in Category Five of the Systems Portfolio provides a good visual of the trend line which clearly shows a decrease in tickets from 2011 to current 2016.

Response – The College has many complex processes that are at multiple stages of development that make classification by maturity level difficult. The College aspires to the highest maturity level of “integrated” that requires processes to be repeatable, regularly evaluated, analyzed for efficiency, and tracked for progress.

Strategic Challenge 2

Evidence that the measures that are in use were thoughtfully selected and serve their intended purpose would support progress in HCC’s maturity levels.

Evidence for this challenge is provided related to the College’s 2011 – 2015 Strategic plan. This plan was vetted with the community and the College carried forward two initiatives (Initiative One and Initiative Two) for more work in the 2015 – 2018 strategic plan. Initiative Three (technology) was developed based on input gathered at open forums for all faculty and staff. There has been continuous engagement with stakeholders through quarterly meetings of strategic initiative project teams and key advisory groups to ensure that the new strategic plan is reflective of the needs of internal and external stakeholders.

Response – The College values the use of measures for strategic planning and decision making. While the leadership team believes these measures have been thoughtfully selected and used for the development of the College’s Strategic Plan 2015-2018, being able to demonstrate this through evidence for all key decision processes is difficult because the evidence has not been gathered and reported systematically across all areas and departments.

Strategic Challenge 3

HCC seems to focus more of its attention and efforts on what it is doing to meet stakeholders’ needs than it does on assessing how well its efforts are meeting those needs.

The College places a very high value on meeting stakeholder needs. A process that is in place to measure how well the needs of both incoming and returning students is being met is the administration every two years of the SENSE (even years) and CCSSE (odd years) surveys. Trend lines for relevant questions related to various student needs will determine if students are responding more positively as a result of various College initiatives that are described within this report.]

Response –The College discusses and does informal assessments of how well it is meeting those needs but recognizes the necessity of a more formal process to document those assessments and for goal setting.

The College leadership team recognizes that a common underlying theme for the Strategic Challenges was related to an already College-identified need for the intentional use of Key Performance Indicators (KPIs) for goal setting, benchmarking and evaluation. While the college is invested in gathering current data and using relevant data for the development of strategic plans, decision making and goal setting, the manner in which the college uses information has not been consistently documented in a way that is easily reportable. The 2011 Systems Appraisal stated that the College was data rich but information poor. While the college has done much to incorporate data in its strategic initiatives and decision making processes since the 2011 report, the team recognizes that improvements need to be made in managing, communicating and aligning information systems in a more consistent, comprehensive, and easily communicated manner.

An example of how the College has utilized data for decision making includes the 18 month-long process of strategic enrollment planning. Teams of employees studied and wrote situational analyses using internal and external data and benchmarks of peer institutions. From these analyses, specific projects were defined and aligned with projected recruitment, retention and return on investment targets. Two of these projects were moved to the level of AQIP action projects. This exercise helped to move the College in the direction of the more intentional collection and use of data for benchmarking and the leadership team plans to continue and expand this initiative with the inclusion of HLC Criteria and AQIP Core Components in the alignment.

The first step was the agreement by the College leadership team to adopt the AQIP rubrics for measuring the maturity level of processes and results. Secondly, an institutional dashboard was implemented with the purchase of specific software and training of staff to produce an easy-to-read report of KPIs and the ability to drill down to supporting Performance Indicators (PIs). Evidence for progress to date includes the following points that were used in establishing the institutional dashboard:

- Prepare a College Dashboard Guide
 - Provide description and rationale for KPIs and PIs
 - Provide description and rationale for benchmarks
 - Provide rationale for goals
 - Link dashboard data to AQIP Pathway categories/HLC Criteria
- Indicate trends in KPIs by representing multiple years
 - Indicate KPI benchmarks
 - Indicate KPI goals
- Link strategic plan projects, AQIP action projects and other initiatives to KPIs/HLC Criteria/AQIP Core Components
- Compose an annual report on progress of meeting goals and benchmarks with documentation of action steps for improvement.

One example of how a KPI is represented in the dashboard is provided in Figure 1.

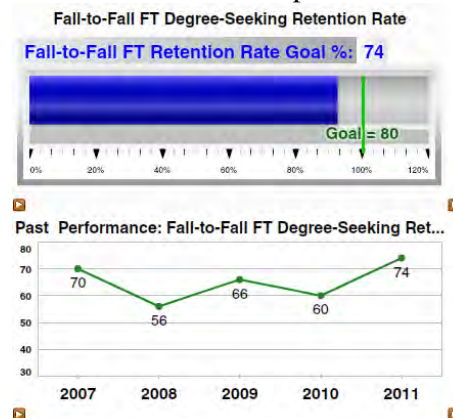


Figure 1. Key Performance Indicator of fall enrollment

Institutional Responses to “Adequate” and “Unclear” Core Components

Criterion One. Mission.

