Assurance Argument

Hawkeye Community College

Review date: 6/14/2021

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 Hawkeye Community College (HCC) began as Hawkeye Institute of Technology in 1966 and evolved in 1993 as a comprehensive community college with 45 certificate and degree programs in career and technical education and four-year transfer programs published in our college catalog student enrollment. HCC FY20 enrollment of 7,298 unduplicated students annually in credit programs, and 7,909 unduplicated students in non-credit offerings. President Dr. Todd Holcomb is committed to regular, collaborative, and inclusive review and revision of its guiding documents; including the institution's mission, to sustain programs and services that meet the needs of students in our 10-county service area district (Benton, Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Fayette, Floyd, Grundy, and Tama Counties), and the state of Iowa. The College engages employees on a regular basis in planning and budget driven processes.

HCC employs more than 700 full-time and part-time faculty and staff members and serves as one of the 15 community colleges in Iowa. Additionally, HCC provides college courses to over 2000 high school students through concurrent enrollment offerings in 25 school districts.

Dr. Linda Allen led HCC strategic plan during 2015-2018 **Connect**. After serving eight years as President, Dr. Allen planned to retire and the trustees agreed to allow the new president the opportunity to set the course for HCC. The 2015-2018 Connect mission, vision, and strategic plan was continued. During this interim period, the College developed and used a Collaborative Review process to bridge the gap.

Dr. Todd Holcomb became President in 2019 and immediately began an analysis of the College for priorities related to student success. President Holcomb hosted seven open town hall meetings with

students, faculty, staff, and the community while listening to community diversity needs at HCC. After consultation with cabinet and Board of Trustees, the previous mission, vision, and strategic plan continued while a plan was developed. In spring 2020, COVID-19 delayed progress with our strategic plan. In Fall 2020, HCC hired a consulting firm See What I Mean (SWIM) and began the process to develop and implement a new strategic plan for Hawkeye Community College. The process included feedback from open town hall meetings, Guided Pathways, Inclusion Center, Business Development, admission, retention, and graduation goals while serving all citizens in our service area.

The mission and vision statement revisions were generated through a comprehensive college and community stakeholder process. Multiple open forum opportunities were scheduled for stakeholders to engage in a collaborative and interactive feedback intake process. The consultant team helped the College to identify the core themes of the stakeholder feedback.

A Strategic Planning Committee was formed with representatives from all areas of the College. The mission was developed over several months of embarking on a process of deeply engaging with community stakeholders to understand how we as a college can support the continued growth and success of the communities we serve.

Through focus groups, one-on-one interviews, and surveys with key stakeholders, HCC received vital input about what current and prospective students, business partners, and community leaders saw as opportunities HCC could provide. The outgrowth of these ongoing stakeholder sessions resulted in a new mission and vision statement and strategic plan being adopted.

HCC Board of Trustees approved the College's new mission statement during its regular board meeting on October 27, 2020. The new mission statement is "**Empowering students, strengthening businesses, and enriching communities**." At the same meeting, the Board also approved the new vision statement: "**Improving the quality of life in the communities we serve**."

1.A.2 Hawkeye Community College (HCC) consistently reaches out to partnerships in education, businesses, government offices, advisory boards, students, faculty, staff, and community members to meet the opportunities and challenges of our developing community. Listening and working sessions are held to discuss instruction, program needs, best practices, research, scholarship, service, economic development and contributing to a culture of responsible and caring citizenship. This resulted in a new mission, vision, and strategies. The next phase of the strategic plan is being implemented with instruction, scholarship, research, etc. to clarify those principles already engaged.

Mission

Empowering students, strengthening businesses, and enriching communities.

Vision

Improving the quality of life in the communities we serve.

Strategies

Strategy 1: *Diversity and Inclusion*

Strategy 2: *Opportunities for Education*

Strategy 3: *Pathways for Student Success*

HCC employs more than [700 full-time and part-time faculty and staff members](#) and serves as one of the 15 community colleges in Iowa. HCC employees are required to hold appropriate credentials and degrees in accordance with the Iowa Department of Education. Instructional, scholarship, service, and creative works are supported by the College's [Brobst Center for Teaching and Learning](#) with [Canvas](#), faculty development, [Quality Matters (QM)](#) training, learning communities, and instructional learning outcomes, program requirements, and inquiry. There have been 159 faculty complete 209 QM courses. In the past five years, the Brobst Center for Teaching & Learning offered 814 faculty development courses or workshops with 2066 participants representing 585 unique HCC personnel, predominantly faculty. Additionally, instruction, scholarship, and research are supported by Curriculum, Academic Standards, Guided Pathways, and Provost Office committees.

HCC's commitment to clinical service, public service, economic growth, and diverse culture is embedded in our curriculum. For example, over 100 students participate in Cedar Valley Healthcare clinicals in nursing, physical therapy assisting, and occupational therapy. Additionally, those students often work part-time while going to school as certified nursing assistants meeting community needs as well as economic impact. HCC has been instrumental in the development of public goods like [Grow Cedar Valley Education Inclusion Summit.](#)

1.A.3 [The Hawkeye Community College Strategic Plan 2021-2025](#) was constructed through listening town hall meetings by President Dr. Todd Holcomb, consulting from [See What I mean (SWIM)](#), [Strategic Planning Committee](#), [Hanover Research](#), advisory boards, student, faculty, and staff input, Grow Cedar Valley, and Business & Continuing partnerships.

The College's recognition of the ever-changing societal environment is necessary to meet educational, economic, social demand while enriching our communities, and encouraging citizenship is the purpose of our higher educational institution. The College recently collaborated to plan for a new cybersecurity program, solar power field, increased concurrent offerings at the Waterloo Career Center, and projects responsive to constituents such as Guided Pathways, Inclusion Center, and COVID-19 vaccination clinics for students, employees, and community members.

HCC clearly articulates its mission to over [200,000 citizens in our 10 service areas](#) while investigating our community needs, state and national trends, and sustainability for the future constituents. The Public Relations & Marketing department uses our website, brochures like [Viewbook](#), [Student Checklist](#), [CONNECT](#) [mailing](#), Facebook, twitter, commercials, and radio as communication tools.

1.A.4 HCC's academic offerings, student support services, and enrollment profile documents are consistent with our mission and vision to serve our community. The College's enrollment profile serves approximately 7,298 full and part-time credit students. The majority of students are part-time. The average age is 22. The majority of students identify as white, 81%, and those identifying as a minority (American Indian, Asian, Hawaiian/Pacific Islander, Black/African American, Hispanic 2 or more races) constitute 19%. HCC's [enrollment](#) and [awards](#) have mirrored the trends and demographic changes in the [state of Iowa](#) as reported annually with our demographic [fall](#) and [spring](#) reports.

The College's mission includes three strategies; diversity and inclusion, opportunities for education, and pathways for student success. The strategies align with the mission of the College to meet the diverse learning needs of the students and communities in the [HCC service area](#), preparing students

for transfer or entry into the workforce.

In 2020, The Division of Student Affairs was constructed to empower students with offices working collaboratively to serve; Admissions, Student Services, Student Life, Student Athletics and Recreations, Student Health Services, Financial Aid Office, TRIO, Office of Diversity and Inclusion, and Records and Registration. Within the larger College mission, the Student Services Office provides various support services to prospective and enrolled students to help them successfully reach their academic goals.

The Admissions Office recruits, admits, and communicates with students about academic programs, student services, and campus resources for students to meet their goals. Admissions program "We Support You" was initiated with Foundations to attract more students. Due to COVID-19 restrictions for 2020, HCC Admissions Counselors worked via Zoom, phone calls, emails, and extensive relationship building. Since students were not able to do college or placement testing like ACT, SAT, Accuplacer, or other standardized exams , HCC relied more heavily on high school grades and courses completed.. In a typical semester, students can take placement exams through the Evaluation and Testing Office at the HCCmain campus.

The Student Services Office support admitted students to the College with orientation, Mandatory Orientation and Registration Experience (MORE) session. During COVID-19, students were able to go through MORE modules online and meet with advisors via Zoom or in person with masks and protective glass. Academic/College Success Advisors work along with faculty to provide academic advising. Students with disabilities are provided accommodations through the Student Accessibility Services Office. Veterans and military-connected students work with the veterans' coordinator on eligibility related to veterans' programs and support. International students are admitted and enrolled through the services of the International Student Services/Study Abroad Coordinator. Career Services provides students with various opportunities for career exploration and employment searches and placement. The Student Life department provides both educational and social events and activities (in-person and virtual) for students to be engaged and connected to the campus and community. Clubs and organizations contribute to networking and both personal and professional development in conjunction with their courses of study.

Students actively participate in academic advising from 10 Academic/College Success Advisors in all academic programs. In 2019, staff had 5,301 advising appointments to review students' academic goals, career goals, and personal goals. In 2020 during COVID-19, staff had 7,121 advising appointments both in-person and via Zoom to review their programs, academic evaluation, student scheduling, and answer campus resource questions. This data is collected via Ellucian CRM Advise that HCC uses as a tool.

The TRIO Student Support Services program is another way the College addresses barriers to retention, completion, and academic success for low-income and first-generation college students and individuals with disabilities. Student Support Services assists students through intensive individualized advising, academic support, and fostering a climate of success.

Support services extend into several key individual areas with finances being an integral component. The Financial Aid Office aims to administer financial aid equitably with integrity and consistency while adhering to state and federal regulations and institutional policies. It is committed to assist the College's diverse student population in removing financial barriers to access a postsecondary education and to obtain their educational goal. The College is re-engineering its current recruiting and retention efforts and looking into incorporating more strategic financial incentives to be able to

better package their financial aid award from admission to graduation. Thus, the Financial Aid Office will have a part in the administration of institutional and foundation scholarship funds, and will work closely with the Admissions Office, Foundation Office, Academic Schools, and various strategic enrollment committees to find new, innovative ways to leverage data in order to better understand and serve our students.

Another source of financial support involves the Hawkeye Foundation Office. From giving students bus passes so they can continue to attend classes to providing a textbook when there just isn't enough money left over at the end of the month, the Hawkeye Foundation strives to fill a variety of gaps. Scholarships provide extra encouragement and the financial assistance to make education accessible and affordable. The campus community is being asked to provide priority ideas for the next fundraising campaign to ensure that each area has a chance to share innovative transformational ideas to make the College meet the needs of students, local businesses, and the overall community.

The Records and Registration Office serves students through securing student records, schedule of courses, registration, graduation, transcripts, academic program record, and advanced standing credits. Additionally, providing faculty and staff with data and safeguarding the integrity of HCC's records and degrees. This office is responsible for FERPA and transcripts through the National Student Clearinghouse. During COVID-19, policies and procedures were developed with Pass/Non-Pass grading, transcript key, and assisting faculty and 688 students finish the Spring 2020 semester during summer 2020.

Student athletes are valued players at HCC as evidenced in the Athletic Department which attracts over 225 prospective student athletes to the College by providing an opportunity to continue their athletic and educational pursuits. Specifically, at the NJCAA level, prospective students can obtain an athletic scholarship, enjoy increased playing time, and find development opportunities to better prepare them for the four-year level. Once the prospective student commits to the College, the coaches in the department strive to cultivate an environment conducive to the academic and athletic success of the student-athlete. By providing student-athletes with competitive opportunities, the department builds a community within the College and the surrounding areas. Through this, HCC produces outstanding members of society who contribute in a positive way well after their years as a HCC RedTail athlete.

Communication Information System department (CIS) supports the mission of the College in a many ways including providing computers, equipment, management of the Colleague/Ellucian system, and related support to help staff and faculty better serve students. Access to computer resources is individually granted, as appropriate, as new employees begin their employment. CIS empowers students by providing support to the various classroom technologies, including labs and simulator labs in the CTE areas. During the COVID-19 pandemic, the College provided laptop computers and internet hot spots to students which enabled students without their own equipment to continue their studies, as well as increased the number of Zoom-enabled classrooms to 25 to allow for increased hybrid teaching and learning options.

To further the charge to empower students of traditionally underrepresented communities, HCC's Office of Diversity and Inclusion (ODI) establishes and sustains policies, programming, practices, and resources that foster student success; create a welcoming environment; and promote an increased awareness of and shared commitment to inclusiveness for students and staff of all social and cultural identities. A new Inclusion Center proposal to support underrepresented students has passed cabinet approval and implementation for physical space and programming begins Fall 2021. Additional educational opportunities and leadership will be supported by two graduate student

assistantships with the University of Northern Iowa partnership.

1.A.5 HCC clearly articulates its mission to over 200,000 citizens in our 10 services areas. Our Strategic Plan and publications from Public Relations & Marketing department uses our website, brochures like Viewbook, Student Checklist, Fall & Spring CONNECT magazine, Facebook, Twitter, and TV/Radio commercials to communicate our mission and purpose.

Sources

- 1A_ Board Meeting minutes
- 1A_ Hawkeye College Service Area District Map
- 1A_ History of Hawkeye
- 1A_2015-2018 Strategic Plan Brochure
- 1A_2020 Connect Magazine Fall
- 1A_2020 Fall MORE Booklet
- 1A_2020 Scholarships Brochure
- 1A_2020 Student Checklist
- 1A_2020 Student Checklist
- 1A_2020 Viewbook
- 1A_2020 Viewbook
- 1A_2020-2021 Hawkeye Program Course Guide Catalog
- 1A_2020-2021 Hawkeye Program Course Guide Catalog
- 1A_2021 Spring Connect Magazine
- 1A_2021-2025 Strategic Plan Brochure
- 1A_Academic Policies.docx - Athletics
- 1A_Benchmarking - Financial Aid and Scholarship Trends - Hawkeye Community College
- 1A_Brobst Center for Teaching and Learning
- 1A_Canvas Course Comparison- Brobst Center
- 1A_Civility Toolkit
- 1A_Coaches Handbook.docx- Athletics
- 1A_Consumer Information Email- Student Services
- 1A_Creating the Plan — A Journey Together
- 1A_Dare to Dream Scholarship
- 1A_Data Supplement - Financial Aid and Scholarship Trends - Hawkeye Community College
- 1A_Diversity and Inclusion Council
- 1A_Diversity and Inclusion Initiatives
- 1A_EAB - Iowa BEA - 09-25-2019
- 1A_EADA Report- 2018-2019.docx - Athletics
- 1A_Equal Opportunity
- 1A_FERPA Guidelines 20
- 1A_FERPA Statement 20
- 1A_Grow Cedar Valley Education Inclusion Summit
- 1A_Hanover - Understanding Returns on Recruitment and Marketing Investments 2020
- 1A_Hawkeye Certificates Diplomas and Degrees
- 1A_Hawkeye College Career Guide
- 1A_Hawkeye College Enrollment
- 1A_Hawkeye Community College Stakeholder Engagements Summary.docx
- 1A_Hawkeye Employee Data

- 1A_Hawkeye Stakeholder Engagement PowerPoint.pptx
- 1A_HCC Financial Aid Handbook
- 1A_Inclusion and Civility Task Force
- 1A_Inclusion Center Proposal - Spring 2021
- 1A_International Students
- 1A_LGBTQ
- 1A_March 2021 Strategy Team Kickoff Presentation
- 1A_Military and Veterans
- 1A_Military and Veterans
- 1A_Mission Vision Goals 2021
- 1A_Mission Vision Goals Prior to 2021
- 1A_National Clearinghouse Instructions
- 1A_Nov 13 SWIM 2019 Jordan Vernoy Contract
- 1A_Oct 22 019 Cabinet Notes APPROVED
- 1A_Pass-NonPass Grades Email
- 1A_Peace Pole
- 1A_Program EvalDegree Audit (1)
- 1A_QM Completions 1-1-16 to 5-21-21
- 1A_Records Registration Mission Vision and Goal Statement 2020.docx
- 1A_Release of Student Information
- 1A_See What I Mean (SWIM)
- 1A_Strategic Planning Committee
- 1A_Strategies
- 1A_Student Accessibility Services
- 1A_Student Athlete Handbook
- 1A_Student Demographics Fall 2020
- 1A_Student Life Budget Narrative 2021-2022
- 1A_Student Life Fee Budget Proposal FY 2020 - 2021
- 1A_StudentDemographicsSpring2021
- 1A_Transcript Key COVID-19
- 1A_Transferology Hawkeye Community College
- 1A_Transferology- Transfer Pathways
- 1A_Treatment of Students Monitoring Report.docx (1)
- 1A_TRIO Flier-7
- 1A_TRIO SSS HCC Resources
- 1A_Understanding Racial Trauma and Restorative Healing
- 1A_We Support You

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 Hawkeye Community College)HCC) demonstrates its role to serve the public in multiple diverse actions by providing a critical function in Business & Community Education for non-credit training programs for workforce development, re-entry into the workforce, and Grow Cedar Valley. HCC Adult Learning Center is a critical teaching English Language Learning (ELL), High School Completion (HSC), and public programming in Waterloo.

The emphasis at HCC, under the leadership of Dr. Holcomb, is for every citizen to grow with the College whether that be from our Child Care Center, Summer Camps for Kids, Adult Learning, Workforce Development, High School Enrollment (2000 concurrent students), credentialing, community arts, COVID-19 vaccination site, and even community events like RAGBRAI. Our purpose is to meet our communities needs.

1.B.2 HCC is a public institution with purpose to meet our diverse and inclusive society needs by providing educational opportunities and pathway tools for student success. We prioritize resources for students first, strengthening businesses with workforce knowledge and skills which enrich our community.

1.B.3 HCC engages our external constituents and responds to their needs through public listening sessions (by President Holcomb), active community participation in public organizations like Grow Cedar Valley, and academic advisory committees in every program with experts in the field to know what their workers need in skills and knowledge, Additionally, the College engages in consulting firms (such as Hanover and See What I Mean) to gather information on recruitment and financial aid, and meeting those community needs. One of the most significant entities working with our community directly is our Business and Continuing Education (BCE).

HCC Business and Community Education (BCE) serves our community, business and industry partners, business professionals, and job seekers in a comprehensive manner. BCE's mission is to be an innovative training provider and resource for the community while providing lifelong learning opportunities to employers and individuals for career and personal development. BCE strives to be the premier leader in workforce training by providing our community with solutions-driven educational opportunities. To successfully provide high demand, the BCE is divided into three divisions. All three divisions serve our community in different ways but do so in an integrated manner. These divisions include:

- Continuing Education
- Corporate and Business Solutions
- Workforce Training and Community Development

Continuing Education (CE) provides short-term non-credit educational offerings primarily focused on business and professional development, information technology, healthcare, skilled trades, transportation and logistics, law enforcement, and lifelong learning or leisure education. CE creates and maintains programming that prepares students for high demand, high skill, and high wage employment opportunities in the Cedar Valley. The majority of CE's programs are industry approved. Students who complete CE programming earn industry recognized credentials that assist them with successfully transitioning to a career pathway of their choice. CE's non-credit offerings are available in person, online, or through hybrid models with an increased emphasis on competency based learning opportunities for students in registered apprenticeships and career pathway certificates.

Over the last five years, CE and Workforce Trainig and Community Development division focused on expanding our offerings in registered apprenticeships (RA) and career pathway certificates. The CE division is separated into departments that serve different industry sectors: Health, Trades, Advanced Manufacturing, Transportation, Information Technology, Law Enforcement, Workplace Advancement, and continuing education.

Health: The healthcare industry is a growing industry and career pathway certificate offerings were created to address the emerging need. Specifically, the Patient Access and Front Desk program was created to address the needs of the local area. Additionally, HCC was the first community college to develop and implement registered apprenticeship programs for Certified Nursing Aide and Home Health Aide. The BCE is able to create a hybrid program for Medication Manager and add additional skills to the occupation. In an effort to facilitate interest in the program, WTCD have worked with the Waterloo Career Center (WCC) and signed a quality pre-apprenticeship agreement to transition their healthcare cohort students into registered apprenticeship programs.

Trades: The construction trades were an area that HCC started with registered apprenticeships by developing standards for Electrical, Plumbing, and HVAC. Since that time the BCE has expanded the offerings to Carpentry and developed a quality pre-apprenticeship program with Waterloo Career Center, WE Build Waterloo Project, as well as the Adult Education and Literacy programs. The trades RA and pre-apprenticeship curriculum are based on the National Center for Construction Education and Research (NCCER) competency based curriculum. In 2019 HCC was accredited by the NCCER to become the first community college with an Accredited Training Sponsor and be able to issue certifications on behalf of NCCER. The College now has access to turnkey solutions for 72 trades. Electrical and Plumbing cohort graduates from the WCC are awarded level one credits in Electrical and Plumbing RA.