The SAT found most of the core components to be “strong”. However, it was pointed out that it was unclear how educational responsibilities take primacy over other purposes. The examples given by the HLC for item 1.D.2. included educational primacy over financial returns for investors, contributing to a related or parent organization, or supporting external interests. These all seem related to a for-profit institution. Hawkeye Community College is a public non-profit enterprise created by legislative action and governed by the “Dillion’s Rule” principal as it pertains to adherence to the Iowa Code. We have no investors for which to generate a “financial return”. We have no related or parent organization for which to contribute to. The only interests we support are those of the public we serve. This is demonstrated by our Certified Budgeting process and the local control exercised by a publicly elected governing board.

Evidence that the community recognizes the College’s commitment to the common good was demonstrated by the successful passage of a twenty-five million dollar bond referendum. The bond was passed by over 70% of the voters, exceeding the required supermajority. The bond projects include two new buildings. One is an urban adult learning center where high school completion, adult literacy and English Language Learning programs will be housed along with wrap-around support services. The other building will house existing and new health sciences programs with a design to support inter-disciplinary student learning.

Criterion Two. Integrity: Ethical and Responsible Conduct

Core Components 2.A., 2.B., and 2.C. were identified as “strong”, 2.D. as “unclear” and 2.E. as “adequate”. The SAT noted in 2.D. that there was no mention of Hawkeye’s commitment to freedom of expression resulting in the only “unclear” classification. The College values the freedom of expression as a fundamental and constitutional right of all employees. This can be demonstrated by many examples including

- forums convened by the president and vice presidents concerning important topics of the college such as strategic planning and input for the 2015 bond referendum
- the Interest Based Bargaining process involving joint subcommittees with representation from faculty and administration to rewrite/revise the Master Agreement Article on Evaluation, the student perception survey and the definition of a “day of absence” and a “contract day”.
- regular meetings of the Hawkeye Professional Educator Association (HPEA) representatives individually with the VPAA and with the president’s cabinet
- representation of the HPEA on the President’s Council
- representation from across college departments for several committees such as the President’s Council, Employee Development Day Committee, Equity Committee, and Diversity and Inclusion Committee
- faculty training that emphasizes best practices in teaching and learning and does not limit the creativity or individuality of teaching styles among the faculty
- a syllabus template that maintains open fields for faculty to determine their own organization, timeline, grading, etc. for their courses while maintaining those elements that define the college course (course number, title and learning outcomes).
- Faculty taking the leadership for faculty in-service days, serve as chairs of the four standing committees (curriculum, assessment, academic standards and retention).

It is also important to note that the student handbook includes a section dedicated to Free Speech and Freedom of Expression on Campus. Figure 2 provides a snapshot of part of that page from the College website.



Figure 2. Section on Freedom of Expression from online Student Handbook

The observation was made that in the response to core component 2.E. the College did not mention a mechanism (such as an Institutional Review Board) to ensure best practice in faculty research. Also, it was unclear to the SAT how academic integrity guidelines impact faculty research and scholarly practice or student and staff behavior. This resulted in a rating of “Adequate”. The leadership team wants to be clear that Hawkeye is first and foremost a teaching and learning institution rather than a research institution. There has been no need identified for an IRB. If external parties wish to conduct research in a partnership with Hawkeye, a copy of the approval from a recognized IRB is required and kept on file by the Institutional Research Department. For clarification, the College’s Institutional Research provides data to support college initiatives, inform decision making and support the completion of state and federal required reports.

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

While the SAT found 3.A to be “Strong”, the other core components were classified as “Adequate”. The team had questions concerning the appropriateness of the general education program. The SAT also noted the lack of evidence for how the purpose, content and level of achievement of the institutional learning outcomes (ILOs) are articulated to the campus community (3.B.1. and 3.B.2.).

The College does not have a general education program. Rather, the College views general education in a broad context applicable to all students completing a degree. Much of the general education content is found within the liberal arts courses that support the Associate of Arts and Associate of Science degrees. The State of Iowa has an organization called the Liaison Advisory Committee on Transfer Students (LACTS) whose membership consists of representatives from the state community colleges and the three regent institutions (Iowa State University, University of Iowa and University of Northern Iowa). This organization provides communication among the state institutions about transfer requirements and expected course content for transfer degree options. There is an annual statewide meeting where all statewide articulation agreements are reviewed, approved by a vote and published in a report called The Public Connections. Hawkeye follows all guidelines set forth by LACTS as most of our graduates transfer to one of these four-year institutions. In addition, HF815 for the State of Iowa requires annual meetings to discuss transfer courses at the discipline level. These discussions are documented at a statewide level to indicate compliance. At HCC, all Liberal Arts curriculum changes must go through a stringent process overseen internally by the Curriculum Committee, Academic Deans and the VPAA and externally by the Iowa Department of Education. A Liberal Arts Advisory Committee, which consists of representatives from the major transfer institutions for our graduates, advises the College on changes and challenges occurring at their institutions. All changes to the liberal arts curriculum are reviewed through an electronic statewide sharing system called CurricUNET where advisors at four-year institutions have the opportunity to provide specific transfer information for each new course proposal or course change.