Advanced Manufacturing: Manufacturing continues to be the largest industry in our service delivery area. We are currently offering career pathway programs for CNC, Welding, Industrial Maintenance, and Facilities Maintenance. Similar to what we have done with NCCER, WTCD started setting up these programs as competency based education. We are now also Smart Automation Certification Alliance members and use the Amatrol e-learning library and trainers/simulators to provide training for Industry 4.0. In collaboration with local employers headed by John Deere, HCC established a new pre-apprenticeship program called IGNITE. The program is available to high school students as well as to adults. It is competency based with multiple micro-credentials embedded throughout the 6 levels. HCC holds the standards for Industrial Maintenance RA and is a Related Technical

Instruction (RTI) provider for Welding and CNC.

Transportation: One of our largest departments is transportation with career pathway programs for CDL A, CLD B, Bus, Construction Equipment Operator, and driver education. The CDL programs draw in hundreds of students annually and it is also an RA program as well as approved for VA benefits. Additionally, HCC is a five time recipient of a US DOT grant that promotes "Trucking with the Troops" for veterans, spouses, and children of veterans to enter the transportation industry. Another RA program is construction equipment operator that uses the NCCER competency based education curriculum. We have been adding the number of carriers that we serve recently adding Schneider international and Bertch cabinets to the list. Due to our extremely good relationship with Iowa DOT, HCC was able to certify 6 of our instructors as the 3rd party testers so all CDL testing happens in-house and it is free of charge to our students. Lastly, we were also a pilot site for DMV to issue permits and licenses at a college location.

Information technology: This is a new industry area that we just started to provide career pathway certificates in. WTCD partnered with an industry accrediting body Comp TIA as an educational partner to offer IT fundamentals certification and A+ and security + certification, as well as Microsoft Office certifications including Excel, Word, Outlook, and PowerPoint. The BCE has also partnered with LERN and ProTrain to offer self-paced online IT training. During the pandemic, WTCD saw an increase in the number of registrations coming through these partners. To spur interest in these IT occupations we started offering summer camps for students in the K-12 system, where they learned foundational skills and knowledge through game based learning.

Law Enforcement : Currently, HCC offers Iowa Law Enforcement Academy - New Officer Basic Level II certification, Reserve Peace Officer certification, and Firearms certification. In the last two years, the BCE was able to increase our numbers to the point we are taking students on the waitlist. The College has also invested in hiring a full-time law enforcement coordinator to oversee the academy and create new programming. New programming created is based on: Mental Health for public service, community based policing, as well as diversity and minority relations.

Workplace Advancement: As today's technology and workplaces change, your knowledge and skill also need to change and evolve. With HCC workplace certifications, gain job-specific skills that you can use immediately in your workplace. Available programs are: Bookkeeping Specialist, Childcare Director, Office Technology and number of skill improving courses.

The Corporate & Business Solutions (CBS) primarily provides customized contracted training for individual businesses or a consortium group of businesses interested in the same topic(s). Training will range from a single 1-hour class to a series of classes delivered over time as a program, with most classes hosted on-site at a business. The delivery mode for training in 2016 was primarily on-site at a business; in 2020 that model changed rapidly to virtual, since business doors were closed to outside visitors due to the pandemic. In late 2020 the model moved to hybrid where we have a split of virtual and in-person training, as businesses opened their doors again.

Prior to 2019, CBS did not offer webinars, primarily because businesses preferred on-site, in-person training for as much hands-on as possible. In 2019 the CBS began experimenting with webinars as a marketing tool for our sales campaigns. The CBS held eight 30 to 60-minute webinars featuring a hot industry topic as a precursor to training we offered the following month at the College. In 2020 we delivered 19 virtual webinars that were well attended. When March of 2020 struck and business doors closed we moved quickly to virtual webinars that provided answers regarding how to handle the impact of the pandemic, early in April we started with, "Answering Your FMLA Questions

About COVID-19"; followed by a progression of webinars focused on coping with a pandemic, such as: "Building Resilience: Anxiety First Aid", "The 7 C's for Exceptional Remote Work", and "Managing in Difficult Times". All of the webinars featuring covid coping guidance were provided at no charge to the businesses.

CBS has had two staple programs targeting first time supervisors; LEAD and ProLEAD (LEAD for executive leaders. Both programs cumulatively build skill development through classes where there is homework assigned, the homework puts the class topic into action and the next class the successes/failures of action are discussed within the group. Class and program evaluations progressively ramp up the success and popularity of both of these programs which continue to increase students year over year.

In 2020, in an attempt to diversify our business audience, primarily manufacturing, and provide specialized career training we identified two opportunities. The first was the property management industry where we had received a variety of requests for what is commonly referred to as handyman skills. The CBS sent a survey out to property management companies to vet the interest to forecast attendance and it was successful and the result was "Property Handyman Skill Camp". The course was created for property owners of rental homes, apartment complexes, house flippers, and even people who want to save money fixing things around their own house. This skill camp provides a six-part series to establish a foundation in electrical, carpentry, plumbing, and HVAC skills that allow an individual to repair and replace the most common property maintenance problems.

The second area of need was in the Human Resources (HR) field. CBS was experiencing higher demand from small businesses for training on employment law, hiring, etc. To meet this demand we worked with faculty to create a program that provided templates, tools, resources, frameworks, and guidance on how to develop a management and leadership development program within a business to be able to identify emerging leaders; provide training tracks for people who show leadership potential and, in addition, review an overall organizational process that promotes employee engagement, promotion and performance management so top-notch employees are eager to stay and knocking at your door. The series training was sectioned into: Onboarding; Hiring Practices & Process; Management Skills and Laws Around Management Practices; Compensation & Benefits; and Avoiding Problems.

In 2020 CBS applied to be an approved provider of training for HR professionals from both SHRM (Society of Human Resource Managers) and HRCI (Human Resources Certification Institute), both credentialing institutions. The CBS was approved to issue recertification credits for each of the classes in the above Human Resources program so that it is appealing for HR professionals as a means of obtaining needed credential hours and they have the option to sign up for as many as they choose individually, versus as a series.

The Workforce Training and Community Development (WTCD) division's primary mission is to assist community members access high quality and affordable education and training, assist community members retain sustainable employment opportunities, and conduct outreach to disadvantaged or neglected communities in the Cedar Valley. WTCD staff play a vital role in our community by connecting individuals with credit and non-credit tuition assistance programs, support services, community driven Free Application for Federal Student Aid (FAFSA) campaigns, and quality pre-apprenticeship career pathway programs.

WE Build Waterloo is a quality pre-apprenticeship Workforce Education program that empowers students to explore new career pathway opportunities through competency based education. Through

this program we are strengthening our construction industry by providing employers with a skilled workforce through a competency based educational model. Graduates earn competency based, industry recognized construction and building trades credentials from the National Center for Construction Education and Research (NCCER). Students also earn an Occupational Safety and Health Administration (OSHA) 10 wallet card. All students will receive intensive post-program services including career or college pathway opportunities, placements, and retention assistance. .

HCC started WE Build Waterloo in the spring/summer of 2020. To date,

- 71% of all enrollees obtained high school equivalency, high school diploma, and/or industry recognized credentials.
- 54% of all enrollees successfully transition to post-secondary education or employment
- 73% of those placed in education or employment retain their placement for at least six months
- Recidivism rates within one year of enrollment for all court-involved students averages 11%

Our first housing project will be completed in the spring of 2021. WE Build Waterloo is a successful education and workforce development program and we intend to start our second project in June 2021 in partnership with Habitat for Humanity.

Sources

- 1B_ ALC PY20 DEMOGRAPHIC sheet
- 1B_ ALC PY21 DEMOGRAPHIC sheet as of 01_07_2021
- 1B_ Hawkeye Continuing Education Schedule
- 1B_Adult Learning Center
- 1B_ALC PY19 DEMOGRAPHIC sheet
- 1B_ALC Self-Guided Tours
- 1B_Apprenticeship
- 1B_BCE Monitoring Report FY2020
- 1B_BCE Presidents Report
- 1B_Creating the Plan — A Journey Together - Hawkeye Community College
- 1B_Hawkeye Economic Development
- 1B_Non Credit Awards Confirmation Report
- 1B_Non Credit Student and Course Confirmation Report
- 1B_Summer 2021 WE Build Waterloo

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 Hawkeye Community College (HCC) engages students in curricular and co-curricular programs to gain communication, leadership, and workplace skills for productive citizens. HCC academic programs often have clinicals, internships, research, work experience, or mentorship within our 45 academic programs. HCC offers many co-curricular activities for students with clubs and organizations, athletics, art festival, guest speakers, and many more opportunities like our Activities Fair in the Fall.

During the 2019 - 2020 academic year, Student Life organized more than 75 programs, events, and activities, a decrease from the 90 programs offered during the 2018-2019 academic year. An additional 15 programs were planned, yet were unable to occur due to the College's transition to remote learning and services due to COVID-19. Some highlights include Health and Wellness Fair, Wheelchair Basketball, HCC Bowling Night, "Don't Let Them Walk Alone" suicide awareness events, and Ethnic Culture Fest. These types of activities foster an environment of inclusion and community while supporting the retention of students at the College. These experiences also fulfill the Board's Ends Policy E 4.3: Students have an enriched quality of life by offering access to a range of extracurricular activities.

The Student Health Center on HCC's main campus plays a critical role in the retention of students by providing quality medical care that is both accessible and affordable. Students can access services provided by a licensed Family Nurse Practitioner, as well as a licensed Mental Health Counselor. Statistics from the National Alliance on Mental Illness (NAMI) underscores the need for full-time mental health counseling on college campuses. According to NAMI, more than 75% of all mental health conditions begin before the age of 24. In addition, college mental health counselors across the country are reportedly seeing a record number of students who are dealing with a variety of mental health problems including depression and even more serious psychiatric disorders. From the start of this academic year through March, the Student Health Center held 504 mental health appointments and 665 medical appointments. HCC also plans, promotes, and executes an alcohol and drug prevention plan. Additionally, the public health function that the Student Health Center provides to our campus community is invaluable.

As Athletics wraps up phase five of its implementation timeline, the department continues to meet and expand its goals in the following ways: community partnerships, increased enrollment, student-athlete retention, student diversity, mental health awareness, and enhanced community spirit. This

past year the department sponsored 13 men's and women's varsity programs with 276 student-athletes. These teams include sports shooting, soccer, cross-country, track and field, men's golf, dance, women's volleyball, Esports, and bowling. With expanded roster sizes for the 2020-2021 school year, the athletic department is projecting over 325 student-athletes.

Students may participate in intramurals and tournaments, bike share program, wellness programs, and online fitness videos in our state of the art Health Education and Services Center (HESC). During Cov-19 the facility was closed for student use. The following is an activity report of HESC use:

Totals	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
2016	4915	6684	5948	5948	2184	2061	1868	2935	6684	5366	5606	2577
2017	2337	4429	4912	4912	3045	1937	1635	6395	8962	9209	7121	2718
2018	3167	6549	5311	5311	2960	1738	1516	6571	8294	7027	6495	3167
2019	2944	4641	4590	4590	2354	1496	1320	4432	7541	7495	5484	3852
2020	4234	6107	Closed Due to COVID-19									
2021	2277	2981	3101	2334	N/A							

HCC subsidizes transportation services to and from the University of Northern Iowa and from several locations in Waterloo. During the 2019 - 2020 academic year, more than 135 students utilized MET Transit services weekly.

Numerous extracurricular and co-curricular activities are offered throughout the year to provide students with an opportunity to develop leadership skills. Student Life measures learning outcomes by using pre and post-assessment of activities. More than 20 clubs and organizations assist in the development of these skills.

1.C.2 HCC processes and activities provide inclusive and equitable treatment of diverse populations **a**s demonstrated by students' perceptions of the classroom environment, their overall experience at the College, and if they would recommend the College to a friend or family. Student perceptions in these areas are measured regularly through the administration of surveys to students at different stages of their educational experience at the College. These surveys include the graduate exit survey taken by every student who graduates from the College, the Community College Survey of Student Engagement (CCSSE) completed by established students and the Survey of Entering Student Engagement (SENSE) administered to students in the first few weeks of their college attendance. CCSSE and SENSE were developed by national experts in the field of community and technical college research and practice and are designed to provide a clear picture of institutional practices and student behaviors that are highly correlated with student learning and retention. The HCC graduate exit survey offers direct feedback regarding the classroom environment for students who matriculated in spring 2020. More than 97% of students agreed that their experiences in HCC buildings were overwhelmingly positive. Administration, faculty, and various committees on campus review and

analyze the results for a more inclusive environment at HCC.

1.C.3 HCC fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas and perspectives. HCC Office of Diversity and Inclusion is committed to creating a culture where everyone is respected, appreciated, and valued. The past two years of work on a HCC Inclusion Center with staff, graduate students, programming and resources for our community.

HCC Office of Diversity and Inclusion provides leadership to administration, faculty, staff, and students with numerous areas; Equal Opportunity, Dare to Dream Scholarship, Student Body Diversity, Diversity and Inclusion Council, Inclusion and Civility Task Force, Multicultural Student Organization, LGBTQ+ Initiatives, Translate Website, Anti-Racism Resources, Civility Toolkit, and Understanding Racial Trauma and Restorative Healing/Self-Care Strategies.

HCC is concerned with socio-economic issues and financial access for students. Community inclusion and the history of access for community colleges are part of the HCC mission. HCC offers scholarships, financial aid packages, Last Dollar Scholarship programs, emergency funds currently come from both the College and Foundation Office, student food pantry, and a culture of helping each other succeed. For example, students may receive assistance with changing a tire, gas money, finding resources in housing, and holistic services.

President Holcomb sets an example by actively participating on campus with hiring highly qualified diverse cabinet members, faculty, and staff; celebrating "Black Lives Matter" as a speaker, choosing a community activist who graduated from HCC as a keynote speaker, asking questions, recognizing privilege, and consistently challenging "do we represent our community".

Sources

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- 1C_2020-2021 Hawkeye Program Course Guide Catalog
- 1C_AOD Biennial Review 2016-2018
- 1C_AOD Biennial Review 2018-2020
- 1C_CCSSE 2019 Overview Results Report
- 1C_Civility Toolkit
- 1C_Diversity and Inclusion Initiatives
- 1C_Equal Opportunity
- 1C_Inclusion and Civility Task Force
- 1C_LGBTQ
- 1C_Multicultural Student Organization
- 1C_NAMI-2019-State-Legislation-Report-FINAL
- 1C_SENSE 2020Overview Results Report
- 1C_Student Handbook
- 1C_Student Health Clinic_Mental Services
- 1C_Student Life Budget Narrative 2021-2022
- 1C_Student Life Fee Budget Proposal FY 2020 - 2021
- 1C_Students have the Knowledge Skills Attitudes
- 1C_Treatment of Students Monitoring Report.docx (1)
- 1C_Understanding Racial Trauma and Restorative Healing

1.S - Criterion 1 - Summary

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

Summary

Hawkeye Community College (HCC) mission and vision is clearly articulated in the institutions' commitment to students, businesses, and meeting the diverse learning needs of HCC service area, preparing students for transfer or entry into the workforce.

Dr. Linda Allen led the HCC strategic plan during 2015-2018 Connect. After serving eight years as President, Dr. Allen set to retire and the trustees agreed to allow the new president the opportunity to set the course for HCC. The mission, vision, and strategic plan were continued.

Dr. Todd Holcomb became President in 2019 and immediately began an analysis of the College for priorities for student success. President Holcomb hosted many open town hall meetings with students, faculty, staff, and the community while listening to community diversity needs at HCC. After consultation with the cabinet and Board of Trustees, the previous mission, vision, and strategic plan continued while a new plan was developed. In spring 2020, COVID-19 delayed progress with our strategic plan. In Fall 2020; CONNECT, HCC hired a consulting firm (SWIM) and began the process to develop and implement a new strategic plan for the College. The process included Guided Pathways, Inclusion Center, Business Development, admission, retention, and graduation goals while servicing all citizens in our service area.

HCC's 2020-2025 Strategic Plan was set with continued work on developing the implementation with SWIM. The HCC Board of Trustees approved the mission, "Empowering students, strengthening businesses, and enriching communities". The Student Affairs division contributes to student success in many areas of service for over 7,200 full and part-time students. Business and Continuing Education has many workforce development programs and courses to serve the public good and meet the demands of over 7,900 students with business, government, and diverse needs. HCC curricular and co-curricular activities build on our holistic model of knowledge, communication, leadership, and workplace skills. HCC targeted learning outcomes are a fabric of every academic, workforce, and community program.

Sources

- 1S_2015-2018 Strategic Plan Brochure
- 1S_2021-2025 Strategic Plan Brochure

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Each July, every Board of Trustee member is required to sign a conflict of interest form. In addition, there is a standing Board Agenda Item 'Declaration of Conflict of Interest' where Board members have an opportunity to state if they have a conflict with anything on that month's agenda. This item is reported in the minutes each month as well.

Immediately following each Board of Trustee meeting, each Trustee is to complete an anonymous self-evaluation form. The Board Secretary summarizes the forms and includes the summary in the following month's board packet. This item is a standing agenda item. Each month, the previous month's summary is reviewed during the Board meeting.

The Hawkeye Community College (HCC) Board of Trustees uses the Ownership Linkage model as a guiding principle in their outreach. The purpose of ownership linkage is to have an intentional dialogue with your owners, primarily around Ends-related issues. Ownership Linkage is not intended to obtain information that will help the CEO achieve the Ends, or to find out whether they have been achieved. It is to help the Board determine what the Ends should be, or whether the current Ends are the most appropriate. Ownership Linkage is a direct responsibility of the Board. While administrative staff can assist with logistical issues, or the Board may choose to contract with an external resource for them, the Board itself should determine who among the owners they want to connect with, what questions they want to ask them, and the most appropriate method of making that connection. Ownership Linkage is a long-term commitment. The process starts small and continues to build the store of understanding about the owners over several years.

Ownership Linkage activities last took place in 2018 and 2019. The board of Trustees met with program Advisory Committees Members to get input regarding Goals/Ends of the College:

I. Goals/Ends

1. Students have knowledge, skills and attitudes for success in their chosen field.
2. Students have affordable access to education.
3. The communities in our merged area have the highly skilled workers needed to meet the

changing demands of the market.
4. Enriched quality of life for community members and students.
5. Students have the knowledge, skills and attitudes to become productive citizens.

Questions asked included:

- Are there any other results that you believe HCC should be striving to achieve that are not included in, or would not logically be further extensions of, the above statements?
- Are there any other results that you believe HCC should be striving to achieve that are not included in the current Goals/Ends set for the College?
- Are any of the statements results that you do NOT think HCC should be working towards?
- What do you believe will be the most significant challenges facing your business/industry sector in the next 5-10 years?
- What opportunities do you see in your business/industry that could have an impact on a particular sector (e.g., education/health/your industry)?
- What opportunities do you see in your business/industry that could have an impact on a particular sector (e.g., education/health/your industry)?
- Are there currently particular needs/issues that you would like HCC to address?
- What is the benefit you most value from HCC?
- If there could be only one need, that if met, could immediately assist you or your organization/community, what would that be?

Beyond the expectations and actions of the HCC Board of Trustees to conduct themselves in fairly and ethically, the College also requires the same of its administration, faculty, and staff. At the beginning of each calendar year, all employees must acknowledge through electronic admission, receipt of the Personnel Handbook. The Human Resources Office provides a summary of the policies updated so that all employees are aware of changes in policies, protocols, or benefits. The Personnel Handbook resides within the intranet portal *my*Hawkeye.

In addition to the Personnel Handbook, the CIS Policy Governing Access Handbook includes the body of policies regarding the use of HCC's technology resources. This document was introduced in January 2020. These policies (p.32) align with federal, state, and industry standards governing the use and privacy of information as well as how the various technologies should be used by faculty, staff, and students.

HCC requires all new employees to sign a Confidentiality Agreement and FERPA Confidentiality Agreement. These documents remind all employees of the importance of protecting student and employee information as well as the responsible role an employee plays in being provided access to this information. Additional systems' access can be granted, as appropriate, at any time when approved by a supervisor. All requests, changes, and approvals are documented in the HCC ticketing system.

CIS staff serve as access and security gatekeepers by granting access to Colleague and other College data resources on a "need to know" basis. The system of record used at HCC is Ellucian Colleague. System security is controlled by allowing access to only the specific screens or forms relevant to an employee's position. This access is requested through the online ticketing system.

The HCC ticketing system ensures that requested information and access is warranted and approved by the appropriate supervisor. As new employees are onboarded, this ticket system is used to grant access. Employees must go through a short training on accessing and using the Ellucian Colleague

student system.

2.A.1. As first presented in Criterion Core Component 1.A.1, HCC began its journey in developing a new mission statement starting late 2019. Through the use of the See What I Mean (SWIM) consulting group, a process was developed to incorporate feedback from various key stakeholders. These internal and external focus group sessions, one-on-one interviews, and surveys helped the SWIM consultants formulate categories of importance and allowed for the collaborative work toward narrowing down the focus of the new mission statement.

The commitment of various staff and feedback from community focus groups persisted and the College arrived at a new mission statement in the fall of 2020. The new mission statement, "Empowering students, strengthening businesses, and enriching communities", was formally adopted by the HCC Board of Trustees during its October 27, 2020 meeting.

2.A.2. The College's core value of integrity drives decisions and actions of the institution in its financial, academic, and personnel functions by the continuous pursuit of transparency and ethical practices in all operations. The College complies with federal and state laws that protect the privacy of certain personal financial records, educational records, and personal customer information.

To support the College's compliance, the Vice President of Administration and Finance in conjunction with the President, oversees the budget development process. The Vice President presents monthly financial reports to the Board of Trustees. The HCC President fully supports the open transparency of the College and in doing so, meets the Iowa Code centered on the open records laws. A public hearing is required for the annual certified budget, which includes the annual levying of property taxes, and for qualifying major construction and renovation projects. General Obligation Bond Referendums are subject to voter approval requiring a 60% super-majority for passage. In addition, for continued compliance with State of Iowa Code Chapter 11.6.1.a(1), each year an independent accounting firm audits the College's financial statements to ensure compliance and provides this report to the Board of Trustees at the same time that HCC's Certified Budget is presented for publication. All budget and revenue/expenditure information is made readily available to all management-level staff. In addition, all financial records are made available to anyone per the aforementioned open records laws.

The HCC Financial Aid Office (FAO) staff administers financial aid equitably with integrity and consistency while adhering to state and federal regulations and institutional policy. To fully adhere to state and federal guidelines, financial aid operations are audited annually by a third party accounting firm to ensure compliance and integrity. The FAO publishes a Financial Aid Handbook annually to establish and follow policies and processes to ensure fairness and ethical behavior. This living document is accessible to the public through the College website.

The HCC website provides a central point of communication by which all stakeholders, both internal and external, can benefit and stay informed. Financial Aid plays a significant role in a student's success yet can be very confusing to students. The financial aid section of the website includes training webinars, cost of attendance, a net price calculator, and the financial aid handbook, as well as other pertinent information. A financial aid office representative presents during each MORE (Mandatory Orientation and Registration Experience) session given to new students. In addition, the representative also presents to new students during their SDV-108 class their first semester. Reiterating the financial aid policies, rules, and resources helps students maintain a focus on their financial aid journey while at HCC. The financial aid office staff stays abreast of all changes in federal financial aid through training sessions, Federal Registry newsletters, and professional

development opportunities paid for by the College.

Auxiliary functions operated or outsourced by the College include a Bookstore (outsourced), Cafeteria (student and staff operated), Event Hosting, and Childcare (partially College operated and partially outsourced). When determining whether to operate auxiliary functions via the College or through outsourcing, we take many factors into account giving primacy to the ability to best serve students. A good example of this is the childcare services run by the College which operates at a loss, yet is deemed to be the best model for serving our students on the main campus. We counter that loss by gains in other areas. For those auxiliary functions that are outsourced, once again the ability to serve students, as opposed to the bottom line, is given the greatest weight when choosing a vendor.

All College employees (section 5) and the HCC Board of Trustees must follow a Code of Conduct (p. 12). This Code of Conduct is acknowledged online by all College employees annually the first of every year at the time of reviewing the Personnel Handbook. The handbook includes ethical policies for faculty and staff regarding conflict of interest (p.12), nepotism (p.17), and privacy of personal information (p.10). The HCC Human Resources Office provides an anonymous complaint opportunity. The Executive Director of this office is held responsible by the President to follow-up and investigate all complaints. When researched and deemed necessary, new practices or policies are made as a result of the filed complaint.

The HCC Admissions Office ensures fair and ethical practices through adherence to guidelines established by the National Association for College Admission Counseling (NACAC) and National Alliance of Concurrent Enrollment Partnerships (NACEP). Program admission requirements approved by the dean and faculty of programs help ensure the admission staff is knowledgeable of the necessary academic levels for incoming students. These admission requirements are designed to promote the best possible success for students persisting in a program and reaching their intended goal or graduation. These admission requirements are reviewed annually using data collected and when necessary, program curriculum modifications are completed or admission requirements modified to align with the new standards.

The HCC Records and Registration Office provides FERPA training for the College community. The College Registrar sends students, faculty, and staff information every semester on FERPA expectations. The office abides by the Iowa Department of Education and Iowa Code laws, regulations, and reporting standards. Additionally, Records and Registration follows best practices from the American Association of Collegiate Registrars and Admissions Organization (AACRAO).

The Athletic and Recreation department ensures adherence to fair and ethical practices as established by a multitude of governing bodies including the National Junior College Athletic Association (NJCAA), Iowa Community College Athletic Conference (ICCAC), National Intramural and Recreational Sports Administration (NIRSA), Scholastic Clay Target Program (SCTP), United State Bowling Congress (USBC), National Association of Collegiate Esports (NACe), and the American Council on Exercise (ACE). This is in addition to the internal best practices set up through the HCC Personnel Handbook, RedTails Student-Athlete Handbook, and the RedTails Coaches Handbook.

The Student Services Office, through its various services, adheres to standards of professionalism and responsibility governing its practices: NACADA (National Academic Advising Association), NCTA (National College Testing Association), NAFSA (Association of International Educators), SEVIS (Student and Exchange Visitor Program), AHEAD (Association on Higher Education and Disability), NACE (National Association of Colleges and Employers), AVECO (Association of Veterans Education Certifying Officials), ATIXA (Association of Title IX Administrators), NaBITA

(National Association for Behavioral Intervention and Threat Assessment). Members of the Student Services Office are actively engaged in leadership roles and participation in the Iowa Community College Student Services Association (ICCSSA).

The academic division of the College ensures operational integrity through its standing committees. Each of the committees operates under the direction of the Provost/VP of Academic Affairs. The committees are guided by the committee bylaws: Curriculum Coordinating Committee, Assessment Committee, and Academic Standards Committee. In addition to the bylaws of the committees, instructor classroom observations are conducted cyclically for full-time faculty by the respective dean. The NACEP Faculty Observation form is used for any high school instructor teaching HCC courses. The dean also distributes to students, the Student Perception Survey to ensure evaluation of at least one course per semester for every instructor. All data collected from the observations are compiled electronically. The dean reviews the observations and researches any notable issues. If the issue warrants additional attention, the dean takes the appropriate action to remedy the issue.

Sources

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- 2A_02232021 Board agenda-Published Budget
- 2A_02232021 Board Meeting Minutes-PubBudget
- 2A_10222019 Cabinet-SWIM Contract
- 2A_10272020 Board Meeting Minutes-Declaration of COI
- 2A_10272020 Board Meeting Minutes-MissionApproved
- 2A_2018-2019 Summary of Ownership Linkage Meetings
- 2A_2020 IDOE COMPVISIT-DESKRVW
- 2A_281.21.2(10)-Student Records
- 2A_AACRAO
- 2A_Academic Standards Bylaws
- 2A_ACE
- 2A_AHEAD
- 2A_Annual Audit Iowa Code Chap 11.6.1.a(1)
- 2A_Assessment Committee Bylaws
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- 2A_AVECO
- 2A_Board Self-Evaluation form
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- 2A_Confidentiality Agreement
- 2A_Conflict of Interest Disclosures Form
- 2A_Curriculum Committee Bylaws
- 2A_Data Used-Change to ProgAdmissionsReq
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- 2A_Ellucian-Colleague Training
- 2A_Example of Monthly Financial Report to BOTs
- 2A_FA Advisors Professional Development
- 2A_FERPA Confidentiality Agreement
- 2A_FERPA Guidelines
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- 2A_Financial Aid Handbook
- 2A_Financial Aid Website-Hawkeye Community College
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- 2A_HCC Annual Budget Publication
- 2A_HCC Anonymous Complaint to the College
- 2A_HCC Child Development Center
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- 2A_HCC FINAL AUDIT REPORT FY20- ELECTRONIC
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- 2A_HCC Paying for College
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- 2A_ICCSSA
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- 2A_SDV-108-6 College Exp Syllabus
- 2A_SEVIS
- 2A_Student Athlete Handbook

- 2A_USBC

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 HCC presents itself clearly and completely to its students and the public. The College is committed to enhancing transparency for all stakeholders.

Governed by a nine-member board of trustees serving all or part of nine counties, the College's trustees follow the Carver Policy Governance Model®. As stated by John and Miriam Carver, "Policy Governance is a system of principles, designed to be internally consistent, externally applicable, and —to the great relief of those concerned with governance integrity—logical". To that means, the HCC Board of Trustees publishes their Policy Governance, shares their meeting schedule, agendas, minutes, and full membership list on the HCC website.

The Policy Governance model holds the president responsible for conducting the business of the College. The president invites various staff to present at Board of Trustee meetings. To complement the presentations, as a prelude, the board receives data and information shared through the Board of Trustees packets. This information assists the president to validate his governance of the College following the defined Ends within the HCC Policy Governance. Policy Governance holds the president accountable for all operations of the College while program, state, and regional accreditation uphold HCC to necessary standards to demonstrate its commitment to students and the public. This commitment to accreditation is demonstrated through academic program reviews (PROVIEW2 ©2016), Higher Learning Commission Institutional Updates, Iowa Department of Education comprehensive visits, and annual submission of student, course, financial, and human resource data.

The College's accreditation liaison officer (ALO) closely monitors compliance guidelines from the aforementioned entities and provides updates to the respective departments, deans, and college community as a whole. The ALO works closely with the Public Relations and Marketing department to ensure timely updates of accreditation and curriculum changes to ensure the accuracy of HCC's website and publication materials.

Since 2005, the College has utilized an online curriculum management system, CurrIQunet. The current version, META, has been utilized since 2012. This system serves as the College's repository for all course and program content. As proposals are developed by the faculty of programs and disciplines, the system electronically moves the proposal through a custom automated workflow. The workflow, Level 2, consists of an intense review by key stakeholder departments within the institution. The Level 2 sign-offs consist of the Financial Aid Office, the Admissions Office, Records

& Registration Office, and the Office of Institutional Research & Accreditation. Each of these four areas checks to make sure the proposal content is in compliance with federal financial aid rules, Iowa Department of Education guidelines, Iowa Administrative Code, as well as the Higher Learning Commission guidelines on general education requirements. Once the proposal is approved (p. 2) by the Iowa Department of Education, an internal email is sent from the Curriculum Committee Chair to various offices within the College for Notification of the curriculum changes.

The Public Relations & Marketing (PRM) Department is responsible for maintaining the College website. To ensure the accuracy of the program and course information on the website, the College's webmaster is included on all email communication updates from the Chair of the Curriculum Committee. These email communications are color coded and help the webmaster quickly identify the nature of the curriculum updates. In addition, the email weblinks provide the webmaster an efficient way in which to receive the content for an easy upload method to the website shell. The email update process from META helps all offices ensure accurate and timely information displayed on the College website and publications (e.g. viewbooks, program webpages, etc.). The PRM staff use a step-by-step process for production of the College's program and course catalog.

The accuracy of program information is crucial in serving HCC students and the public. As stakeholders explore the College's website, they can review the 40+ programs and their associated admission requirements, program costs, career areas, program personnel contacts, and scholarship opportunities. The program faculty meet credentials required by their level of instruction and any additional certifications required of the program. Students or the public can connect with faculty and staff through those program pages or the faculty and staff directory. Program and course costs are displayed on the website and also reviewed during a student's MORE (Mandatory Orientation & Registration Experience) orientation. Students have the opportunity during the orientation to ask questions about the program, get clarification on additional tool or equipment costs, and receive assistance in purchasing required textbooks.

HCC students and the public are made aware of costs associated with enrolling at the College via different means; from website exploration, attending a MORE (Mandatory Orientation & Registration Experience) session, to the time they make the last registration adjustment and/or final expense charged to their College bill. Students receive a registration statement (their HCC bill) in the mail showing the amount they owe approximately three weeks before the beginning of the semester or within days after they register if they register right before classes start, and; they receive reminders monthly after that. Students may also view their registration statement in *my*Hawkeye > Self-Service Menu > Web Advisor for Students > Billing & Payment > View Account and Make Payments.

HCC continues its transparency to its stakeholders through the Student and Consumer Information webpage. This webpage covers Institutional Information, Student Right-to-Know, Transfer of Credit, Health and Safety, Financial Aid Assistance, Contact Information for Assistance, and the Student Handbook.

2.B.2 HCC complies with the Integrated Postsecondary Education Data System (IPEDS) reporting each academic year. The reporting consists of data uploads for enrollment, completions, financial aid, finance, human resources, graduation rates, and outcome measures. The information provided becomes public through the National Center for Education Statistics (NCES) website. The public information reflects the College in the categories collected through the IPEDS process and allows HCC to use the site to research and benchmark against other colleges. The College's IPEDS Feedback Report is benchmarked against 14 colleges that are comparative in enrollment and demographics. The benchmarking allows HCC to examine its structure and educational practices in comparison to

the benchmark group. The IPEDS data analysis helps the College take a closer look internally at its operations in comparison to its benchmark colleges and implement action to address gaps to improve outcomes within two years. The College recently discovered it was an outlier in the instructional costs area and re-examined its data submission. It was found that HCC was including an additional cost that was not to be included in the values. The College anticipates seeing an improvement in the next IPEDS 2021 Feedback Report.

The College also participates annually in the Voluntary Framework of Accountability (VFA), a system designed for community colleges. All Iowa community colleges are required by the State to participate in this initiative. The data provided through the State Management Information System (MIS) allows for large data uploads. After each cycle, a VFA Public Outcomes Report is available through the VFA website. Each college also receives more comprehensive reports and can customize benchmarking. Similarly, the National Community College Benchmarking Project (NCCBP) requests various data components. NCCBP provides colleges with various reports ranging from trend reports to specific Higher Learning Commission accreditation mapping to data component results. These reports and data allow HCC to gauge performance and service to stakeholders.

HCC has been a Center for Community College Survey of Student Engagement (CCSSE) participant since 2013 and a Survey of Entering Student Engagement (SENSE) participant since 2012. The College uses the CCSSE and SENSE feedback reports and data to reflect on how the student perceives the College. The research data provided is shared during faculty in-service presentations in the fall. During one presentation (Data Sets 1-5), the Provost/VP of Academic Affairs asked the faculty to respond to questions the students were asked to see how close they came in comparison to the responses of HCC students. Presenting the feedback in this way resonated with the faculty and they were able to use the take-aways to enhance interaction with students and delivery of instruction. Student feedback from the 2019 CCSSE survey showed an HCC rating of 95.6% that students would recommend HCC to their friends or family members. This rating was above both the cohort and medium colleges ratings. For the question, "How would you evaluate your overall educational experience at this college?", the students' feedback returned an 87.2% (good to excellent) rating again above the cohort and medium colleges groups.

Supporting evidence of the CCSSE ratings is validated by the experiences students encounter in their programs. HCC offers a variety of robust learning experiences for our health program students by having them participate in "real world" learning. This is achieved by partnering with local hospitals, clinics, rehab centers, and HCC's own state-of-the-art simulation center and live patient dental clinic. The Dental Clinic provides 1/2 off dental services to veterans each September. The College also partnered with Black Hawk County Public Health Department to offer a no-cost clinic to local residents from Burma. These dental services provided were the first-ever dental care received by the participants.

Working with local health care facilities allows students to connect the didactic portion of their learning with the actual simulation patient experiencing that disease process. Paramedic students were able to work in the local hospital and ambulance services where they logged a number of patient encounters including dealing with people suffering from COVID-19. One example from this setting is how students learned to use proper PPE to protect themselves from respiratory diseases (such as COVID-19). Interacting with frontline health care workers not only provided hands-on experience, but many spoke to their instructors about the emotional toll they witnessed, both for other caregivers and the patient's families. This cannot be replicated in the classroom. The HCC dental clinic resumed providing live patient care in July of 2020. In the course of treating hundreds of patients in a high-

risk area, the clinic did not experience one exposure or illness due to COVID-19. This type of protective practice will last graduates a lifetime. At one point in the pandemic, the College was unable to participate in live patient care with local partners. The College simulation team was able to provide a very lifelike experience utilizing the high-tech simulation center. The Van Gerpen Virtual Hospital has equipment identical to local hospitals. medication dispensers, heart defibrillators, and very lifelike mannequins which can interact with the students are just a few of the innovative approaches the College implemented during COVID-19.

In addition to the College's healthcare programs, HCC students in the Sustainable Construction and Design program are getting a unique opportunity to help revive Waterloo neighborhoods that have fallen into disrepair. These neighborhoods are located in areas of the city that tend to be higher in multicultural diversity and lower in socioeconomic status. Too often these were forgotten and neglected areas. In 2018, an agreement that saw HCC and the City of Waterloo forge a partnership to provide students an opportunity for hands-on learning and improve abandoned lots has provided some much needed assistance in these areas.

The program and students are building energy efficient homes that provide the benefit of lowered utility costs to the homeowner. These houses are also providing the city with a taxable home on a property where abandoned and unsafe structures recently sat. This also assists the neighboring homeowners by improving the value of their property. HCC students are applying what they learned in the classroom to a real life situation. It also provides them the opportunity to learn more about these diverse neighborhoods. Many of the students in this program have had limited opportunities to interact within a multicultural environment. It has become a source of pride not only for HCC, but more importantly for the program's students' spiritual purpose, knowing they are helping to grow neighborhoods.

HCC believes that supporting an effective education that facilitates student learning is the core of what we do. Providing proper laboratory settings for all Career and Technical (CTE) students to gain the hands-on skills that make them effective employees is important to meeting the Workplace Readiness Institutional Learning Outcome. By providing learning labs that simulate industry settings, the students have the opportunity to develop industry sought after skills.

Additional examples of this are the HCC Farm Lab, RedTail Café, and Mac's Place. The 225-acre farm lab allows the students to gain skills in an environment that is modern and up-to-date. The farm allows the students to practice hands-on learning in crop and livestock production, precision agriculture technology, conservation/environmental management and farm management.

The Hospitality Management program at HCC has two opportunities for the students to practice their craft. The RedTail Café and Mac's Place Café are integral pieces in the educational journey for students who want to develop knowledge in all aspects of the hospitality industry. The faculty work with students on management, budgeting, menu design, customer service, quality control, employee supervision, and operational strategies that good hospitality managers are expected to know.

Beyond the credit educational experiences, HCC actively engages in economic development at several levels of partnership within the state, our region, and community. The College administrates the Industrial New Jobs Training (260E) program through the state Iowa Economic Development Authority department; this program incentivizes business expansions or new entry to Iowa with training funds for use in developing new hire skills so they are prepared for a successful career with the company. Training plans are created for each business partner for each new position added to the operation. HCC monitors the plans and works actively with the businesses to coordinate and deliver

training as the positions are filled.