The College started an awareness campaign about the ILOs in the fall of 2016 by providing every faculty member with a card listing the ILOs and by placing ILO posters throughout the buildings on campus. The ILOs, processes and updates on progress in assessment are presented at both the August and January faculty in-service days by the Assessment Committee co-chairs. The assessment committee wrote the first ILO executive summary of all ILO assessment data collected at the college through AY16. Starting with AY17, an executive summary will be written and shared each year. Mapping of student achievement of all ILOs within programs is underway as well as a review of the ILOs as a part of the Liberal Arts Academic Program Review. Data from CCSSE (administered

in odd numbered years) and SENSE (administered in even numbered years) are used to assess student engagement and the ILOs. The VPAA sends out an executive summary of both SENSE and CCSSE data to all college faculty and staff with additional review during faculty in-service days. The VPAA presented CAAP data at the 2014 January faculty in-service and will present results from the second administration of CAAP at the January 2017 faculty in-service. Regular “required” meeting dates have been established for faculty to attend including assessment support sessions and assessment “Round-up” meetings. The College appreciates the recognition by the SAT of the work accomplished related to the assessment of student learning and agrees that improvements can be made in communicating data and “completing the cycle” of assessment. Continuous work is underway by the assessment committee that meets twice a month, and by the Director for Institutional Research, Deans and VPAA who also attend the assessment meetings.

The SAT also reported being unclear about how the College has established policies and practices to determine whether faculty and staff are employed in sufficient numbers to meet the needs of students academically and in regard to co-curricular activity (3.C.1). The academic deans, VPAA and cabinet monitor class sizes, number of course sections, student-to-faculty ratios and class waiting lists to determine if students have access to the programs and coursework they need. The College values small class sizes in order for students to have more individualized attention. Efficient operations with the appropriate use of fiscal and human resources and the presence of adequate numbers of students for good student engagement are all considered. Currently, class sizes have student capacities that have been determined with input from the faculty on best practices in student engagement and learning for their discipline, capacity of the classroom, a broad overview of capacity within the discipline and a review of the budget.

Evidence of having adequate faculty and staff in regard to co-curricular activities is demonstrated by the availability of many student clubs. In fact, the limiting factor on students clubs is student interest rather than the ability to staff them. Student Life meets the demands of students in the area of clubs and organizations by:

- Conducting an annual survey of the entire student body which asks students what type of activities/clubs/organizations they would like to be a part of.
- Reviewing the College demographic report each semester for trends that may affect club and organizational programming.
- Providing a webpage which allows any Hawkeye student to request a club or organization that does not currently exist.
- Utilizing the National Research Center for College and University Admissions survey results to identify what extracurricular activities high school students would like to participate in while attending their post-secondary institution.
- Creating and distributing detailed procedures on how to start a club or organization. These resources are available in multiple ways to including the Student Life webpage, brochures, bulletin boards and flyers.
- Identifying best practices by attending conferences including National Intramural Recreational Sports Administration, Association for the Promotion of Campus Activities, and National Student Leadership Association.

In 3.C.5 the team stated that it was unclear whether a faculty member who is not a student’s advisor has any responsibility to be available outside of the classroom to answer questions. The SP did not include the requirement stated in the master agreement that every full-time faculty member must schedule five office hours/week. The deans and VPAA set guidelines that these hours must be at times that are most convenient for students. Every adjunct faculty member is required to offer one hour of office time/week for each class taught. There are also open labs that are staffed by faculty throughout the week in various program areas and buildings including computer/precision ag, math, nursing, Occupational Therapy Assistant, education, psychology and photography.

The SAT also noted that the SP did not provide evidence of on-site professional development for staff members providing student support services and did not provide evidence of the magnitude of the investment for staff

reimbursement for training (3.C.6). It is the responsibility of departmental supervisors to determine professional development needs of their staff. Each department is provided with a budget to pay travel and registration fees so that staff can attend professional conferences and workshops. The following examples of training needs identified by supervisors is evidence of how the college supports staff with adequate training:

- A supervisor identified organizational, management, and follow-through deficiencies in an employee's work performance. The employee was assigned to complete a Project Management course. The employee completed the course.
- An employee identified a technology skill that would enhance work performance and allow for additional project contributions. The supervisor supported the request and approved the employee attending a SharePoint course. The employee completed the course.
- A supervisor identified technology skill gap that contributed to inefficient work performance. The employee was assigned to complete an Excel training course. The employee completed the course.

On-site training occurs through the communication of needs with Human Resources and the cabinet leadership team members. Membership to organizations is also a valued method of keeping staff engaged and up-to-date in their fields. Examples include:

- LERN (Learning Resource Network). Hawkeye is a LERN institute for the business and community education division.
- National Council for Marketing & Public Relations Conference. As the result of a recent conference Hawkeye now distributes a magazine called "Career Focus" to approximately 70,000 households.
- Iowa Association of College Admissions Counselors (IACAC) provides training for admissions professionals on recruitment/travel techniques, ethics, student leadership, admissions processes, and communication software.
- Leaders in a New Century (LINC), Community College Leadership Consortium (CLIC) and Cedar Valley Leadership Institute.

As noted in the SP, the College offers an Employee Development Day each spring along with various workshops and presentations to staff the week before the start of the fall and spring semesters. The Student Services Office personnel meet once a month with the director or associate director of the financial aid office for training and updates regarding financial aid. They also meet several times over the course of the year for presentations by representatives of various colleges/universities (University of Northern Iowa, Allen College, Upper Iowa, for example) regarding transfer information. This past year, all Student Services Office personnel had the opportunity to attend any part of a 3-day webinar from the University of Vermont on legal issues in higher education and to view a webinar on intrusive advising.