Within the HCC region, the College is a vested partner in the Cedar Valley Regional Partnership (CVRP) working group. CVRP's small group is comprised of professional Economic Developers from the HCC region, including INRCOG, and a large group that includes utilities, legislative representatives, and other workforce partners in the Cedar Valley. In May 2021, CVRP contracted with the University of Northern Iowa to administrate a wage and benefits survey. The results of the survey will allow business partners to better understand what the market is currently offering for wages, benefits, etc. within multiple industry sectors and answer many questions asked by companies vetting the Cedar Valley as a viable location for new businesses. Other activities that CVRP provides are recruiting efforts through nationwide conferences, often accompanied by one-on-one visits with businesses to sell them on the Cedar Valley deliverables; there is a regional job board utilized by all counties, and a bi-annual newsletter is distributed regarding initiatives that businesses want to know more about.

Other organizations and groups that HCC has memberships with for economic development outreach and networking purposes are Professional Developers of Iowa (PDI); Iowa Association of Business and Industry (ABI); and Grow Cedar Valley. Within the Iowa community college system there is a workalike group called Developers, they meet monthly to discuss economic development issues, program administration, training trends, and more.

Training topics and programs stem from business feedback from throughout the HCC region. Feedback is used to create or update existing classes and programs offered as contracted training and/or open enrollment offerings. During 2020 the Corporate & Business Solutions (CBS) team utilized Workforce Training and Economic Development funds for training that included free webinars on dealing with issues in the workplace stemming from COVID-19's impact on remote working. CBS has had two staple programs targeting first time supervisors, LEAD, and another targeting executive level leaders, ProLEAD. Both programs cumulatively build skill development through classes where there is homework assigned, the homework puts the class topic into action and in the next class, the successes/failures of action are discussed within the group. Class and program evaluations progressively ramp up the success and popularity of both of these programs which continue to increase students year over year.

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- 2B_2020 January In-Service_CCSSE
- 2B_2021_HCC-HLC Inst Update
- 2B_260E Program
- 2B_Academic Integrity Email - Dean of Student Services
- 2B_ALO Updates to PRM-Webmaster
- 2B_Benchmark Research
- 2B_BOTs District Map
- 2B_Building energy efficient homes
- 2B_Building energy efficient homes-Waterloo neighborhood

- 2B_Building Hope-Sustainable Const
- 2B_Burmese DENTAL CLINIC
- 2B_CCSSE - CommCollegeSurveyStudEngagement
- 2B_CCSSE 2019 Student Feedback
- 2B_City State Community College Work Together
- 2B_CurriculumProposalWrkFlw
- 2B_CurrIQunet
- 2B_CurrIQunet Workflow
- 2B_CurrIQunet-META
- 2B_CVRP Newsletter Oct 2020
- 2B_CVRPLiveTheValleyPromoFlyerJanuary2020
- 2B_Dental Clinic
- 2B_Dental Labs
- 2B_Developers Meeting Minutes 2.19.2021
- 2B_eMail-NewCurriculum Recipients
- 2B_eMail-NewCurriculumPkg Notify
- 2B_eMail-NewCurrPkg Notify-Legend
- 2B_Faculty Credentials 2020-2021
- 2B_Faculty Curr Proposal
- 2B_Farm Lab
- 2B_HCC BENCHMARKING COLLEGES
- 2B_HCC Board of Trustees
- 2B_HCC College Website
- 2B_HCC Costs to Students
- 2B_HCC Fac-Staff Directory
- 2B_HCC Hawkeye Bookstore
- 2B_HCC ILOs
- 2B_HCC Program Accreditation
- 2B_HCC RedTail Cafe
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- 2B_HLC Accreditation
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- 2B_IDOE-CompAccrd-Visit-approval ltr 2020
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- 2B_IDOE-ProgramApprovalGuidelines
- 2B_IPEDS Feedback Report 2020
- 2B_IPEDS-NCES Use the Data
- 2B_LEAD Certificate Program
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- 2B_Macs Place Cafe - Hawkeye Community College
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- 2B_NCES-Data Research
- 2B_Patient Simulator Lab
- 2B_Paying for College - Hawkeye Community College
- 2B_Physical Therapist Assistant APR
- 2B_Policy Governance-GP-5
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- 2B_Programs of Study
- 2B_ProLEAD Certificate Program
- 2B_Schedule of IPEDS Data
- 2B_ScholarshipOpps_IET area
- 2B_SENSE - Survey of Entering Student Engagement
- 2B_SIM LAB STUDENTS-FACULTY
- 2B_Student and Consumer Information
- 2B_Student Handbook
- 2B_Student Statement sample_Redacted
- 2B_StudentStatement
- 2B_SU21 Registration letter to students
- 2B_Survey Invite Text
- 2B_Sustainable Construction and Design
- 2B_The Policy Governance Model
- 2B_VFA Public Outcomes Report

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1 When new Hawkeye Community College (HCC) Board of Trustees members are elected, it is for a four-year term. As a newly appointed Trustee, s/he is welcomed by the President of the College and scheduled to participate in an orientation session. The orientation session covers a general overview of the College, organizational charts, budget overview, Iowa Code requirements, Policy Governance, meeting dates, and a tour of the College campus. The board has 15 categories (GP-GP13) detailing their governance process. These are outlined in the Policy Governance manual which each member receives during the training.

The orientation training for trustees positions them to be knowledgeable to make informed decisions regarding financial matters. Monthly financial statements are provided to each BOT member prior to each meeting and a review of those documents transpires during the meeting. The President validates his commitment to fiscal responsibility when he signs the Executive Limitations, EL-4 and EL-5 at each monthly board meeting. The Vice President of Administration and Finance provides supporting evidence of compliance with the monthly financial statement.

Ends E of the Policy Governance focuses the President's commitment to the board to ensure sound academic policies and equal access for all students to permit the College to teach and train students to meet workforce needs. The HCC Board of Trustees, establishes goals (ends) for the College, its governance process, management delegation, and the limitations for Presidential authority. The Board of Trustees meets its legal and fiduciary responsibilities through the President's Executive Limitations reports and by guiding Governance Processes.

2.C.2 Agenda items and motions reflect the results of the deliberations and decisions being made by the Board of Trustees. All members are elected and come to the board (p. 1) with district perspectives on behalf of their respective districts.

After each regular meeting, Trustees complete a self-evaluation asking if the Board acted consistently with the style of governance to which they have committed. In addition, the Board has an opportunity to respond about behaviors that may need improvement and give examples. Finally, they respond to

the most important thing the board can do to improve their function and what they did really well. The self-evaluation forms are anonymous and submitted to the secretary to summarize. At each regular meeting the summary is reviewed (p. 5) and discussion takes place as necessary.

2.C.3 In accordance with the Iowa Open Meeting Law, the Board provides opportunities during meetings for constituents to address the board during the official Board meeting. Additionally, email addresses and phone numbers to contact Board members are provided on HCC's website on the Board of Trustees page.

Each month the Board contributes to the governance of the College, offering big-picture, long-term view, and reviews and approves pertinent college information. This management style also protects and upholds the federal privacy laws for students and ensures that all trustees are shared the same information and responses to stay fully informed on College issues. Additionally, required approvals are made in the best interest of the service area, institution, and students. Board members have access to information necessary for such decision-making through monthly board agenda packets which include ENDS and monitoring reports. Financial information including fund balances, investments of the College, and receipt of revenue from multiple sources is also included in the board agenda packet.

Ownership Linkage is one means by which the Board engages with external constituents. This opportunity connects the Board members with the community to gather feedback on key issues. The board met with representatives of academic program Advisory Committees and engaged in conversations related to workforce demands.

2.C.4 Policy Governance does not limit human interaction or stifle collective or individual thinking. When contacted by any member of the public on a concern, the board uses set policies and procedures to channel these concerns to the President for a response that is shared with the entire board.

As elected officials, Board members are committed to being available and open to listening to their constituents. The Board believes it is essential to the proper operation of the College that its members remain impartial and independent of personal interest as they address policy issues and other agenda items. It is the policy of the Board that any possible conflict of interest issue is handled through prompt and full disclosure of any such possibility, together with non-participation in any vote on the matter wherein possible conflict of interest may be involved. The standing agenda item Declaration of Conflict of Interest provides the opportunity for board members to declare conflicts at each board meeting. In addition, Board policy GP-5, Board Members' Code of Conduct, gives clear guidance as to the Board Members Code of Conduct. There is a high expectation of professional behavior and conduct regarding interactions with employees, students, and community members.

The Board regularly reviews the Board of Trustees policies throughout the year to ensure they are being followed. Each Board Member answers yes or no to each section of the policy to be sure it is being followed. In addition, policies are reviewed for content on a four-year cycle to ensure they are up-to-date.

2.C.5 The Board's only employee is the President of the College and delegates daily operational responsibilities to him or her. Board policy BPD-3, Delegation to the President, and BPD-4, Monitoring President Performance, outline the role of the Board in relation to the President.

The Board will instruct the President, through written policies that prescribe the organizational ends

to be achieved, The Board describes organizational situations and actions to be avoided. The President is instructed to use any reasonable interpretation of these policies:

1. The Board will develop policies instructing the President to achieve specified results for specified recipients at a specified cost. These policies will be called Ends policies. All issues that are not Ends issues as defined here are Means issues.
2. The Board will develop policies that limit the latitude the President may exercise in choosing the organizational means. These policies will be called Executive Limitations policies. These limiting policies will describe those practices, activities, decisions and circumstances that the Board would find unethical or imprudent, and therefore unacceptable, even if they were to be effective. The Board will never prescribe organizational means delegated to the President.
3. All policies will be developed systematically from the broadest, most general level to more defined levels.
4. As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and pursue all activities. Such decisions of the President shall have full force and authority as if decided by the Board including, but not limited to, all decisions relating to the employment of instructional and non-instructional staff.
5. The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between Board and President domains. By doing so, the Board changes the latitude of choice given to the President. However, as long as any particular delegation is in place, the Board will respect and support the President's choices. This does not prevent the Board from obtaining information from the President about the delegated areas, except for data protected by privacy legislation.

Systematic and rigorous monitoring of the President's job performance aligns with Board policies on Ends and Executive Laminations. Any evaluation of the President's performance, formal or informal, may be derived only from these monitoring data.

The President provides monthly reports to the Board in the form of President's Comments to update the board on pertinent operational and strategic initiatives. In addition, the President sends an informal weekly report to the Board on President activities and pertinent college information.

Collaborative bargaining with the College's faculty organization, Hawkeye Professional Educator's Association (HPEA), helps to strengthen and support the professional interests of the College's faculty and academic matters. The president of the HPEA group receives the monthly board packet and is notified of all Board meetings. The collective bargaining process used at HCC is Interest Based Bargaining (IBB) and has been utilized successfully between the College and HPEA since 2003.

The HPEA leadership team meets at least twice each semester with the Provost/VP of Academic Affairs (Provost/VPAA) to collaborate and share interests and issues. The information from these meetings that is deemed relevant for the President and his cabinet is shared by the Provost/VPAA during cabinet meetings or one-on-one meetings with the President. The President also convenes a meeting annually with HPEA leadership team to meet any new team members and to welcome them back for a new academic year.

In addition to IBB leadership and collaboration, faculty chair the academic standing committees and serve in faculty fellow leadership roles. Appointing and engaging faculty in these roles validates that faculty are vetting academic standards and driving academic offerings. One of the standing

Board agenda items is monthly Board Education where Board members are informed of programs, services, initiatives, and learning opportunities. These presentations provide an interactive dialog for Trustees to be informed on various topics impacting the College and/or it's students.

Sources

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- 2C_05212021 President-Weekly Update to Trustees
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- 2C_211242021 Board Meeting minutes
- 2C_260c.15 Election Code
- 2C_April 2021 President Comments Update to Board
- 2C_AY 2020-2021 Faculty Fellow Positions
- 2C_Board Self-Evaluation form
- 2C_BOT Elections
- 2C_BOT Required Approvals
- 2C_BOTs District Map
- 2C_BPDs
- 2C_Chapter21-Open Meetings Law
- 2C_Conflict of Interest Disclosures Form
- 2C_EL- 4 President Sign-off
- 2C_EL-5 President Sign-off
- 2C_Ends 4 Presentation to BOT
- 2C_ENDS_1-5
- 2C_Example of Monthly Financial Report to BOTs
- 2C_GP-3
- 2C_GP-5 and GP-6
- 2C_HCC Board of Trustees
- 2C_HCC Board of Trustees Orientation Agenda
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- 2C_HPEA 2020-2023 Master Agreement
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- 2C_Pol Gov_EL-5 and GP-7.1
- 2C_Policy Governance-BPD-3
- 2C_Policy Governance-BPD-4
- 2C_Policy Governance-E
- 2C_Policy Governance-GP-5
- 2C_Policy Governance-GP-GP13
- 2C_Policy Governance-Policies
- 2C_Policy-Board Linkage with Owners G-9
- 2C_President-Executive Limitations

2.D - Core Component 2.D

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

Argument

Hawkeye Community College (HCC) champions the ideal of academic freedom for its instructors, students, administrators, staff, and all members of the community it serves.

The HCC Student Handbook provides the following language as guidance on Academic Freedom:

> The College pledges to protect the communication of ideas that are academically valid, creative, and challenging, as well as points of view that are original and alternative, in all venues and media associated with the College. Instructors, students, and any other participants in college-based dialogues will make every effort to utilize information that is timely, factually accurate, and relevant to student learning outcomes.

> The College shall provide a safe learning environment that stimulates a desire for life-long learning. The College requires all members to practice civility, academic decorum, and mutual respect, as well as the inclusion of all members of the community. The College embraces its role in promoting social responsibility, active citizenship, and the protection of rights guaranteed by the First Amendment of the Constitution of the United States.

The HCC Spring 2021 faculty handbook (p. 11) contains guiding language for College faculty to review concerning academic freedom. The College supports the faculty in their demonstration of academic freedom and encourages that all expressions follow the guidelines to ensure a safe learning environment and respect for all members of the community.

In addition, the Personnel Handbook addresses Freedom of Expression (p. 17) for all employees. Section 5-Employee Conduct: Freedom of Expression states:

> Freedom of expression is legally reinforced and mandated by: 1) the First Amendment to the United States Constitution: "Congress shall make no law…abridging the freedom of speech, or of the press…" and 2) Article I, Bill of Rights, Section 7, of the Iowa Constitution: "Every person may speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that right. No law shall be passed to restrain or abridge the liberty of speech, or the press." Pursuant to the right of free speech and Iowa Code Chapter 261H (Free Speech and Expression), the College has adopted the following policy, and employees are required to review the content of the Free Speech and Expression Policy. (Revised 07-1-19)

Everything employees do and say should always reflect a positive image. Each employee's conduct (Section 5, p. 12), both on and off campus, influences the general public's opinion of the College. Employees shall conduct themselves as responsible individuals in relationships with all members of the College and community.

Sources

- 2D_Academic Freedom - Student Handbook
- 2D_Faculty Handbook
- 2D_Free Speech and Expression Policy 2019-0701
- 2D_Personnel Handbook 2020
- 2D_Student Handbook

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 HCC has a designated informal IRB Committee chaired by the Director of Institutional Research. All external and internal IRB requests are directed to that chair and each inquiry is thoroughly reviewed to determine whether the request is exempt from an IRB. The full committee is convened whenever an IRB request seems to encroach more into the area of human subject research. The College does have an IRB application that would be used for any internal requests that are deemed non-exempt from an IRB. HCC has very few human subject IRBs that are requested on an annual basis. Over the past five years, there have been a total of two internal requests with both being exempt from an IRB and 18 external requests. The external requests were reviewed and determined that 17 of the 18 were granted participation approval for data requests of HCC. There was one external request that was denied due to the survey questions. The HCC IRB Committee operates under the guidance of HHS 45 CFR 46 to ensure ethical principles are used for reviewing all IRBs.

2.E.2 To ensure and protect all students, faculty, and staff, all employees who are working on an advanced degree with a desire to use HCC data, must present their IRB from their attending institution for review by HCC. The HCC IRB Committee reviews each component of the IRB including survey questions, planned data sharing, and the level to which human subject information will be researched. Employee requests are supported by the support offices throughout the College whether it be from the HCC library staff on utilizing the various resources or conversing with the Registrar to better understand FERPA guidelines. While collaborative conversations can occur across campus, any HCC data requested through an IRB comes directly from the Office of Institutional Research. Centralizing the data ensures the integrity of the information being shared and disseminated. HCCs Institutional Research Office has seasoned staff who have a very in-depth understanding of the various operations of the College. This is advantageous and vital so that when the data is mined, there is a clear understanding of the request and how to best present the culminated information.

2.E.3 The HCC Library seeks to instruct students in the responsible discovery and use of information resources. To this end, an average of ninety-nine information literacy instruction sessions per year have been provided to an average of 1,548 students per year by professional librarians over the last ten years. Furthermore, a Spring 2019 student survey (n=300) specifically noted that 98% of student respondents felt that information literacy instruction prepared them to be better students & 95% of

student respondents felt that library instruction helped them get a better grade on an assignment. Specific training on properly citing research to thwart plagiarism is provided and the Library's "Fake News" online research guide has been accessed over 401 times. Use of the Library's online research guides doubled in FY'20 to 49,302 hits after the Library integrated these guides into the Canvas LMS. Research guides direct students to licensed databases specific to their courses or disciplines.

The College has over 25 computer labs on the main campus that are used for instruction and when not scheduled, students can use them at their leisure for research and homework. With this flexible option available to students, the College has adopted an Information Systems Policy which describes the acceptable use of technology, password usage, email, and tools to govern information security, incident response, data classification, software licensing and copyright compliance, and privacy. This manual was effective on January 1, 2020. This manual governs the actions of employees and students. The information within this manual is provided to students in their online Student Handbook, section "Computer Policies".

With the computer policies for information use contained in the student handbook, so are the expectations for students to conduct themselves ethically and with integrity. HCC affirms these requirements through its Academic Standards Committee. The committee consists of cross-sectional college units, including several Student Affairs Division offices, and exists as a regular standing committee of the Academic Affairs Division. Its purpose is to promote institutional scholarship and academic integrity with the goal to promote excellence in student learning and instructional practice. It acts in an advisory capacity and is responsible for creating and evaluating proposals that impact academic standards and issues.

Students are first exposed to the Student Conduct language during their MORE (Mandatory Orientation and Registration Experience) which is required for all new students. The Dean of Students provides an overview of the expectations of students while enrolled at HCC. The dean briefly explains the ramifications of misconduct and how violating those rules deter the student from success within their academic pathway. Beyond a student's MORE experience, at the beginning of fall semester, the Dean of Students reviews the Academic Integrity Policy in the Safe Colleges presentations to all newly enrolled students in SDV108, SDV109, and BUS 108 classes. It is also reviewed in the Career Tech 101 class presentations to the various career and technical programs. Additionally, all students receive an email from the Dean of Students (consumer information email) that also mentions and provides a link to the Academic Integrity Policy.

In addition to the College's MORE requirement, the Athletic department hosts an athletic orientation to reinforce the policies and procedures outlined by the College and clearly outline the requirements enforced by the Athletic department. Sessions include, but are not limited to:

1. Student Athlete handbook
2. Academic policies
3. Financial awareness
4. Diversity and Inclusion
5. Student Services/Title IX
6. Student Health Clinic/Mental Health Services

HCC Admission & High School Relations team conducts orientation sessions to ensure concurrent enrollment students are aware they will be held to the College's policies on academic honesty and integrity. Added to that, HCC requires all applicants to:

- certify that their application information, including prior academic experience, is accurate.
- "agree to be governed by the regulations, policies, and standards of HCC."

At the beginning of each academic year, the College Registrar offers FERPA training to faculty and new staff. The registrar's training PowerPoint accompanied by three additional FERPA handouts are provided to all new employees. During the academic year 2020-2021, the Registrar submitted a proposal to Cabinet to request that FERPA be added as Safe Colleges annual requirement for all employees. That proposal was approved by the Cabinet and will be implemented in summer 2021.

2.E.4 Academic Integrity is taken seriously by the faculty at HCC. When an instructor has evidence that a student has plagiarized or cheated and wants to file a violation report, they will complete the Academic Integrity Code Violation Report, meet with the student and provide a copy of the report and review the documentation. The form and documentation are sent on to the Dean of Students and a copy also goes to the Academic Dean.

If a student believes they have not violated academic integrity, they can speak further with their instructor, and have the right to appeal the instructor's decision to the Academic Appeals Review Board. The student must file the appeal within 7 days of the instructor notifying the student about the violation. Once the Dean of Students receives an appeal, they will notify the Board (composed of the Dean of Students, at least three faculty representatives from the Academic Standards Committee, one Student Leadership Council (student government) representatives, and the Registrar (or designee) who serves ex officio). The Board will meet to hear from both the faculty and the student and will reach a final decision.

Sources

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- 2E_Academic Integrity Code Violation Rpt
- 2E_Academic Integrity Email - Dean of Student Services
- 2E_Academic Integrity Policy
- 2E_Academic Standards Summary Report 2020 - 2021
- 2E_Computer Policies
- 2E_FERPA Guidelines
- 2E_FERPA Handouts
- 2E_FERPA Training
- 2E_HCC IRB Application
- 2E_High School Relations Team
- 2E_Library - Canvas
- 2E_Library - Citing Research
- 2E_Library - Fake News
- 2E_MORE Handbook
- 2E_MORE-Safe Colleges Videos to Students
- 2E_Student Athlete Handbook
- 2E_Student Conduct Code
- 2E_Student Handbook
- 2E_Student Health Clinic Mental Services

2.S - Criterion 2 - Summary

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

Summary

Hawkeye Community College (HCC) conducts itself with integrity in all facets of the operation to serve students, faculty, staff, and the public. The College President, accountable for meeting all the Board of Trustees Executive Limitations as stated in the Board of Trustees Policy Governance, adheres to local, state, and federal policies and the language of affiliate accrediting bodies. The HCC Board of Trustees is well trained and receives monthly updates from the President to maintain their scope of responsibility to the College in representation and fiduciary responsibilities. HCC complies with State of Iowa code requirements to be audited annually and to publish the financial audits. The annual audit also validates the College's compliance in its representation to students and other stakeholders. Internal communication and workflows ensure that all publications are closely reviewed for accuracy and compliance. HCC continues to support academic freedom and freedom of expression for and by its staff, faculty, and students. This support is exhibited through shared handbooks and practice in public forums. The College is dedicated to ensuring academic honesty in all academic arenas. It also provides teaching and learning of ethical research through College resources, training, and published policies.

Sources

- 2S_Annual Audit Iowa Code Chap 11.6.1.a(1)
- 2S_eMail-NewCurriculumPkg Notify
- 2S_Library - Citing Research
- 2S_Personnel Handbook 2020
- 2S_Policy Governance-Policies
- 2S_President-Executive Limitations
- 2S_Student Handbook

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Hawkeye Community College's (HCC) ongoing adaptation of the Guided Pathways model (first introduced to the campus by the previous AAVP in Fall 2019) allows for attention to college readiness, support and student pathways. The national Guided Pathways initiative is designed to help demonstrate the need for programs and courses to maintain a consistent path for students as stated by the four pillars of Guided Pathways:

- create clear curricular pathways to employment or more education
- help students enter and choose a pathway
- help students stay on the path
- ensure learning happens with intentional outcomes

All four pillars require that HCC provide consistent course sequencing so that students may systematically move through a program or course of study as shown on the HCC college website academic pages. But simply stating the sequence does not mean smooth sailing as indicated by the Voluntary Framework Report which measures HCC against benchmark colleges. Students put on a path to take developmental math, English and reading courses, designed to bridge gaps for students who are not college ready, yields mixed results. Of developmental math students who planned to move on a degree path, 53% completed the course compared to 27% of first time students. The numbers are similar for developmental English students. By fully implementing Guided Pathways, the College hopes to improve completion rates by streamlining paths for students.

One way we've started is through career and technical programs that offer stackable credentials/awards, faculty review curriculum to determine what the student learning outcomes are and then develop their sequencing and awards around this knowledge. Each award must lead to a viable occupation in the industry. HCC's Welding program is an example. This program offers a Welding Certificate (p.3) after the first semester as these are the basic, fundamental courses that students need to develop a foundation for further skills. Completion of this certificate leads to a basic

entry level position in many manufacturing firms.

Students can gain an Intermediate Manufacturing Welding certificate (p.3)with successful completion of semesters one and two. The second semester builds on the competencies taught in the first semester and gives the student more skills to become employable in a wider range of welding occupations.

- If the students elect to complete the third semester, they are awarded a diploma for Advanced Manufacturing Welding (p.2). The third semester student learning outcomes are more advanced and include higher skilled welding applications. This diploma offers the students broader occupational opportunities as they are more advanced in their skill level and proficiency.
- Completion of the fourth semester of the program allows the students to obtain an AAS degree in Welding Technology (p.1) This semester provides the students with very advanced welding skills. These skills include robotic Welding and Pipe Welding. The higher level proficiency allows the students to qualify for much higher skilled occupations with higher pay associated.

3.A.2 While HCC does not offer graduate, post-baccalaureate, post-graduate courses or programs in the traditional definition, there are distinct learning levels designed to address student needs. Records and Registration works with the Curriculum Committee and Academic Standards Committee to review courses' student learning outcomes as well as the College's mission, vision, goals, and common learning outcomes to connect learning outcomes to all registration requirements. Concurrent enrollment classes are required to adhere to the same standards as classes on main campus just as online courses do. For transfer-level programs, those created under the state-wide Iowa Transfer Agreements (drafted in 2018)**,** HCC's Institutional Learning Objectives guide College-wide goals.

The sequence of study for the Early Childhood Education program offers an example of how the learning goals are differentiated depending on the position sought by students. Graduates of the two-year program work as lead, assistant, or associate teachers in child care centers, private preschools, child development homes, and private and public schools. With additional experience, graduates may become a paraeducator in a public school or the director of a child care center.

- Diploma graduates work as child care workers, teacher assistants, and early childhood professionals in child care centers, private preschools, child development homes, and private and public schools. Many graduates provide in-home child care and nanny services.
- The Early Childhood certificate prepares the student for an entry-level position in a child care program. The certificate meets the course work requirements for the formal education component of the Child Development Associate (CDA) credential. Students also have the opportunity throughout the program to work in HCC's nationally accredited Child Development Center on main campus.

Learning goals for students who are striving for a high school diploma are distinctly articulated as well. HCC's Adult Education and Literacy (AEL) program offers English Language Learning (ELL), Adult Basic Education, High School Completion (HSC), and Integrated Education and Training (IET in Basic Construction, Hospitality, CNC Machining, Nursing Assistant, Commercial Driving) as required by the Department of Education. HCC also offers Integrated English Literacy and Civics Education **(IELCE)** in accordance with a federal IELCE grant. Additionally, HCC provides allowable optional activities of Family Literacy and U.S. Citizenship classes. This is tuition-free programming, and students do not earn degrees or certificates; IET programs offer industry-

recognized credentials and/or college credit in accordance with college, state, and federal requirements. AEL programming is offered at the downtown (Waterloo) Adult Learning Center site. Classes are mainly offered face-to-face but some synchronous modes of delivery have been offered since the start of the COVID-19 pandemic.

3.A.3 To address quality and learning goals across all modalities, faculty have worked to create a climate of consistency in attaching course goals and outcomes for courses college-wide. This still leaves room for academic choice and freedom for instructors. Reviewing syllabi from the same course, delivered by different faculty helps demonstrate the College's goal of providing consistency on all levels. Psychology 111 is one of HCC's most popular courses as well as being one of the state's highest ranked transfer majors. Syllabi from four HCC instructors--traditional face to face on campus, online, hybrid (a combination of in-person and online) and dual credit at a local high school are consistent as all use the same main textbook-- *Exploring Psychology* and most importantly, all include the same course goals and learning outcomes:

Course Goals-

1. Explore the scientific nature of psychology.
2. Introduce basic facts, concepts, and theories within the major domains of psychology.
3. Demonstrate the interrelatedness between domains in psychology.
4. Encourage the application of psychological concepts in everyday life.
5. Provide a foundation for further study in the field of psychology.

This is also true of the Student Learning Outcomes:

1. Describe the research methods and processes of scientific reasoning used in psychology.
2. Recognize and describe basic facts and concepts from core domains within psychology.
3. Recognize ways in which biological, personal, social, and cultural factors contribute to the diversity and variability of human functioning.
4. Apply psychological concepts and perspectives to larger historical and contemporary phenomena as well as to their own personal lives.

This shows a concerted effort to offer students similar experiences and learning opportunities. Besides Course Goals and Student Learning Outcomes, all share the same Institutional Outcome, which is focused on Individual Development: "Students will cultivate ethical values, personal wellness, and personal learning strategies." Yet, while all four classes have the same main objectives, each instructor has the autonomy to include videos, guest speakers, group projects, supplementary reading, extra credit, etc. to teach the course.

Consistent course goals and objectives are also addressed via our CTE programs as shown through Welding (Gas Metal Arc Welding) 344, a course taught both at main campus as well as through dual credit at a local high school. It is important to note that a majority of our Applied Technology courses (auto, agriculture, welding, etc.) often offer only one section per semester and traditionally these are all taught on campus and as face to face courses.

Starting in fall 2021, the addition of faculty chairs will also help provide support and consistent messaging for all layers of college faculty teaching all modes of instruction. The new AAVP is directing the chairs to work directly with the deans and be proactive in leading faculty development, communication as well as driving consistent curriculum and instruction for students in all coursework.

Sources

- 3A_ ELL Planning Frameworks PY21
- 3A_Family Literacy Program-Adult Learning Center
- 3A_FAQs about Curriculum Changes
- 3A_Guided Pathways HCC Plan Slides
- 3A_HCC Academic Chairs Application and Info
- 3A_HCC Academic Standards Committee Membership Fall 2020
- 3A_HCC Child Development Center
- 3A_HCC- Early-Childhood-Education AAS
- 3A_HCC Institutional Learning Outcomes
- 3A_HCC Strategic Plan-Mission Statement 2021- Board Meeting
- 3A_HCC_Guided Pathways Workplan March 2020
- 3A_HCC-Child Dev Associate CDA Flyer
- 3A_HCC-Curriculum Membership List 2021
- 3A_HCC-Early-Childhood-Education-Certificate
- 3A_HCC-Early-Childhood-Education-Diploma
- 3A_HLC AA-AS Transfer Major Proposal 2018
- 3A_HSED Student Handbooks PY21
- 3A_IET-Basic Construction Skills IELCE Program Approval PY22
- 3A_IET-CDL IET Program Approval PY22
- 3A_IET-CNA I-BEST Program Approval PY22
- 3A_IET-CNC I-BEST Program Approval PY22
- 3A_IET-Hospitality Management I-BEST Program Approval PY22
- 3A_NACEP Standards and Required Evidence
- 3A_National Guided Pathways Engagement Toolkit
- 3A_Programs of Study
- 3A_PSY-111 -17 Intro to Psych FA20_Hybrid
- 3A_PSY-111-1 Intro to Psych FA20_ONLINE
- 3A_PSY-111-101 Intro to Psych FA20_CONCURRENT
- 3A_PSY-111-11 Intro to Psych FA20_F2F
- 3A_Psychology Transfer Major
- 3A_US Citizenship Prep-Adult Learning Center
- 3A_Voluntary Framework Public Outcomes Report
- 3A_WEL-344-1 GMAW Developmental I SP21 MAIN CAMPUS
- 3A_WEL-344-103 GMAW Developmental I SP21 CONCURRENT
- 3A_Welding Technology-Diploma-Certificate-Degree

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 According to the "Statewide Agreements Between Iowa's Community Colleges and Public Universities" document , Iowa community colleges and regent universities in cooperation with the Iowa Department of Education, have been collaborating since the inception of the Liaison Advisory Committee on Transfer Students (LACTS) in 1972. Each year the LACTS committee convenes to update the agreement. Deans and CAO's from across the state meet at least four times a year to discuss continuing improvement of public higher education in Iowa.

Hawkeye Community College's (HCC) Liberal Arts Program provides course work for the general education components of the Associate of Arts (AA) Degree, Associate of Science (AS) Degree, Associate of General Studies (AGS) Degree, Associate of Applied Science (AAS) Degree and Associate of Applied Arts (AAA) degree. In Iowa, general education courses are defined as those courses which broaden knowledge in the arts and sciences. Both Career and Technical Education programs and transfer programs require a certain number of credits in general education distributed over four general disciplines including Communication, Humanities, Math and Science. CTE two-year programs require 15 credit hours and the AS and AA degrees require 40 hours.

All curriculum is specifically designed to meet HCC's Institutional Learning Outcomes (ILOs) which cover communication, critical thinking and community engagement among several objectives leading students to gain writing and speaking skills, appreciate diversity and historical viewpoints, problem-solve and create their own learning strategies. The current iteration of the ILOs will evolve effective 2022 as faculty are reviewing the relevance and viability of with two (first and second) options to change individual outcomes as they relate to course goals and objectives.

According to its mission, the College seeks to "empower students, strengthen businesses, and enrich communities." Our expert faculty who teach general education courses work tirelessly to provide a broad and inclusive curriculum that will enrich students' lives both personally and professionally.

HCC is unique among Iowa's community colleges in that it has faculty who are qualified to teach a diverse array of Non-Western Cultures including African Culture, Middle Eastern History and Culture,Latin American History and Culture, East Asian Culture, Japanese History and Culture and Russian Civilization. The College also requires students in the AA and AS degree to earn three semester credits in Social Diversity.

3.B.2 HCC's Institutional Learning Outcomes (ILOs) are part of the guiding principles for our academic offerings-- both transfer majors and career and technical. The outcomes of Communication, Critical Thinking, Quantitative Reasoning, Community and Global Awareness, Individual Awareness, Artistic Expression, Information Management and Workplace Application of Skills serve as a layered approach to course construction and objectives.

The Curriculum Committee is charged with helping faculty map the outcomes to individual courses as part of the building phase. The Curriculum Review packet outlines every phase of curriculum adjustments and revisions on the course level. A course modification or course amnesty review (CAR) is needed every five years for a variety of stated reasons as shown in the packet.

As an example of advancing the skill-building conversation, the College is in the process of building our offerings in the area of Work Based Learning (WBL), an area highlighted by the Iowa Department of Education. HCC was an early adopter of the curriculum which is outlined in the state's Work-Based Learning guide. Currently, HCC remains part of the state discussions to expand courses and build a stronger program. The College understands that it is critical that students graduate with the workplace skills necessary to be successful in their field. One of our eight Institutional Learning Outcomes is that of Workplace Application of Skills. WBL course offerings will help our students to both find a career path as well as develop the skills needed once they graduate. Our offerings include "Exploring Careers" which is currently being taught and "Employability Skills" and "Workplace Project-Based Learning" which are under development.

- WBL 100, "Exploring Careers" is described in the course catalog as a course that "will provide guidance in choosing a career goal and preparing for employment. Emphasis will be placed on identifying interests, abilities, and values, and exploring options for careers. Students will learn how to access labor market information and employment trends. Additionally, students will develop the skills and aptitudes necessary to obtain employment, emphasizing the development of characteristics associated with job success."

- WBL 110 – "Employability Skills" which is "designed to assist students in developing the skills necessary to obtain employment and to learn and practice the skills and attitudes required for job success. Students will practice resume writing, job application completion, and interviewing techniques. Additionally, students will practice workplace problem solving strategies, and demonstrate skills required to work in a diverse environment."

- And lastly, WBL 140 – "Workplace Project Based Learning-Information Systems" which can be taken for two or three credits. Students "...course learn the concept of project based learning in the workplace, and develop and implement projects in cooperation with local businesses, community organizations, or non-profit agencies. Projects are developed under the supervision of a college faculty member. "

3.B.3 The 3-credit hour social diversity requirement is part of the AA/AS degree. It considers ideas of difference and inequality in contemporary U.S. society and is designed to provide students with foundational knowledge and analytical skills necessary to understand and respect differences between

groups of people. This requirement is also intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead. As shown, the following courses offer students the opportunity to fulfill this as noted in each distinct course description. Going forward, we have to be more deliberate in advising so students are aware of their options.

- COM148 - Diversity and the Media
- EDU223 - Multicultural Education
- LIT133 - Minority Voices in U.S. Literature
- PSY262 - Psychology of Gender
- SOC200 - Minority Group Relations
- SOC205 - Diversity in America
- WST101 - Women's Studies

In 2016 the College invested in a full-time Arts and Culture Coordinator who is supervised by the Dean of Liberal and Applied Arts and Human Services and general education. There is a concerted effort to provide students with co-curricular activities and credit course offerings that enhance the student experience. The purpose of this position is:

- To grow the arts at HCC and contribute to building a campus culture.
- To provide equitable access to art and cultural experiences which broaden a student's horizon, raise their cultural competency, and help them to become better citizens of our local community and our world.

The coordinator is starting a series of surveys for co-curricular events (lectures, speakers, art exhibitions, films and workshops, for example) to see how events can be designed to help with student retention and academic success. The events are directly linked to the College's Mission Statement, campus initiatives, and support HCC's Institutional Learning Outcomes of "Community and Global Awareness" as well as "Artistic Expression." Although not explicitly stated in a job description, the Arts & Culture Coordinator has the opportunity to deepen their impact and contribute more to the students, college, and community in the following ways:

- Student opportunities: In addition to providing art gallery jobs for students through the Federal Work Study program, those who have an interest in learning more about the field of Arts Administration have the option to work more closely with the Arts & Culture Coordinator, who will then assume a mentorship role and allow the student to assist with more advanced tasks such as the installation of artwork.

- Community Links: The Hawkeye Art Gallery serves as a springboard in which the College connects with the community. Last spring HCC paired with the University of Northern Iowa, Humanities Iowa and the National Endowment for Arts to host internationally acclaimed LGBTQ writer and comic book artist, Gabby Rivera for a program and book signing. The Hawkeye Art Gallery hosts an annual community art show for Cedar Valley Pridefest. HCC will also host the Iowa Community College Advertising Design Invitational (ICCADI) from 2021-2024, which is open to Graphic Design students at all of Iowa's Community Colleges. This exhibit will become a traveling exhibition which will tour the state, after it's initial show at the Hawkeye Art Gallery, and will feature the talents of our community college design students. The Arts & Culture Coordinator has the unique opportunity to develop outside partnerships, and deepen supportive relationships.

- Campus Lead: The Arts & Culture Coordinator role also helps guide college initiatives such as

the Hawkeye Reads Program in conjunction with the HCC Library. Each year the Hawkeye Reads team selects a new title which speaks to the Institutional Learning Outcomes focus for the upcoming year. To address "Community and Global Awareness" for the upcoming academic year (2021-22), the book We The Interwoven: An Anthology of Bi-Cultural Iowa. Hawkeye Reads offers campus-wide engagement via a rotating committee seat on the planning team. Each year a Faculty member from an area of the College which connects with the upcoming ILO helps advise the process. This is incredibly beneficial to planning activities, including a summer reading list to consider future books as well as understanding how best to apply the ILO.

On the CTE side, students **in** the Sustainable Construction and Design program are getting a unique opportunity to help revive Waterloo neighborhoods that have fallen into disrepair. These neighborhoods are located in areas of the city that tend to be higher in multicultural diversity and lower in socioeconomic status. In 2018, the College and the city of Waterloo forged a partnership to provide students an opportunity for hands-on learning and improve abandoned lots, has provided some much needed assistance in these areas. Students build energy efficient homes with lowered utility costs to the homeowner, the city with property taxes and neighboring homeowners with improved property values. The students apply what they learn in the classroom to real life situations. It also provides them the opportunity to learn more about diverse neighborhoods. Many of the students in this program have had limited opportunity to interact with multicultural/ diverse settings. It has become a source of pride knowing that they are helping to grow neighborhoods.

Another opportunity for a learning experience that connects students with the community is our We Build Waterloo, which is part of HCC's Business & Community Education Department. The program is designed for students to learn high demand construction trades and apply them in a 12-week housing project to put their skills to work on the a job. Students gain skills in 13 distinct trade areas via an apprenticeship as they renovate abandoned homes in Waterloo.

Lastly, no matter how many opportunities we present, we have to be able to share that information with our diverse community. At our Adult Learning Center, recognizing that we serve learners from more than 100 countries, we created language specific communication (for example-- Bosnian, French and Spanish, etc.) to reach students who are not native English speakers.