As stated in the SP, the college offers a tuition reimbursement program for both credit and non-credit courses that follows the following practices:

- Full-time and reduced full-time employees and full-time and regular part-time faculty are eligible to participate in the tuition reimbursement program.
- Pre-approval by the employee's supervisor and Human Resource Services is required prior to course start date.
- Completion date of course(s) will determine to which fiscal year a course is posted.
- An employee can be reimbursed only once for any particular course.
- Exceptions are allowed for required dissertation/thesis coursework.

In addition to the travel, registrations and professional organization memberships overseen by individual departments, the investment in professional development is evidenced by the College-wide 2015-2016 expenditure of \$71,584.80 for professional development managed by Human Resources. This amount was over the budgeted \$66,445 but was allowed to satisfy all requests. The total requests of \$41,221.25 for student support services, tutoring, financial aid advising, and academic advising were reimbursed to 13 faculty and 7 staff members.

The SAT noted the lack of data to support how well-suited the current advising structure is to the needs of students (3.D.3.) With the help of a consultant, the college determined that the current advising system was not adequate to meet student needs. The VPAA conducted a study and determined the number of staff available for advising at some level in the liberal arts and career and technical areas of the college. For Spring 2015/Fall 2015, the student/academic support staff ratio was 635 in liberal arts and 201 for career and technical if faculty advisors were not included.

The structure of Student Services at that time included:

- Dean
 - Secretarial assistants (2)
- Coordinator, Orientation and Advising
- Advisor – Liberal Arts
- Advisor – Pre-tech (SHS)
- Advisor - Pre-tech and Liberal Arts
- Coordinator – Special Needs
- Coordinator – Career Services
 - Administrative Asst.
- Coordinator – Veteran Services
- Coordinator – International Students
- Coordinator – Accelerated and Evening programs
- Counselor
- Counselor
- Manager – Evaluation and Testing
 - Asst. Manager – Evaluation and Testing

Not only did the college not have enough staff to meet the needs of students but there were not enough staff members to support retention initiatives or faculty advising training. An AQIP project, led by the Dean of Students, was implemented to study the advising system and to make recommendation for a new structure. This study involved literature reviews, Education Advisory Board research and a review of other colleges' staffing organizations in academic advising. The action applied as a result of this study was the elimination of two academic counselor positions and the addition of seven Student Success Specialist (SSS) positions for a total of eight SSSs. The SSSs have offices in buildings across the campus to connect with students and faculty and to serve as advocates for students. The college also increased the number of professional liberal arts advisors by two positions. This new organization supports a three tiered system for student services:

Level One

Student Success Specialists triage student needs by –

- Having offices where the students are located
- Providing student referrals to academic, non-academic and community services
- Acting as general advisors
- Teaching SDV 108, assisting with MORE and assisting with Experience Hawkeye
- Attending school meetings

Level Two

More intense services are provided to students by –

- A licensed mental health counselor
- Four liberal arts advisors
- Coordinators for veterans services, special needs, international students/global education, career services and accelerated/evening programs.

Level Three

The most complex cases, such as student misconduct issues and problematic advising issues, are referred to –

- Dean of Students – Ms. Nancy Henderson
- Associate Director Advising and Orientation – Ms. Lisa Ciesielski

The structure of Student Services with the new organizational plan is as follows:

- Dean
 - Secretarial assistants (2)
- Associate Director of Advising and Orientation
- Liberal Arts advisors (4)
- Advisor – Pre-Health
- Student Success Specialists (8)
- Coordinator – Special Needs
- Coordinator – Career Services
 - Administrative Asst.
- Coordinator – Veteran Services
- Coordinator – International Students
- Coordinator – Accelerated and Evening programs
- Manager – Evaluation and Testing
 - Asst. Manager – Evaluation and Testing
 - Make-Up Testing Monitors – 3-4 part-time positions

The College is also moving forward with phase II of this restructure which involves the implementation of a customer relationship management (CRM) system to monitor and manage communications with at-risk students. The College has reviewed three options.

Core component 3.E. was identified as adequate due to the level of maturity of linking extra- and co-curricular activities with ILO assessment. The college appreciates the acknowledgement of the work completed to date and agrees with the team rating.

Criterion Four. Teaching and Learning: Evaluation and Improvement

All core components were found to be “adequate” under Criterion Four. The reviewers noted that it was not clear how HCC awards prior learning and transfer credits (4.A.3.) so the leadership team offers additional information for clarification. The Registrar’s Office audits all incoming transcripts and evaluates courses for purposes of awarding articulated credit based on defined Hawkeye Community College policy and procedures. The awarding of transfer credits by the College is based on the program of application for the student at the time of transcript evaluation. These awarded credits are transferred to the official student record. A degree audit helps the student see where the awarded transfer-in credits are applied toward their overall program course requirements. If a student changes majors during their time at Hawkeye, the degree audit allows for re-evaluation and automatically applies the credit where applicable. This process helps to ensure the college awarding of transfer-in credit remains consistent and communicated on an on-going basis to the student and all advising personnel.