3.B.4 There are numerous examples of creative endeavors by HCC students, encouraged and supported by faculty. One burgeoning project is the second annual Mini-Con Celebration which highlights the literary, musical and artistic accomplishments and interests of Liberal Arts students. The inaugural event was held in fall 2019 over a two-day period. Due to COVID-19, the 2020 event was moved to spring 2021 and was held virtually. Student writers, poets and illustrators also showcase their work annually in the College literary magazine, ETC as seen in the 2021 edition.

In another example, a Liberal Arts student chose to explore the field of Art Therapy through an eight week honors project with art faculty. To conclude the honors course, the student hosted a workshop which allowed exploration in the field of Art Therapy through an interpretation of the Japanese art form, Kintsugi. By engaging in a creative process, participants discovered the therapeutic nature of art as the HCC student led them through the steps of reassembling a broken vessel. One reason this was so successful is because it was a very approachable project, and did not require any formal art experience or training.

Student art exhibitions showcase varied artistic works such as pencil drawings, paintings, photographs and graphic designs during yearly events, last demonstrated at the spring 2021 show.

Since the Art Gallery's been open to the public (about 17 months, minus the COVID-19 closure) approximately 763 visitors, (averaging close to 50 people per month) have attended exhibitions and events. This includes the summer months where things slow down. Additionally, the art department keeps at least one work-study slot open for a student interested in arts administration. The goal is to provide faculty mentorship to the student and an opportunity to take on additional duties designed to gain hand-on experience in gallery work.

Phi Theta Kappa, the College Honor Society, emphasizes scholarship as well as service to the community which aligns with the College mission and strategic plan. One of the most important projects is the campus Food Pantry. This year's Blood Drive was also a collaborative effort. Guided by faculty, students help staff, stock and dispense food to students who express a need. PTK students also have the opportunity to create their own service related project. One recent example was a mental health initiative designed to help students during the pandemic but now will continue due to the changing landscape of need.

Sources

- 3B- Art-Culture Updated Survey_ AE-CGA
- 3B_ Art-Kintsugi Project Inserts
- 3B_ PTK Hawkeye Blood Drive Poster Final
- 3B_ PTK Hawkeye Pantry Report Final.docx
- 3B_ PTK Mental health flier 1
- 3B_ PTK Pantry Flier Promotion
- 3B_2020 Fall ELL Flyer - Bosnian
- 3B_2020 Fall ELL Flyer - French
- 3B_2020 Fall ELL Flyer - Spanish
- 3B_AAA-AAS-AGS-Degrees Awarded - Hawkeye Community College
- 3B_ALC Art Gallery Statistics - Sheet1
- 3B_Building Hope-Sustainable Const
- 3B_CLS-130-1 African Cultures SP19 Smith
- 3B_CLS-141-1 Middle Eastern History and Culture SP21 Malloy
- 3B_CLS-150-1 Latin American History and Culture SP21 Smith
- 3B_CLS-160-2 East Asian Cultures SP21 Steed
- 3B_CLS-164-1 Japanese History and Culture SP21 Steed
- 3B_CLS-172-1 Russian Civilization SP21 Badredinov
- 3B_COM-148-2 Diversity in the Media FA20 Syllabus
- 3B_Cultural Coordinator 02-18-2019
- 3B_Curriculum Review Packet
- 3B_Diversity Course Offerings Headcount
- 3B_EDU-223-1 Multicultural Education Sp19 Syllabus
- 3B_ETC-2020-Magazine
- 3B_Hawkeye Reads - Hawkeye Community College
- 3B_Hawkeye Reads Summer Reading List 21
- 3B_HCC Art Gallery- Arts and Culture
- 3B_HCC- Co-Curricular Event Survey-Guest-Rachelle Chase
- 3B_HCC Curriculum Membership List Fall 2020

- 3B_HCC ILO Proposed Revision Option 1
- 3B_HCC ILO Proposed Revision Option 2
- 3B_HCC- Institutional Learning Outcomes
- 3B_HCC- Student Art Show
- 3B_HLC AA-AS Transfer Major Proposal 2018
- 3B_ICCADI Honor's Project
- 3B_ICCADI Letter
- 3B_Iccadi-poster
- 3B_Iowa DOE Work-based Learning Guide
- 3B_Liaison Advisory Committee on Transfer Students- LACTS
- 3B_Liberal Arts Associate of Arts (AA) Degree Requirements - Hawkeye Community College
- 3B_Liberal Arts Associate of Science (AS) Degree Requirements - Hawkeye Community College
- 3B_Liberal Arts Mini Con Program
- 3B_LIT-133-1 Minority Voices in US Lit FA20 Syllabus
- 3B_Pride_Final
- 3B_PSY 262-100 Psych of Gender Sp19 Syllabus
- 3B_PTK Induction Presentation Final
- 3B_Rivera Poster_BASIC
- 3B_SOC-200 - Minority Group Relations-FA19- Syllabus
- 3B_SOC-205 Diversity in America FA20 Syllabus
- 3B_Summer 2021 WE Build Waterloo
- 3B_Sustainable Construction and Design
- 3B_WBL 100- Exploring Careers-Course Syllabus
- 3B_WBL 110- Employability Skills- Course Syllabus
- 3B_WBL 140- Workplace Project-Based Learning- Course Syllabus
- 3B_WE Build Waterloo
- 3B_We_the_Interwoven_vol2
- 3B_WST-101-1-Womens Studies syllabi

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 With any eye toward providing opportunities for a diverse pool of candidates, along with using well known higher education online web sites, HCC also seeks entities that specialize in diverse recruiting. This also means working with recruitment firms, utilizing community-based resources to reach a diverse audience within the scope of the positions; work with professional employment boards geared specifically to diversity in regional and national areas. HCC job descriptions include a Diversity Statement that demonstrates the institution's commitment to diversity and inclusion. The HCC Equity Committee ensures the Affirmative Action plan reaffirms the College's commitment to equal employment opportunity and affirmative action. The Personnel Handbook also to addresses equity and diversity in educational services and employment practices. All employees have a responsibility to contribute to an environment for learning and working that encourages and enhances the valuing of fairness, enthusiasm for diversity, and passion for respectful interaction.

In addition, the HCC Human Resources department's awards the Sammie Dell Commitment to Diversity Award annually to recognize individuals college-wide who show commitment to diversity. Recruitment and retention strategies along with the institutional strategic plan goals demonstrate a focus on increasing the representation (visual diversity) of faculty, staff, and administrators. To this end, two specific college-wide groups and community activities also aid in the process.

- Equity Committee - Assists the College in maintaining and implementing an Affirmative Action Plan to reflect HCC's ethical and legal pledge to comply with laws and regulations requiring Equal Educational Opportunity, Equal Employment Opportunity, and Affirmative

Action.
- Diversity and Inclusion Council - A cross section of employees from the College that helps establish and sustain policies, programs, practices, and resources necessary to promote an increased awareness of and a shared commitment to inclusiveness and diversity throughout the learning-centered environment at the College.
- Employee participation in diverse and multicultural volunteer service opportunities within the community-at-large, including but not limited to:

1. Waterloo Human Rights Commission
2. Black Hawk County NAACP
3. LULAC
4. EMBARC
5. League of Women Voters
6. Diverse community events include: Pride Fest, MLK and NAACP banquets and the Waterloo Center for the Arts Culture Fest

Established in 2010, the HCC chapter of the National Council on Black American Affairs (NCBAA) is an important part of HCC's focus on diversity and inclusion, which seeks to better reflect the increasing diversity of its student body and surrounding community. With monthly meetings, this It is a premier community college professional development and networking organization for Black faculty, staff, and administrators while promoting the academic success of African American students as well. It is an affiliate council of the American Association of Community Colleges (AACC) and serves as a vehicle for the recruitment, hiring, training, and retention of high quality employees at the College.

3.C.2 The College has 110 full-time faculty and more than 350 adjunct faculty plus an additional 100 dual credit instructors throughout the 28-high schools in the district. The college has sufficient numbers of faculty to carry out both the classroom and non-classroom roles as evidenced by two measures: first, faculty load is established by Iowa Department of Education code and second, the Hawkeye Professional Educators Association bargaining agreement. Full-time faculty teach a minimum of 15 credits per semester and a maximum of 21 credits in the School of Liberal and Applied Arts and Human Services. Career and technical faculty often have lab and clinical hours which impact their workloads which is shown in the workload report.

To build shared governance, best utilize faculty expertise and offer mentoring opportunities, the new Provost is instituting a faculty leadership model via department chairs, effective fall 2021. Seven chairs will assume leadership roles in the main discipline areas, charged with helping deans communicate with faculty groups, help other faculty with curriculum development and mentor adjunct faculty as well as concurrent instructors.

To provide instructional opportunities for faculty, the mission of HCC's Brobst Center for Teaching and Learning is to prepare resources and support for faculty development and innovation to enhance student learning. It strives to support all faculty, from the aspiring to the retiring, by positively contributing to new faculty onboarding and providing faculty development opportunities that are relevant and appropriate to instructors in different stages of their careers.

The Brobst Center is led by the Dean of Business and Information Technology and is also staffed by an Instructional Technology Specialist, Administrative Assistant, and two part-time Faculty Professional Development Fellows, each a full-time faculty member with release time or special assignment to serve as a Faculty Fellow supporting their colleagues in the area of assessment and

online teaching.

3.C.3 The College adheres to HLC accreditation guidelines for faculty credentials and hiring, and also complies with the credentialing standards set forth in the Iowa Administrative Code (p. 2). HCC continues to implement the credentialing criteria for all full-time, adjunct, and dual credit faculty. All faculty must have at least a master's degree in the discipline they're teaching or at least 18 graduate hours in the field of instruction in which the instructor is teaching.

Deans are responsible for ensuring all faculty members have appropriate qualifications and credentials and complete verification forms for each faculty member. HCC has a tuition reimbursement program to support faculty professional development opportunities. The College's professional development budgeting is decentralized with each dean requesting funds to meet faculty professional development needs in their respective areas.

Academic deans ensure concurrent enrollment instructors and courses meet the College's credential and program quality requirements according to National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards and Guidelines. Admissions/High School Relations also conduct staff training through:

- frequent reviews of program changes and data;
- onboarding/orientation programming for new employees;
- participation in professional organizations (e.g. Iowa Association for College Admission Counseling);
- consultation with academic program staff and support service offices (e.g. Financial Aid, Student Services)

In CTE areas, faculty must be certified and/or registered with the appropriate credentials for the discipline they are teaching along with a bachelor's degree or at least 6000 hours of related employment as noted in the Iowa DOE Faculty Qualifications Guide.

3.C.4 Faculty evaluation for all full-time instructors begins the the date of employment. Non-probationary faculty (p. 29)are evaluated at least once every five years. Those faculty who are on probation for the first three years are evaluated at least twice during that time. Within four weeks of employment, all faculty who will be reviewed using a copy of the Faculty Evaluation Document. At least one evaluation cycle will include an instructional observation, a compilation of student perception surveys, evidence of professional obligation achievement and progress on their Quality Faculty Plan. The dean meets with the faculty member within 30 days of the observation to provide meaningful critique and opportunities and resources for improvement. Faculty have the right to file a response in their personnel file within 30 days.

For online courses, academic deans have access to Canvas shells as supervisors over faculty and have the prerogative to observe a faculty member or course either in person or through it's Canvas interface. Online courses are subject to be reviewed by the dean using a special role type with permissions in Canvas to be able to observe course content, student grading & feedback, and instructor interactions with students. In particular, the "Student Interactions Report" and the "Access Report" provide insights into the instructor's course access log, last interaction with each student, and the number of ungraded assignments for each student. Students' assignment grades and feedback can also be observed through Canvas Grades. Additionally, the dean can use any of the Canvas course analytics available to the instructor as well.

The forms used for faculty evaluation (Full Time Faculty Performance Appraisal and Instructor Classroom Observation) are not modality-specific as many or most faculty teach in more than one modality. The instructor observation form includes a section for learning management system review as well as other aspects of teaching & learning.

For concurrent faculty, the college adheres to NACEP guidelines which require observations at the onset of teaching followed by a three-year cycle. Con-current faculty are also assigned a full-time faculty mentor from HCC who observes the instructor, completes a NACEP Faculty Site Visit observation form. If there are concerns, these are brought to the dean for further review.

3.C.5 The Brobst Center for Teaching and Learning serves as the centerpiece for faculty development opportunities within the College. In the past five years, the Brobst Center has offered 814 faculty development sessions with 2066 participants representing 585 unique HCC personnel, predominantly faculty. This does not include additional on-demand faculty development resources such as Magna 20-Minute Mentor and Magna Seminar Series programming.

Faculty are also encouraged and supported to attend professional conferences on the local, regional and national levels both as attendees and presenters. The topics run the gamut. For instance, two faculty were chosen as part of an HCC team to participate in the prestigious Gardner Institute on Equity in Retention Academy, starting in late spring 2021. This work will help enhance campus-wide diversity and inclusion efforts while addressing retention. Meantime, our Emergency Medical faculty are returning to the national EMS World Expo fall 2021, bringing a team of students to participate in hands-on techniques in emergency services.

Adjunct faculty who teach face to face as well as online, along with dual credit instructors have opportunities for professional development including Canvas training, assessment workshops and syllabus development. HCC is adopting Simple Syllabus, which is districtwide starting fall 2021. This will allow for more consistency and transparency for students in course expectations.

3.C.6 Full-time faculty are required to hold a minimum of five office hours a week within all modalities of course deliveries. Instructors may adjust their hours to best support course sequencing and student needs. Faculty office hours must be posted prominently for students---outside of physical offices, in all course syllabi and virtually within the college learning management system, Canvas, for online students. As shown in this faculty office hours schedule, instructors may opt for a combination of virtual and face to face timeframes. While five hours are mandated, faculty also make themselves available for assistance outside of their posted hours.

3.C.7 In order to best serve students, in addition to faculty development, there are an abundance of professional development opportunities for employees across all levels of HCC.

Members of the Student Services Office hold leadership positions in Iowa Community College Student Services Association (ICCSSA), attend conferences, virtual workshops and webinars related to specific areas (i.e. advising, testing, accessibility services, etc.) All staff are appropriately qualified according to the position descriptions in the HR Office. The college testing office is part of Student Services and all proctors follow the National College Testing Association (NCTA) proctoring guidelines. They are also certified to proctor for professional test companies and have to adhere to their policies and procedures.

The Financial Aid Office encourages staff to keep up to date on regulations by attending Federal Department Of Education webinars plus federal, national and state conferences when appropriate. Staff are also required to read professional publications and literature such as the National

Association of Financial Aid Administrators (NASFAA) Daily News and the Federal Student Aid Handbook in order to ensure compliance. To fulfill a compliance audit, staff track their professional development on an internal Excel spreadsheet which auditors review annually.

Records and Registration provides professional development opportunities connected to student success. For example, a Transcript Specialist attends the CollegeSource conference for Transferology. Staff also attend events on customer service, time management, and individual development. Managers participate in the Hawkeye LEAD program for as well as the Mid-West AACRAO and ICCSSA Conferences for best practices. All staff are appropriately qualified according to the position descriptions with Human Resources.

The HCC Library staff includes two professional librarians with master's degrees in Library Science accredited by the American Library Association. Support staff members generally have previous library experience upon hiring and current support staff have degrees ranging from an associates degree to a bachelors to a doctorate in history. All staff members are encouraged to attend professional development opportunities that build both soft and hard skills with the goal of fostering employee satisfaction and maximizing the level of service provided to students by library staff.

Athletic and Recreation department employees who teach group fitness classes or run personal training sessions must be certified through a national organization, e.g. American Council on Exercise (ACE). Certifications must stay current, and continuing education opportunities are available through the respective governing bodies. All full-time employees are allotted $250 per year toward continuing education expenses including paying for required CPR/AED and First Aid certifications. Other educational opportunities include: Pursuing Victory with Honor Summit, QPR Training (Question, Persuade, Refer), Economic Inclusion, and the NACDA Conference.

For professional development, the Career Services Staff participates in Iowa Community College Student Services Association (ICCSSA) and the National Association of Colleges and Employers (NACE) activities such as webinars, workshops, and town halls. These activities enable the Career Services Center to offer advising and guidance for students who need assistance in selecting a major and/or career. This is done through intrusive advising and use of career exploration tools including, including Focus 2 online via HCC. Students may also receive assistance with career readiness including job search strategies, application document creation/review, and interview techniques.

The International Student/Study Abroad Coordinator guides faculty through the travel proposal process, working with third party travel vendors and marketing and promotion to students for successful Study Abroad programming. Students receive assistance in enrolling in study abroad programming, scholarship applications, financial aid resources, travel preparations and communication. The Study Abroad office also works with the HCC Global Agriculture Learning Center, a national leader in introducing HCC students and other students to innovations on an international level from an agricultural lens. As the GALC builds a consortium with community colleges across the country to participate in global experiences, the study abroad office will continue to provide support.

The Student Accessibility Services (SAS) Coordinator is ADA Coordinator certified and holds leadership positions on two Board of Directors committees related to disabilities. The SAS Coordinator regularly attends ADA webinars and trainings through the Association on Higher Education and Disability (AHEAD) and the Great Lakes ADA Center, as well as attending and

presenting at national conferences through AHEAD, Student Affairs Administrators in Higher Education (NASPA) and the Postsecondary Disability Training Institute (PTI). As a member of the AHEAD professional organization, the Coordinator also uses the Journal of Postsecondary Education and Disability and specialized listservs.

Staff have opportunities to participate in local, regional and national conferences and meetings. Staff working with Colleague have the opportunity to attend the regional Midwest Ellucian Client Association (MECA) Conference annually. Once a year, professional development opportunities include participating in Ellucian Live, the national gathering of Ellucian users. In 2020, this event was conducted online and was available free to any Colleague users on campus. Live and recorded sessions were available for HCC staff plus access to the Ellucian Customer Center to share ideas, ask questions, interact with Ellucian staff, and increase Colleague knowledge. HCC allows tuition reimbursement for employees to enroll in up to 6 credits per year. In addition, CIS staff are encouraged to earn additional IT certificates and credentials.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1 There are numerous systems in place to provide student support on various levels.

For instance, Student Accessibility Services (SAS) provides accommodations to ensure students with disabilities can demonstrate knowledge without adjusting the rigor of the course. SAS provides services across the College, including dual enrollment, to ensure equivalent levels of achievement.

- 24 hour Student Emergency Fund Helpline offers confidential telephone support for students and families by providing access to a masters-level counselor for support surrounding: school, friends, family, mental health, substance abuse and more.
- Emergency Fund provides up to $500 in emergency funding for students in need. Funds are often provided for transportation/car repair, housing/utilities, childcare, insurance, and other basic needs.
- The on-campus Food Pantry serves students who are in need of supplemental and/or staple foods.
- Referrals made by Academic/College Success Advisors are made to on-campus and community resources when needed.
- The HCC Student Health Center offers help for physical and emotional health concerns
- VocRehab collaboration on campus
- A new position of Student Care Coordinator was created as a designated position to work with students to handle life's problems and find solutions for them to be successful in and out of the classroom.
- The International Student Services Coordinator assists F-1 Visa students coming to campus to start and complete their education. This staff member supports international students with non-immigrant documents, adhering to federal guidelines/requirements, adjustment to the U.S. educational system and cultural differences, and any issues that arise.

The Financial Aid Office uses different modes of communication to accommodate students' preferences (i.e. postal mail, phone calls, in person, text/chat, virtual appointments and workshops), while keeping Hawkeye email as the main mean of communication. The Financial Aid Handbook, "My Hawkeye" and Ellucian Self Service are continually reviewed. All departments work with the Marketing Office on finding opportunities to improve and enhance communication in supporting

students. Students may eligible for additional financial support by applying for HCC Foundation scholarships based on donor determined criteria. In collaboration with student services, the Foundation also administers multiple emergency funds to assist students when financial emergencies threaten their persistence at Hawkeye. In 2020, the Hawkeye Community College Foundation established the Hawkeye Student Food Pantry to ensure students have access to food resources. The Foundation also provides a student loan program for students whose financial aid falls short in reaching their educational goals.

The Student Tutoring and Computer Lab (STC Lab) provides both tutoring as well as computer support services face to face and online through Zoom. Tutoring is offered for math, writing, reading, chemistry, anatomy and physiology, computer skills and study skills classes. The STC Lab also provides peer tutoring services for several career and technical programs classes including nursing and business. We partner with Smarthinking to offer online tutoring 24/7 in many subject areas. Our computer lab has 60 computers for students to use and offers support for password resets, help with Canvas, our LMS, as well as assistance with Microsoft Office, Google and other computer programs. The college tracks student use of these services through TutorTrac, a web based tracking system.

For HCC students who fall within a digital divide where their ability to learn, persist and complete their academic goals may be influenced by the availability of technology, the College tries to fill that need. Over the last 10 years, the Hawkeye Library has incrementally increased the number of laptops and Wi-Fi hotspots that are available for check out to students. Access to such technology became acutely imperative during the COVID-19 pandemic, when the library checked out 140-170 laptops and 60 Wi-Fi hotspots each semester to help provide students with devices to allow them to participate in online learning.

The Veteran Services Coordinator provides student support services suited to the needs of its student populations by helping them with their VA educational benefits, the process for using those benefits each semester and guiding students to other campus and community resources to aid them in receiving their degree. Other services can include financial aid, FAFSA, grants through county VA offices, family assistance through various community non-profits, and help with housing and vehicle maintenance. On campus services include veteran programming to focus on camaraderie and pride around a shared military culture. Programming can also involve yearly fundraisers to support local charities and volunteer opportunities to help veterans in the areas our students live.

The HCC Athletic Department is trained to share resources available for students to succeed across campus both in sports and academics. One of the primary responsibilities for the Associate AD is to have a focus on student-athlete academic success which includes reviewing Student-Athlete Academic Policies, offering extensive study support and encouraging campus con-curricular activities.

TRIO Student Support Services addresses barriers to retention, completion, and academic success for students who are first-generation, low-income, or have a disability. Approximately 50% of participants are black, Indigenous and people of color (BIPOC). The program provides students a home-base on campus where they access a broad range of services that meet their individual needs and facilitate connections with the campus community.

In addition, following up on the 2016 HLC AQIP Self-Study of advising, Hawkeye advisors worked to improve the advising model. Students now benefit from MORE (Mandatory Orientation and Registration Experience) sessions which include: intensive individualized advising, academic support, connections to resources, and fostering a climate of success. Program services include

academic and career advising, financial aid and scholarship guidance, tutoring and academic support services, and workshops such as choosing a career path, financial literacy, and preparing for transfer to a four-year institution.

Lastly, the HCC Career Clothing Closet, located in the Brock Student Center, provides a way for students to access free professional attire appropriate for career fairs, interviews, and the workplace. The goal is to help students look their best throughout their job search so they can make a positive impression as they enter the professional world. Inventory includes full professional attire for men and women which is updated with each donation. The Career Clothing Closet has recently partnered with the Waterloo Career Center to share donations and further promotion allowing more community outreach in the Cedar Valley.

3.D.2 Effective, fall 2020, entering students were placed using a multiple measures as part of a statewide approach because the pandemic limited testing opportunities. Advisors may use a combination of a placement score along with a high school GPA and previous coursework to direct new students into the proper courses. Some entering students may take developmental education coursework in reading, writing or math based on their academic skill levels. English as a Second Language coursework is also available to students who need these courses based on their assessment scores. Students may also elect to work in our Preparatory Academic Lab (PAL) in place of taking developmental education courses as a way to increase their skill in these areas.

Students entering Liberal Arts transfer programs take student success courses SDV 108 or SDV 109 at the beginning of their programs as part of their orientation to college. These courses cover study skills personal development, campus resources and help them become successful college students..

3.D.3 The Student Services Office provides entering students an orientation to the College in collaboration with various offices and programs throughout the College.This is known as MORE (Mandatory Orientation and Registration Experience). During this session, students are oriented to the college as well as to their program. After the first half of the meeting (orientation), students go to their respective program areas for an orientation and then register for courses. Academic/College Success advisors from Student Services provide this information or in the case of career/technical programs, in conjunction with the faculty. Currently, students are advised appropriately using the Academic Evaluation tool out of their *my*Hawkeye account. This electronic tool, updated by the Records and Registration Office, provides students with an audit of what courses they have completed and what courses they need to complete for the credential, diploma, or degree. The Student Services advising staff uses various tools to make sure students are not taking courses out of the program (NTIV reports). In alignment with the Guided Pathways model, of putting students on distinct paths for success, the college is planning to add the Ellucian Student Planning tool software (by 2023) which will enhance students' access to their course planning and sequencing.

The HCC Admissions/High School Relations staff informs all prospective students (including dual credit) of admission and placement requirements and directs them to related support services (e.g. Accuplacer preparation resources). Admissions also refers students to appropriate academic and career advisors to support their college decision-making process.

Hawkeye currently uses CRM Recruit as a tool to better work with our applicants, improve communications and increase interactions with prospects during the admission process. CRM Advise helps advisors and faculty work with students. This tool is used as an early warning system for at-risk students and to better track the interactions students have with their advisors and provides data on how students are performing academically. Faculty and student services staff launch tickets

when they are concerned about a student based on class performance or other issues. An advisor or other appropriate staff member then reaches out to direct the student to resources to get the student back on track.

While financial aid staff are not academic advisors, they are required to monitor students' academic performance and counsel them regarding the implications of failing to abide by Federal Financial Aid guidelines. This process requires students to meet with their academic advisors to complete an academic planning worksheet when appealing a financial aid suspension, and to follow up to complete an academic plan review form on Academic Plan status. This process encourages students to work closely with their Academic/College Success Advisors to meet their educational goals.

Records and Registration provides students services in registration to secure academic records, transcripts, advanced standing, enrollment records, academic program records, as well as other services of referral.

3.D.4 To begin the infrastructure and resources discussion, the College passed a $25M bond referendum by necessary supermajority (60%) in February 2015 which allowed for building of a new, modern, adult learning center in downtown Waterloo-- the Van G. Miller Adult Learning Center-- to replace an aging center. The second phase of this referendum is the renovation of Grundy Hall on main campus to a state-of-the-art experiential learning center for the sciences and health sciences. This renovation is slated to begin early June 2021. HCC levies the maximum property tax levy allowed each year for our Plant Fund which generates approximately $2M per annum for upkeep and repair of existing facilities.

- The College levies the maximum property tax levy allowed each year for our Equipment Levy in the General Unrestricted Fund which generates approximately $900K per annum for equipment repair and replacement.
- The College has periodically sought consultation from our Property, Liability and Casualty insurance carrier for ADA and OSHA compliance audits. In response, the College has made modifications to facilities such as ADA compliant restrooms and entryways as resources allow.
- In the past few years the College has done significant landscaping to create a more welcoming environment outdoors including the addition of new outdoor seating areas for students to gather for study, socializing, etc.
- The College has engaged an architect firm to help develop an updated Master Facility Plan (last updated in 2015) to use as a guide for further improvements to the learning environment.

The Student Accessibility Services Office (SAS) supports students with disabilities at all Hawkeye locations. In addition to providing accommodations, the SAS Office meets one-on-one with students to work on skill building, problem solving, and developing advocacy skills. The SAS Office also helps to connect students with faculty, staff, college resources, and community resources. In addition, the SAS Office provides training and assistance to students and staff regarding assistive technology like closed captioning, audio note taking, and screen readers.

The Student Activities department oversees operations of the Brock Student Center which supplements resources on campus to support student learning. Brock offers open study space and is home to Veteran's Services, the new Barnes and Noble Bookstore (opened summer 2021) and the student-run RedTail Cafe which provides hands-on experience for hospitality program students. All serve large educational purposes such as hands-on labs, military resources and benefits, and educational materials to help students thrive. The new Barnes-Noble bookstore fulfills traditional

bookstore roles along with First Day Complete which offers cost-savings and access for student success. Student Activities staff assists with referring students to their academic advisors and other support services (library, tutoring lab, mental health counselor, etc.) on campus as needed. In January, the Student Activities staff attended a Mental Health First Aid training and are certified in Adult Mental Health First Aid with the goal of providing initial help to someone experiencing a mental health or substance abuse challenges.

Another example-- the Student Tutoring and Computer Lab (STC Lab)-- has tutoring and computer support services in face to face and online formats. Tutoring is offered for math, writing, reading, chemistry, anatomy and physiology, computer skills and study skills. The STC Lab also provides peer tutoring services for many of our career and technical programs including nursing and business. We partner with Smarthinking to offer online tutoring 24/7 in many subject areas. Concurrent enrollment and online students have access to our on-campus resources as well as tutoring through Smarthinking as well. Physically, the STC lab has 60 computers for students and offers support for password resets, our Learning Management System, as well as assistance with Microsoft Office and other computer programs. Student usage is tracked through the TutorTrac web based tracking system to ensure proper staffing levels and that enough equipment is available.

Another example of infrastructure designed to support student learning is the Hawkeye Library, a Spring 2019 student survey yielded 300 responses, noting that 90% of respondents felt the Library provides resources and services that are important to their success. 98% of student respondents felt that library instruction prepared them to be a better student. Over the last ten years, an average of ninety-nine information literacy instruction sessions per year have been provided to an average of 1,548 students per year by professional librarians. The Hawkeye Library supports student learning and teaching by providing 65+ online databases available 24/7, four different media streaming platforms and print & electronic monograph and periodical collections to support the research needs of students and instructors. In addition, seventy-six specialized online research guides have been integrated into the College's Canvas LMS which links the most pertinent for each course/discipline guide online to help facilitate student research. In July 2019 an interactive, online chat service was launched so Library staff could establish a more accessible online presence to help meet student needs as courses were primarily being delivered in an online environment.

Looking at technology, Computer Information Services dedicated laptop carts which are available across campus to allow students access to computers and the internet in classes. The IT infrastructure was enhanced during the COVID-19 pandemic to expand the number of classrooms equipped for online or hybrid teaching and learning through ZOOM and related technologies. As of this date, there are 35 classrooms of varied sizes, outfitted with ZOOM technology for hybrid learning, offering options that will remain active beyond the pandemic.

In the CTE areas, numerous classrooms and labs are appointed according to industry-standards and this is borne out as students successfully earn certifications and degrees. The College continues to upgrade facilities to provide the best opportunities for learning. For instance, the Grundy Hall remodel will give Hawkeye a state of the art Health Sciences center, which will be home to the College's health programs, including: nursing, occupational therapy, physical therapy, respiratory therapy and the dental program with a fully-functional dental clinic which will serve Waterloo-Cedar Falls area.

Another area where HCC which offers a much needed service to the community is child care and HCC has two options one at the Main campus and an auxilliary facility at the Adult Learning Center. The staff at the Hawkeye Child Development Center (HCDC) accommodate families' busy lives and

work and educational needs as much as possible. Full-day services are available for families from 7:00 am-5:00 pm, Monday through Friday, serving infants as young as 6 weeks to preschool. In addition:

- The Hawkeye Child Development Center complies with the State of Iowa Department of Human Services and Health Department's standards and the Waterloo Fire Department. It also meets staff/child ratios for licensing, accreditations and Early Head Start and Head Start regulations.
- HCDC partners with Tri-County Child and Development Council, Inc and HCDC preschool room is also supported by the Iowa Department of Education grant funding through its Shared Visions Preschool Program.
- HCDC serves as an educational laboratory for HCC students in the Early Childhood Education program, occupational therapy program, nursing program, and dental programs to do classroom activities, observations and hands on experiences in the classrooms in order to enhance their professional skills.

The HCC Adult Learning Center (ALC) daycare is managed by a local community organization, Exceptional Persons Inc. (EPI) that is committed to helping families find safe, reliable, and affordable child care. The Child Development Center is a program of EPI created through a partnership with Hawkeye Community College for employees and the general public children who are infants through preschool age. When the main campus Center is full, HCC student parents and other general public parents are referred to the Van G. Miller Adult Learning Center location for child care for HCC priority consideration.

Recognizing the importance of appropriate standards and credentials when it comes to childcare, the HCC Child Development Center (HCDC) achieved accreditation by the National Association for the Education of Young Children (NAEYC) and continues to implement the standards set for NAEYC accreditation. If a child is struggling, upon a parent's request/permission, the lead staff arrange for developmental screenings with Central Rivers AEA. to determine if an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) is needed for the child.

Continuing this conversation, providing proper laboratory settings for our CTE students to gain the hands-on skills that make them effective employees is important to meeting the Institutional Learning Outcome of "Workplace Readiness." By providing learning labs that simulate industry settings, the students have the opportunity to develop industry sought after skills. Two examples include the HCC Farm Lab and Mac's Place and the RedTail cafes respectively.

- The 225-acre HCC farm lab allows the students to gain skills in a modern, up-to-date environment. The farm gives students a chance to experience hands-on learning in crop and livestock production, precision agriculture technology, conservation/environmental management and farm management.
- The Hospitality management program at Hawkeye Community College has two opportunities for the students to practice their craft. The Redtail Café and Mac's Place Café are integral pieces in the educational journey for students who want to develop knowledge in all aspects of the hospitality industry. The faculty work with students on management, budgeting, menu design, customer service, quality control, employee supervision, and operational strategies that good hospitality managers are expected to know.

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- 3D_Mental Health Services - Hawkeye Community College
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- 3D_My Hawkeye-Academic Evaluation
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- 3D_SDV 109-2-100 College Exp Syllabus
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- 3D_Smarthinking-webpages
- 3D_Spring 2021 List of Zoom Classes - Covid-19 Section Planning
- 3D_Student Accessibility Services- Resources for Students with Disabilities - Hawkeye Community College
- 3D_Student Tutoring and Computer Lab
- 3D_TRIO Flier-7
- 3D_TutorTrac Track Systems- webpages

3.S - Criterion 3 - Summary

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

Summary

What's Next:
HCC has reasons to be optimistic about the future with a president who is just wrapping up his second year, a new AAVP who arrived during the pandemic and an incoming interim VP of Student Affairs and Institutional Diversity bringing a new vision.
We are pledged to foster a more intentional approach to learning by adapting the Guided Pathways model to fit our community. As you'll note from the linked work plans, our project-based approach is centered on manageable, attainable goals:

- Our Meta Major team is working to offer students a clear view of the paths
- Our Summer Bridge team is helping underserved Black students
- Our Waterloo Career Center team is uniting our credit and non-credit programs and work with our high school partners
- Our Faculty-Advisor team is partnering our faculty and advisors to revise and review course mapping

The teams are fluid and will evolve as we take on new needs and projects.

We also want to be flexible and adapt to the changing needs of our students and community. Through a new partnership, the first of its kind in Iowa, we introduced Cedar Valley Degree Links this week. Collaborating with the Waterloo Community School District, Hawkeye Community College, and the University of Northern Iowa we have created a seamless pathway for Manufacturing, Construction, and Graphics programs. The degree pathway is articulated as a 1+ 2+2 across all three institutions so it is transparent and seamless and students will get their HCC classes free thanks to a state grant.

Looking ahead, we hope to incorporate Student Planning to help with degree audits and to connect our tangled software programs and scheduling efforts.
We also are moving to be more focused in diversity and inclusion efforts in our courses and co-curriculars.

Sources

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- 3S_Guided Pathways Team Project May Tracker II.docx
- 3S_Guided Pathways Team Project Tracker - Summer Bridge 2_10_21.docx
- 3S_Guided Pathways Team WCC Project Tracker 2.24.2021.docx
- 3S_Guided Pathways-Project List Spring 2021.pptx
- 3S_HCC-Cedar Valley Degree Links Announcement
- 3S_UNI-Hawkeye-WCC KWWL News-Cedar Valley Degree Links

4 - 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.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
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 ensures 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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Argument

4.A.1   There are consistent review practices throughout multiple types of programs at Hawkeye Community College (HCC). To start, HCC's Academic Program Review is a rigorous process occurring over a five-year cycle. Using "Proview 2" software, created by HCC, every instructional CTE program is required to review all aspects of the program, from goals and outcomes to finances and marketing to student satisfaction. Retention and Assessment are key measurements. The 65-page review also requires faculty to answer questions about Advisory Board membership, including diversity and the board's direct feedback.

Once program faculty complete the Proview 2 survey with narratives and data, the report is then reviewed by fellow faculty, assessment co-chairs, the dean and finally the Provost/VP of Academic Affairs (AAVP). The review culminates with a meeting between the program faculty members, the dean and the AAVP, at which time, the AAVP makes recommendations--- such as pursuing articulation agreements, adding more diversity to the Advisory Board and taking definitive action to retain students, among others. The recommendations are based on needs identified through the review and faculty are charged with fulfilling the goals (and/or taking steps to do so) by the next year, which begins the subsequent five-year cycle. The 2020-2021 academic year required 27 total

reviews, inclusive of the five-year reviews and the "cycle" reviews (years 1-4). The new AAVP (hired August 2020) is developing a plan to present program reviews to a larger campus audience with a more definitive response and specific action items. She also plans to return to Liberal Arts discipline reviews starting in Fall 2022. These were last conducted in 2016-2017.

To measure College services, "Collaborative Support Services Office Reviews" were implemented using the Proview2 Collaborative version. These were designed to align department services with appropriate HLC Criterions. The Records and Registration example shows this. The first reviews occurred in 2019. However, adjustments due to COVID-19 disrupted reviews in 2020. Now plans are underway to return to a consistent review cycle starting in Fall 2022 once the College's Strategic Plan is more widely implemented. The Cabinet response offers feedback and action items to be addressed by the time of the next annual Proview review.

HCC's Adult Education and Literacy program also follows protocols for review. Iowa's Department of Education (IDOE) monitors the program yearly (the 2020 review was virtual) for compliance and performance. The IDOE provides a reports with recommendations, suggestions, and findings; any findings require **a** corrective action protocol to be written and implemented. Results from the 2021 review completed in May are forthcoming.

4.A.2 The HCC Admissions Department applies consistent and rigorous standards in certifying the authenticity of academic transcripts to be evaluated for credit. All transcripts are reviewed upon receipt to determine their status (official/unofficial), which is recorded before they are routed to Records and Registration for credit evaluation.

Per Iowa code, all Adult Education and Literacy classes are noncredit at a K-12 educational functioning level and do not transfer. A limited number of Integrated Basic Education and Skills Training (I-BEST) classes are offered at the HCC Adult Learning Center, which contain both credit and noncredit portions, with the credit portions regulated by the credit side of the College. Students finishing the High School Completion program by successfully passing all five subtests of the HiSET exam, earn their High School Equivalency Diploma issued by the State of Iowa, and HCC's Chief Examiner ensures compliance. All courses are aligned with the state mandated College and Career Readiness Standards, 21st Century Employability Skills, and English Language Proficiency Standards, as appropriate.

4.A.3 To ensure quality, HCC's Records and Registration assists in the academic transfer credit evaluation with Transferology, which is used to track a transfer pathway. That, plus faculty consultation and a Dean/Provost dashboard, ensure the accuracy of credits earned outside HCC to be applied to our programs. Additionally, course descriptions and syllabi are used as tools to evaluate learning outcomes that must match a minimum of 80% of course content for acceptance.

For "Foreign Diploma and Transcript Evaluation," HCC requires that all applicants who have attended high school/college/university outside of the United States and wish to receive transfer credits, must have their official foreign transcripts translated and evaluated by a professional translating/evaluating service. All credential evaluators and document translators require a fee in which students are responsible to pay.

All official translations and evaluations must be sent to HCC by the translating/evaluating services to the National Association of Credential Evaluation Services (NACES) website. Translations must be original. No photocopies will be accepted. All documents must be presented in the original language accompanied by an English translation of each document. Translation/evaluation agency must be

accredited by NACES.

4.A.4 The HCC Admissions/High School Relations staff forwards faculty credentials to the deans to certify that concurrent enrollment instructors meet State of Iowa faculty qualifications as well as requirements set forth by the National Alliance for Concurrent Partnerships (NACEP**).** High School Relations staff also ensure that counselors at partner schools understand and apply HCC's course prerequisites during the registration process.

The College is committed to having high standards for student learning and rigorous coursework in all of our course offerings. As HCC implements Guided Pathways, one of the main goals or pillars is to "help students choose/enter a pathway" for a career or a path of study. In the spirit of transparency, HCC has worked diligently to show that our course sequencing shows all prerequisites for classes clearly on our website and on planning pages for students. This is one way expectations are visible early on.