Students transferring to Hawkeye from other colleges/universities are required to send their transcripts to the College where their credits are evaluated on an individual basis. Transfer credits are considered if they were earned from a regionally-accredited institution. Transfer students consult with their program advisor and Records Evaluator in Records and Registration. Hawkeye endorses the Joint Statement on Transfer and Award of Academic Credit approved by the American Council on Education (ACE), the Council on Higher Education Accreditation (CHEA), and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The College also uses various publications in determining transfer credit including, but not limited to Transfer Credit Practices of Selected Education Institutions, published by the American Association of

Collegiate Registrars and Admissions Officers; publications of The American Council on Education, the LACTS Agreement and other college sources.

The acceptance and use of transfer credits is subject to limitations in accordance with educational policies at the College. Transfer credits earned Fall 2011 or later must be graded at a C or higher to earn transfer credit. Prior to Fall 2011, transfer credits graded at a C- or higher will be awarded transfer credit. The GPA at Hawkeye only includes grades earned at Hawkeye. Complete information can be found on the Hawkeye website under Evaluation and Acceptance of Transfer Credit Policies.

In 4.B.1 and 4.B.3, the reviewers noted that it was not clear that HCC has set internal targets (goals) for student learning and is using information gained from the assessments to improve student learning. There is evidence that the use of assessment data for improvement is occurring at the individual faculty member level based on reflection statements. There are also two disciplines, math and communications, that have proposed course modifications in direct correlation to their analyses of assessment information collected and discipline discussions about the assessments. However, the College is keenly aware that improvement needs to take place in “completing the cycle” of student learning assessment. There has been a great deal of time and energy invested in creating assessment processes, tools and monitoring reports but there is still much work to be done to set targets and goals. The administration of some assessments over multiple years has provided data that the college will use to set targets. For example, the CAAP test for Critical Thinking has been administered twice in the established two-year cycle of administration providing external benchmarking data as well as trending data. All collected data are now being used to establish baselines and trends for future goal setting and benchmarking.

Questions raised by the SAT for core component 4.C. are addressed in the response to the Strategic Challenges. However, the College would like to provide more detailed information for consideration. The college leadership regularly benchmarks College performance in enrollment, retention and completion/graduation against a variety of external reports including but not limited to the National Community College Benchmark Project, the Integrated Postsecondary Education System, The Annual Condition of Iowa’s Community Colleges Report, and the Hawkeye Community College Profile Report provided by the Iowa Department of Education (Example Fig. 3). Benchmarking against other Iowa Community Colleges makes sense because of the organizational structure and governance system of Iowa community colleges and because of the similarities in the student demographics. The need for defined goals and targets for retention, persistence and completion rates is also being addressed by Institutional Research through program specific, longitudinal reports by cohort group (Fig. 4 and Fig. 5) and by a comprehensive internal study to establish targets based on exemplar programs identified by the College which is an active AQIP project (Fig. 6 and Fig. 7). The College leadership believes it is important for our own programs and faculty to be considered in establishing targets and benchmarks since best practices can be shared and training occur utilizing, and thus rewarding, our own internal talent. As discussed under the section concerning Strategic Challenges, the College is in the process of making benchmarking and target setting a more intentional and better communicated process.

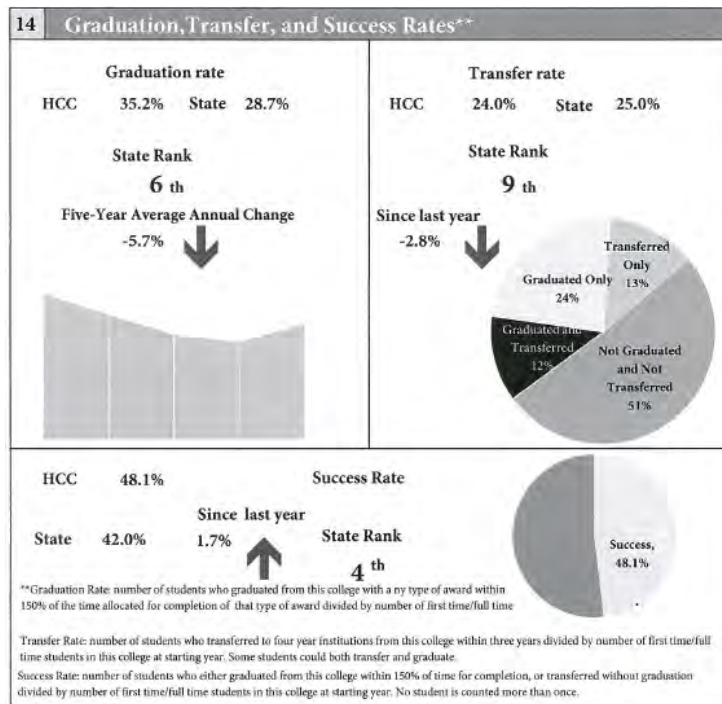


Figure 3. Hawkeye Community College Profile example

Fall Student Cohort	N=	Ag Business Management - AAS (AGBUSMG.3)				
		Graduation Rate	Fall to Spring Retention Rate	Retention Rate	Transfer-Out Rate	Drop-Out Rate
2008	23	69.57%	78.26%	78.26%	4.35%	26.09%
2009	31	38.71%	70.97%	51.61%	3.23%	58.06%
2010	40	72.50%	90.00%	75.00%	2.50%	25.00%
2011	16	50.00%	87.50%	68.75%	12.50%	37.50%
AVG	27.50	57.69%	81.68%	68.41%	5.64%	36.66%

<p>Student Cohort</p> <p>Is the group of students starting the program for the first time in that academic year.</p>	<p>1st Day Headcount</p> <p>Student Headcount on first day of Fall term. Headcount figure used for cohort tracking.</p>	<p>Graduation rate</p> <p>Is the percentage of a program's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, for a two-year degree program, entering students who complete within three years are counted as graduates.</p>	<p>Fall to Spring Retention Rate:</p> <p>Is the percentage of a program's first-time, first-year undergraduate students who continue to the next term.</p>	<p>Retention rate</p> <p>Is the percentage of a program's first-time, first-year undergraduate students who continue at that school the next year. For example, a student who studies full-time in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate.</p>	<p>Internal Transfer Out Rate:</p> <p>Is the percentage of a program's first-time, first-year undergraduate students who transfer to another HCC. For example, a student who is in a two-year degree program is counted as a transfer-out if the student ends/inactivates the program and starts another program (different CIP#) at the college within three years. (LEAVERS)</p>	<p>Drop-Out Rate:</p> <p>Is the percentage of a program's first-time, first-year undergraduate students who drop-out of the program and college with no degree/credits.</p>
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SOURCE: Cohort Retention Reports

Figure 4. Retention and completion report for Ag Business Management

Retention Report and Graduation for **Agricultural Business Management AAS**

COHORT TERM: Fall 2012

39 Applications Accepted

3 (7.7%) accepted applicants were not enrolled IN THIS PROGRAM on Census Day.

RETENTION INFORMATION:		Completed Terms: 2012/FA 2013/SP 2013/SU 2013/FA 2014/SP 2014/SU 2014/FA 2015/SP								
1st Day	Student Count	37	32	10	29	25	4	1	0	
	% retained*:	100.0%	86.5%	27.0%	78.4%	67.6%	10.8%	2.7%	0.0%	
Census Day	Student Count	36	32	9	29	25	3	1	0	
	% retained*:	100.0%	88.9%	25.0%	80.6%	69.4%	8.3%	2.8%	0.0%	
*percentage retained from applicants includes same term graduates										
GRADUATION INFORMATION:		←100%→					←150%→			
		Graduation Term: 2012/FA 2013/SP 2013/SU 2013/FA 2014/SP 2014/SU 2014/FA 2015/SP								
Agricultural Business Mgmt AAS				1	2	17	2	1		
Graduation Rates:										
Degree earned within 100% of expected time:		20	54.1%							
Degree earned within 150% of expected time:		3	8.1%							
Degree earned over 150% of expected time:		0	0.0%							
Total Degree's earned within this program:		23	62.2%							
Completers of the program earned these additional degrees:										
Unique Student Headcount:	21									
Degree (duplicate) Headcount:	22									
Ag Business Mgmt Diploma	21									
Animal Science AAS	1									
Leavers of the program earned these additional degrees:										
Unique Program Associated Student Headcount:	2									
Unique Student Headcount of Non-Program Award:	1									
Industrial Automation Technology AAS	1									
Industrial Automation Technology Diploma	1									
Industrial Automation Technology Certificate	1									
Ag Business Mgmt Diploma	2									
Dropped Out of the college:		Unique Count: 10								

Figure 5. Detail of one cohort group from Ag Business Management AAS

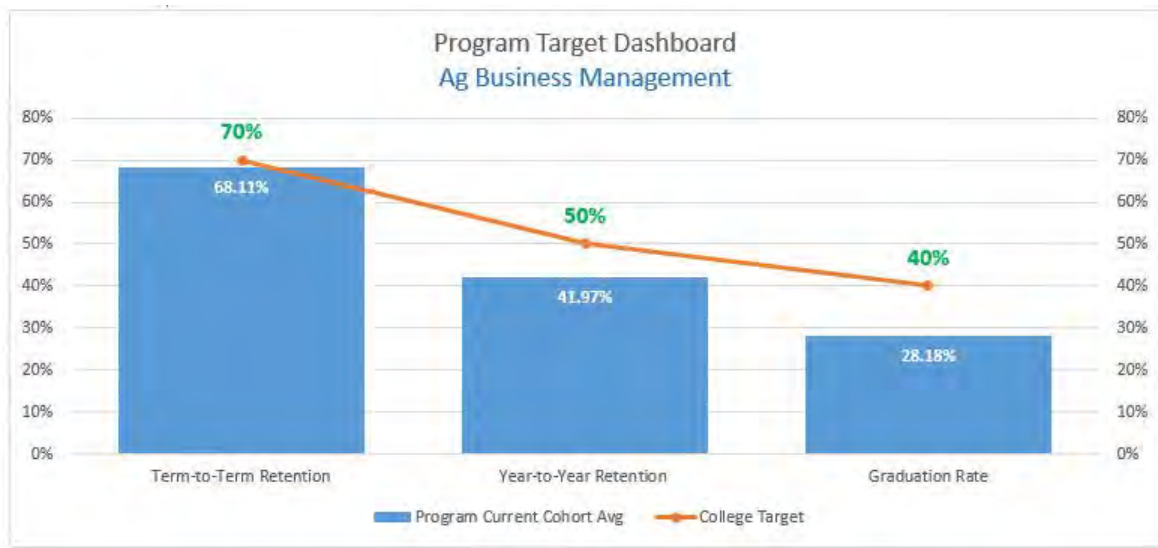


Figure 6. Comparison of one program to targets established by Exemplar Program Study.

Program (Data represents average for Student Cohorts 2008-2010)	1st Year Student Count	Graduation Rate	Fail to Spring Retention Rate	Fail to Fall Retention Rate	Transfer-Out Rate	Drop-Out Rate
Accounting - AAS (ACCOUNTG.3)	27	22%	65%	42%	6%	63%
Ag Business Management - AAS (AGBUSMG.3)	28	58%	82%	68%	6%	37%
Ag Power Technology - AAS (AGPOWER.3)	16	56%	84%	74%	8%	36%
Alternative Energy Technology - AAS (ALTENERGY.3)	14	50%	57%	57%	7%	43%
Animal Science - AAS (ANIMLSCI.3)	29	20%	73%	44%	4%	63%
Associate Degree Nursing - AAS (NRSEADN.3)	34	85%	94%	25%	1%	6%
Automotive Electronic Technology - AAS (AUTDELEC.3)	5	75%	71%	56%	10%	54%
Automotive Technology - AAS (AUTOTECH.3)	21	25%	77%	60%	5%	63%
Civil & Construction Engineering Technology - AAS (CIVILCON.3)	18	54%	69%	63%	4%	42%
CNC Machining and Tool Making Technology - AAS (CNCTOOL.3)	32	24%	41%	22%	6%	54%
CNC Machining Technology - DIP (CNCTOOL.2, CNCMACH.2)	0	0%	0%	0%	0%	0%
Collision Repair and Refinishing - AAS (COLLRPR.3)	27	33%	68%	48%	2%	64%
Construction Equipment Operator - DIP (CONEQOPR.2)	0	0%	0%	0%	0%	0%
Dental Assisting - DIP (DENTASST.2)	23	70%	78%	1%	9%	21%
Dental Hygiene - AAS (DENTHYGN.3)	21	82%	89%	84%	0%	13%
Diesel Truck Technology - AAS (DIESLTRK.3)	13	32%	76%	63%	18%	50%
Digital Mass Media - AAA (DIGMEDIA.4)	0	0%	0%	0%	0%	0%
Early Childhood Education - AAS (CHILDDEV.3)	31	40%	77%	54%	3%	49%
Electronic Engineering Technology - AAS (ELECENGR.3)	22	40%	81%	56%	6%	39%
Emergency Medical Services - AAS (EMMEDSVC.3)	0	0%	0%	0%	0%	0%
Executive Assistant - AAS (EXEASST.3)	12	22%	75%	50%	10%	57%
Fire Science - AAS (FHRESCI.3)	0	0%	0%	0%	0%	0%
Graphic Communications - AAA (GRAPHCOM.4)	42	38%	65%	47%	4%	57%
Heating and Air Conditioning - DIP (HEATAIR.2)	19	58%	81%	4%	1%	39%
Horticulture Science - AAS (HORTSCI.3)	22	36%	83%	65%	4%	46%
Human Resource Management - AAS (HMNRESMG.3)	12	8%	78%	33%	11%	72%
Industrial Automation Technology - AAS (INDAUTO.3, AUTOSYS.3)	19	23%	82%	63%	0%	55%
Information Systems Management - AAS (INFOSYST.3)	6	33%	74%	23%	47%	21%
Legal Office Assistant - AAS (LEGALAST.3)	8	9%	68%	32%	7%	76%
Marketing Management - AAS (MRKTMGMT.3)	40	33%	67%	45%	7%	60%
Medical Administrative Assistant - AAS (MEDADMIN.3)	37	27%	58%	34%	8%	63%
Medical Billing and Coding Associate - AAS (MEDBILL.3)	0	0%	0%	0%	0%	0%
Medical Laboratory Technology - AAS (MEDLAB.3, MLT2BE.3)	16	37%	70%	35%	11%	46%
Natural Resource Management - AAS (NATRSMG.3)	25	21%	80%	56%	6%	29%
Network Administration and Engineering - AAS (NTWRKADM.3)	25	52%	78%	55%	10%	37%
Occupational Therapy Assistant - AAS (OCCTHAST.W to OCCTH.3)	24	58%	79%	33%	21%	21%
Paramedic - CERT (EMMEDPAR.1)	0	0%	0%	0%	0%	0%
Physical Therapist Assistant - AAS (PHYTHAST.W to PHYTHAST.3)	42	60%	88%	26%	17%	24%
Police Science - AAS (POLSC.3)	94	28%	68%	42%	7%	64%
Practical Nursing - DIP (NRSEPN.2)	60	67%	88%	26%	6%	23%
Professional Photography - AAA (PROPHOTO.4)	57	53%	82%	71%	3%	44%
Respiratory Care - AAS (RESPCARE.W to RESPCARE.3)	20	37%	62%	38%	5%	54%
Sustainable Construction and Design - AAS (SUSCONST.3)	0	0%	0%	0%	0%	0%
Truck Driving and Transportation Training - CERT (TRKDRIVE.1)	19	79%	6%	0%	0%	21%
Veterinary Assisting - DIP (VETASST.2)	15	44%	78%	53%	2%	43%
Web Programming and Development (WEBDSGN.3)	16	35%	75%	46%	6%	57%
Welding - DIP (WELDING.2, WELDNIGHT.2 & WELDADV.2)	23	46%	67%	42%	1%	40%

Figure 7. Hawkeye Exemplar Program Retention and Graduation Data used to establish Targets

Criterion Five. Resources, Planning, and Institutional Effectiveness

The SAT found Core Component 5.B to be “strong” and 5.A, 5.C and 5.D to be “adequate”. Information has already been provided in this report to address many of the concerns noted in this section but the following information is provided for additional clarification and support of this component.

As part of Hawkeye’s strategic enrollment planning, the College has utilized a variety of independent assessment tools to determine if its organizational structure, resources, and staff training are aligned to meet the changing needs of our students and stakeholders. For example, the College is currently in the process of evaluating the responsibilities/services provided by the Student Records & Registration department to determine if staffing levels, training and responsibilities are appropriate for the assigned duties of the department. This evaluation will include an assessment by a consultant from Ruffalo Noel Levitz, an established leader in higher education enrollment planning; benchmarking comparisons against similar-sized community colleges in Iowa; and focus group interviews involving Hawkeye students, faculty, and staff. The College believes the results of this evaluation will be extremely helpful in assessing the current level of staffing/customer service, future technology needs and maximizing opportunities for enrollment growth.

The following examples are offered in response to how the College anticipates emerging factors in planning for future (5.C.5):

HCC anticipates emerging factors at the highest strategic level of planning. For example, the development of the SEP for Initiative One was predicated on the fact that data indicated a steady decline for direct from high school enrollments from 2011 through 2020 in our service area. Initiative One was developed to both increase enrollment through the recruitment of new student populations as well as increase student retention from semester to semester. Similarly, Initiative Two was carried over from the previous three-year strategic planning cycle based on the changing population demographics for our service region that indicated new immigrant populations (e.g., Burmese, Congolese, Sudanese, etc.) were relocating to this region of Iowa and continued attention to building an expanded campus culture of inclusion was warranted to reflect the communities we serve.

Hawkeye's website plays an important role in communicating with both prospective and current students as well as other key stakeholders. Website traffic is analyzed to gain a better understanding of how to serve the needs of our users including what types of devices prospective students and current students are using. Prior to 2009, the college website was designed for desktop users. It was also about this time that the technology leaders were predicting a surge in mobile usage with mobile surpassing desktop users by 2014. In 2009, Hawkeye began tracking device types and saw mobile starting to climb. Hawkeye responded and launched a mobile website in June 2011. The mobile site was separate from the desktop, so we began maintaining two sites. At that time, we were the first college in the State of Iowa to have a complete mobile site that included everything from our desktop website. Hawkeye's mobile traffic continues to rise and at the same time, technology continues to advance.

Since 2011, the College has continued watching trends to understand what consumers and students want in College communications. According to Noel Levitz 2016 Marketing and Student Recruitment Practices, a website optimized for mobiles browsers was ranked number one by as the most effective way to communicate with students. As a result, Hawkeye started working on a responsive website design. A responsive site automatically adjusts to the screen size of the user regardless if it is a desktop connection, cell phone, or a tablet. We anticipate that Hawkeye's new responsive website will be up by the end of the year.

The following resources are used by the College to anticipate emerging factors in planning for the future:

- US Census Bureau information
- Department of Education statewide trends
- NRCCUA (National Research Center for College and University Admissions) survey results
- STAMATS annual "Teen Talk" report outlines trends
- Iowa Workforce Development Rapid Response program for recently laid-off workers
- State of Iowa annual Joint Enrollment report
- Qualification calls to prospective direct from high school students by our tele-counseling team
- Hawkeye's Records and Registration Demographic report details enrollment trends
- CRM (Constituent Relationship Management) software allows for real-time analytics and response

Conclusion

Hawkeye Community College is committed to continuous quality improvement and welcomes feedback from the Higher Learning Commission as part of the AQIP accreditation. The College has analyzed the Systems Appraisal Feedback Report and has provided additional information, clarification and action plans to address the identified Strategic Challenges and the reviewers' observations within the Criteria for Accreditation and Core Component Evidence Screening. The Hawkeye Community College family looks forward to hosting the team that will conduct the comprehensive quality review.

Faculty Handbook <http://www.hawkeyecollege.edu/employees/default.aspx>

Personnel Handbook <http://www.hawkeyecollege.edu/employees/default.aspx>

Institutional Catalog <http://www.hawkeyecollege.edu/academics/college-catalog/default.aspx>