Looking inward, the College has consistently used a standard syllabus template located in our curriculum management system META. This template automatically provides all instructors (on campus, online and concurrent) with the most current course information including requisites, course descriptions, Student Learning Outcomes, topics that must be taught, any standard assignment or assessment that must be used in all courses and the latest collegewide policies. In fall 2021, HCC will implement Simple Syllabus software for all credit classes within our learning management system, Canvas. This means all faculty syllabi will automatically have course goals, outcomes, institutional outcomes and required statements in their syllabi. By embedding the syllabus in the LMS, the goals of consistency across all course deliveries.

To address faculty qualifications, starting with concurrent faculty, the College was awarded a10-year NACEP accreditation two years ago. To be eligible, high school instructors' qualifications are examined by the dean of the discipline/program. Using the IDOE Faculty Qualifications Guide, deans review transcripts and work experience of potential dual credit faculty. At the time of approval, a full-time faculty member is assigned to mentor the new high school instructor and discuss course requirements and required assignments. The full-time faculty member will observe the instructor and provide feedback by completing a NACEP Faculty Site Visit observation form. There is a three year observation cycle. However, this was thrown off track by school closures due to the pandemic. We are working to realign our schedules and resume observations in fall 21. While we've made progress adding more concurrent faculty into our formal assessment reporting process, the goal for 2021 is to work through two pilots of full discipline assessment before a larger 2022 expansion. This will allow us to analyze data across all student groups and learning modalities.

High school students are also reviewed for college readiness. The High School Relations staff, which is housed in the Admissions department of HCC, conducts orientation sessions to ensure concurrent enrollment students are aware they will be held to the College's policies on academic honesty and integrity. Added to that, Admissions requires all applicants to:

- certify that their application information, including prior academic experience, is accurate.
- "agree to be governed by the regulations, policies, and standards of HCC."

High School Relations also shares all state guidelines regarding concurrent enrollment including new guidelines to assess whether high school students are prepared to take college classes according to the revised Measures of College Readiness for Senior Year Plus. This applies to students interested in transfer level classes, not career and technical.

4.A.5 Accreditation at HCC occurs primarily in our Health programs which require various levels of certifications. The School of Health Sciences strives for a 95% pass rate on licensure and certification exams, and posts this data on its website to provide transparency to the public on how the College is attaining this goal.

One of the largest areas is Dental Hygiene where students have an opportunity to gain real-world experience in more than 500 clinical hours throughout their time in the program. Graduates of the program are eligible to take the national and state/regional examinations for licensure, which is required to practice in any state. This spring, dental students had a 100% passing right on their clinical exams. The program's accredited body is the Commission On Dental Accreditation (CODA). The standards are organized in 6 areas: Institutional Effectiveness, Educational program, Administration faculty and staff, Educational support services, health and safety provisions, and Patient care services. Several other programs also demonstrate compliance, earning certification. Each requires distinct curriculum, labs and instruction for student success: Medical Lab Technician, Medical Assistant, Occupational Therapy Assistant, Physical Therapist Assistant, Respiratory Care, and Emergency Medical Services.

In addition, HCC's Early Childhood education program prepares students to work in childcare facilities in entry-level positions. The certificate meets the course work requirements for the formal education component of the Child Development Associate (CDA) credential. Moving forward, another example of meeting the needs of the Cedar Valley community, in collaboration with the Black Hawk County Childcare Coalition (BHCCC), HCC developed a new certification to help those who wish to become center directors a way to learn more about the business side of running a center. This was identified as a need by the BHCCC. We are currently offering three consecutive sessions of this training at no cost to students with help from a grant from the Iowa Women's Foundation. Each session is completely full. This certificate is approved by the National Early Childhood Program Accreditation (NECPA) Commission which credentials national early childhood administrators.

4.A.6   The Academic Program Review (APR) requires each program to address employability and job readiness. Shown here for the Human Resources APR, employers respond to an Employer Satisfaction survey which poses among other questions-- "the employee works independently" or "the employee has the skills necessary to do the work." This, plus feedback from the Advisory Boards in each program, give faculty an opportunity to see if curriculum matches real-world, real work expectations.

For credit-bearing degrees, the Iowa DOE Liberal Arts Transfer Agreements (LACTS) offer clear parameters for the best selection of courses to lead students into advanced degrees for future employment. The HCC Career Center offers surveys graduates to share thoughts on their education at HCC via the Graduate Employment Survey. Students are asked questions such as "Prepared me for my employment because the program of study was up-to-date" and "Prepared me by using hands-on learning" as well questions about preparedness regarding verbal and written communication, basic computer skills and ethical behavior. Student responses were overwhelmingly in the 90% range of "strongly agree" and "agree."

Sources

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- 4A_Guided Pathways
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- 4A_HCC-Childcare Director Training Certificate
- 4A_HCC-Graduate Employment Survey-with Survey Monkey
- 4A_High School Relations Team
- 4A_How to Achieve Your CDA - Iowa CCRR
- 4A_IAC Chap 24-FacCredentials
- 4A_IDOE-Faculty Qualifications (March 2020)
- 4A_Iowa DOE- College and Career Readiness Standards
- 4A_Iowa DOE- English Language Proficiency Standards
- 4A_Iowa DOE- High School Equivalency Diploma (HSED) Program
- 4A_Iowa DOE-21st Century Iowa Core Standards
- 4A_Iowa DOE-HCC Adult Learning Center Annual MonitoringRpt-2020
- 4A_Iowa HiSET Requirements (For Test Takers)
- 4A_Liaison Advisory Committee on Transfer Students- LACTS
- 4A_Measures of College Readiness and SYP Programs
- 4A_Medical Assistant
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- 4A_NACEP Accreditation Guide
- 4A_NACEP Accreditation Letter 2019
- 4A_NACEP Faculty Site Visit Form
- 4A_NACES
- 4A_National Early Childhood Program Accreditation
- 4A_Occupational Therapy Assistant
- 4A_Pass Rates
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- 4A_Respiratory Care
- 4A_SimpleSyllabusOneSheet-web
- 4A_Student Conduct Code
- 4A_Transfer Equivalencies
- 4A_Transferology- Transfer Pathways
- 4A_Welcome to Transferology Doc

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1 Hawkeye Community College (HCC) has been dedicated to addressing assessment opportunities for improvement over the last few years. Since 2019 HLC Review, "Closing the Loop"(p. 42) is one of the new best practices HCC currently relies on when addressing assessment of our academic offerings. After implementing a new system of assessment reporting for full-time faculty in the Fall of 2017, in the fall semester of 2018 adjuncts and concurrent instructors were also introduced to and required to complete the process. Since that point the College has required anyone teaching a course in the fall or spring semesters to participate in the assessment reporting process. If the assessment shows a need, instructors are asked to consider and plan changes that will assist more students in meeting the learning objectives. Instructors are tasked with implementing the change, and then assessing again in a following semester to see if the change made an improvement, then report again on their results by 'Closing the Loop.'

After this major change in 2017, the reporting requirements for each instructor meant they filled out an assessment planning form within a month of the start of the semester, identified each student's meeting of the learning outcomes in their classes Canvas LMS shell using the ILO rubric after they completed the assessment, then submitted the data form with the results. Once they were satisfied with the results and ready to move on to a new assessment project, instructors completed the Closing the Loop form to document how they had used assessment data to verify or improve their students' meeting of the learning outcomes.

Using this model for two academic years, we had sufficient data to assess the model's efficacy. We learned there were several positives to the plan as well as some areas for improvement. The positive outcomes included the rapid increase in the number of assessment projects being planned, implemented, and then reported. The assessment committee also accrued evidence of instructors making changes to improve student learning because of their assessment data, which this institution had next to none of prior to 2017. That data was crucial in the creation of a chart of planned changes for instructors to pick from when they determined a change would be beneficial. This also gave us a way to better quantify and report these changes in our Canvas LMS reporting forms.

The evaluation of our model also revealed some areas to work on:

- "Closing the Loop" report completion lagged expected numbers in the second academic year of the new process

- Dates weren't ideal for reporting and continuity between semesters, especially after summer break.
- Instructor feedback included that the shell wasn't intuitive and forms didn't let one know when they were completed
- Some instructors felt three to four forms per semester were too many and it could be streamlined further. Also, since it was completed less often and slightly more complicated in how it was presented for completion, when to close the loop elicited some confusion, especially to adjuncts and concurrent enrollment instructors.
- While the College's general directives for assessment and reporting were necessarily broad to accommodate as many instructors and their teaching modalities as possible, there were still "gray areas" requiring assessment and reporting decisions. *For example,* in the Nursing program there were classes that included a main full-time instructor with separate adjunct clinical instructors who shared a Canvas shell for the course. This created both assessment and reporting complications until it was determined that the main instructor would coordinate the rubric, assessment, and reporting process. We also had to make these similar determinations with CAP instructors as well as I-BEST instructors.

In the fall of 2019, the assessment committee acted to improve upon these deficiencies. First, the reporting shell was modified to resemble an online class. Prior to this revision, instructors would start on a page with links to the forms organized by semester. The forms included how-to videos, contact information, and questions, but the home page with links did not include much direction, connection between, or narration of the process steps. To improve this, a welcome page was added to the reporting shell which narrates HCC's assessment process, provides updates, and links to the forms. The forms for each semester were then organized exclusively into semester modules on Canvas whose steps had to be completed in sequential order, and included landing pages between forms. These acted as a verification for completion of the prior form, and included information that worked as a transition between the forms. This design revision added a narrative to the process, which aided understanding and confidence for instructors that they were completing it correctly. As one instructor put it, "the first version was like using DOS, and the new version was like using Windows." The other intention of this change was to make it navigable for adjuncts or concurrent instructors who need to understand the assessment process but may prefer not to seek direct assistance (although assistance is always available).

The next change was to reduce the number of forms instructors completed in a semester from four to two. This was done by largely maintaining the Planning Form and then combining the Assessing Student Learning Outcomes, Data, and Closing the Loop forms into the End of Semester Report. The Planning Form was first changed by adding questions at the beginning that asked about the previous semester's assessment project to reinforce the idea that the projects often extend over a single semester. Another question was added to document how many semesters an instructor had used the same assessment project. The bigger revision occurred when the other three forms were combined into the End of Semester Report. This was done for the following reasons:

- The Assessing Student Learning Outcomes Form consisted of a single question verifying that instructors had completed this step in the Canvas LMS shell for the courses they were assessing. It was already due the same time as the Data Form, which made it easy to combine. In addition, this information was needed to complete the Data Form.
- The Data Form was also often needed for answering the Closing the Loop questions.
- Many of the basic Data Form and Closing the Loop Form questions overlapped or were repeated, and by combining we removed this redundancy.

- Combining the Closing the Loop Form with the Data Form reduced confusion. Prior to this revision, the Closing the Loop form was organized by academic year, so it 'lived' in its own category on the Assessment Reporting Shell in Canvas and in its own Module. This separation caused confusion on when, how, and if it needed to be completed. By combining these forms, instructors would be more likely to answer the Closing the Loop section because they were already there to submit their data, which had a higher rate of completion. The due date for the End of Semester Report was set at a month after the semester ended to give instructors time after the class ended but not too much time so it was forgotten about.

Some additional changes have occurred since the last report in 2019 to improve the effectiveness of our assessment processes:

- Resource Module - A Resources Module has been added to the Assessment Reporting Shell in the Canvas LMS which includes links for supporting videos, the Plan for Assessing Student Success (PASS) Guide, optional and revisable ILO rubrics, an assessment research question exercise, an assessment data analysis worksheet, closing the loop examples, contacts for assessment help, and an Assessment Q&A Discussion forum.
- PASS Guide - The Plan for Assessing Student Success (PASS) Guide was finalized and ratified by the Assessment Committee in Spring of 2020 after our reporting process revisions were implemented. This is an inward facing document designed to codify assessment at the College and assist an instructor through a successful assessment practice and our reporting requirements. It is available in the Resources Module.
- Changes Menu - After the Spring 2019 semester, using the closing the loop data we gathered, the AAVP, deans and director of Institutional Research developed categories of changes that instructors had reported making when they closed the loop. These categories are now integrated into both reporting forms. It was added to the Planning Form as a survey question for instructors to indicate planned changes after assessment data in a previous semester evidenced changes were warranted. It is included in the End of Semester Report as a guiding question for those deciding their data indicates a change is needed, as well as in the Closing the Loop section for those who are completing their assessment project to identify what kind of change they made between semesters. Providing these categories also makes these responses easier to analyze and to use for reporting purposes.
- Announcements - Canvas provides an Announcement function, which is being used to communicate assessment reminders and updates. Due Dates are now automatically added to instructor's *Google* calendars as well.
- Faculty Fellow for Assessment- The Faculty Fellow for Assessment was added in 2018, but the role has adapted to the College's assessment needs in the last two years. While the mission of the position remains the same, the fellow has taken a more proactive approach in making contact with those not reporting their assessment. The fellow also now keeps track of those who have not assessed and contacts the deans, who can take the next steps to ensure compliance. This role has been another key to the increased participation and completion rates at HCC in the last two years. The current faculty fellow also presented at a conference on our assessment processes. Faculty Fellow duties also include:
  - Assessment outreach and support to both adjunct/concurrent and full-time faculty.
  - Due Date Reminders - Sends due date reminders to adjuncts/concurrent instructors, but follow up with both on missing work/support through the process for all categories. This includes lots of emails, one on one meetings, group training, phone calls, Zoom sessions, and catch up breakout sessions during in-service. This category is the main part of the position.

- Check in forms and track participation, regularly updating the deans on their faculty that are not meeting our process requirements.
- Revised the curriculum and taught the assessment induction workshop in the fall to new faculty.
- Actively participate as an Assessment Committee member.
- NACEP training session this spring, onboarding HS instructors to the process and continuing maintenance of those already participating.

These changes have allowed the College to make great strides in the amount of assessment being completed and reported on since the interim report in 2019.

4.B.2 The changes listed in 4B.1 along with HCC instructor's increasing familiarity with the new process and expectations have led to an increase in the amount of evidence that instructors are using our assessment process to improve student learning. This evidence is captured in the "Closing the Loop" data. HCC's model asks instructors whose assessment results are below expectations to plan a change to their course, implement the change in a successive semester, and then assess the change to see if it improved student learning. In the first two years of this process, the College obtained the following Closing the Loop evidence:

- 2017-2018 Closing the Loop Form - 95 Respondents, 57 made changes they reported improved student learning
- 2018-2019 Closing the Loop Form - 73 Respondents, 36 made changes they reported improved student learning

After implementing the revised reporting process in Spring of 2020, along with the impact of the Faculty Fellow's outreach, the College obtained the following Closing the Loop evidence:

- Spring 2020 Closing the Loop Data - 105 respondents, 65 reported making changes to improve student learning based on assessment data
- Fall 2020 Closing the Loop Data - 87 respondents, 53 reported making changes to improve student learning
- Calendar Year 2020 - 192 respondents with 115 reporting making changes to improve student learning

As the data shows, in the last two semesters the College has accrued more evidence of Closing the Loop and instructors improving student learning using assessment than in the last two academic years combined.

4.B.3 Since 2019, as of March 2021, HCC's assessment participation has dramatically improved as the following data show:

For Full-time Faculty:

- 98/107 full timers have EVERYTHING in for the last three semesters -- 92%
- 107/107 have PARTICIPATED in the last three semesters -- 100%

For Adjunct Faculty:

- 135/191 adjuncts have EVERYTHING in for the last three semesters -- 70%
- 165/191 have PARTICIPATED in the last three semesters -- 86%

For High School Concurrent Faculty:

- 32/97 concurrent have EVERYTHING in for the last three semesters -- 33%*
- 51/97 have PARTICIPATED in the last three semesters -- 53%*

Total: 80% overall participation

 (*These numbers should increase after the NACEP Professional Development Day Assessment Session occurs in June 2021.)

While the overall adjunct and concurrent enrollment participation lags behind full-time, they were brought into the process a year after full-time instructors. Increasing their participation numbers over upcoming terms will be a goal and focus of HCC's Assessment Committee in the next academic term.

 In addition, the College has adopted the following best practices:

- Institutional Learning Outcome Rubrics - the assessment committee has developed and made available editable rubrics for instructors to assess students' competencies within that ILO. These can be accessed in the Canvas Assessment Reporting Shell
- Academic Program Review Assessment Section - the Director of Institutional Research and the Assessment Co-Chairs developed and implemented a new section of the APR which is focused exclusively on what that program is doing for assessment.
- Professional Development for Assessment Officers - The College has invested in professional development for those leading its assessment efforts. This includes the Assessment Matters: Regional Community College Assessment Conference held at Johnson Community College in Overland Park, KS in April of 2019. Assessment Officers will attend this conference annually (or when offered), and will attend the annual HLC Conference. Assessment Officers will also attend and present to the Iowa Community College Assessment Group, which meets monthly to share information.
- Assessment Professional Development for HCC Faculty, Adjuncts, and Concurrent Instructors - New full-time faculty complete a faculty induction workshop entitled "Assessment of Student Learning". Adjunct instructors receive regular outreach communications and reminders about assessment processes and individual support as needed from the Faculty Professional Development Fellow supporting assessment. Concurrent enrollment faculty complete a session during the organized NACEP Professional Development Day each spring (barring 2020 due to COVID-19). HCC's January In-service day in the last three years has been dedicated to assessment professional development. This has included breakout sessions, tutorials, data sharing, and ILO group discussions.

While progress has been made, there is still work to be done to build, adapt and ensure good assessment practices at HCC. To this end, the following goals and initiatives are planned in the near future:

- Incorporate departmental in-common assessment, especially with adjunct and concurrent faculty to increase their completion
- Develop ways to document in-common assessments & norming sessions within our current process
- Find a 3rd Party Assessment Tool to attain additional actionable assessment data.
- Maintain full-time participation and increase adjunct and concurrent enrollment participation

and completion rates.
- Pilot and implement a randomized and anonymous periodic assessment committee review of submitted assessment projects.
- Add sample assessment plans to the Resource Module.
- Integrate more of Canvas' features, a couple non-related examples being instructor grouping, a data dashboard, and mail merging so that a copy of instructors submissions gets emailed to them.

With the new AAVP/Provost, these initiatives are priorities moving forward.

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- 4B_Assessment Announcements Page
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- 4B_Assessment Modules 1
- 4B_Assessment Outreach
- 4B_Assessment Workshop Syllabus 2020FA
- 4B_Canvas_Semester Modules AY Reporting
- 4B_Canvas_Semester Modules End of Yr Reporting
- 4B_Changes-End of Semester Form
- 4B_Closing the Loop_Pg-Examples
- 4B_Data Form 2019FA
- 4B_End of Semester-AY Report Chart
- 4B_Faculty Induction and Mentoring Overview
- 4B_FALL 2020 ESR Changes Made and Assessed
- 4B_HLC Interim-report-staff-analysis-of-institutional-report-2019
- 4B_ILO Rubrics
- 4B_Instructions for Completing Assessment Forms
- 4B_Iowa AAW Agenda 03-10-21
- 4B_Job Description Faculty Fellow Assessment
- 4B_NACEP_Concurrent Instructor Professional Development Day
- 4B_PASS 2020
- 4B_PROVIEW2 APR-Assessment Section
- 4B_Semester-AY Planning Forms Submitted
- 4B_SPRING 2020 ESR Planned Changes Based on Assessment Results
- 4B_Spring 2021 Assessment Module Welcome Page
- 4B_Spring 2021 End of Semester Report
- 4B_Spring 2021 Spring 2021 Planning Form
- 4B_Support and Resources Module
- 4B_Updated Home Page_Shell
- 4B_Written Communication Rubric

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 Hawkeye Community College (HCC) holds retention and persistence as key objectives to student success in numerous departments from the Financial Aid office to Advising in Student Services to faculty standing committees.

The College started the Program Exemplar study in 2017 as a targeted step toward defining goals for retention and persistence. Our Program Exemplar Project grew out of HLC guidance and strategic enrollment planning. Two college deans led the project. The project scope included creating program metrics to establish benchmarks and then create enrollment projections over five years. The faculty-led Retention Standing Committee also relied on the findings and on-going work of Project Exemplar to implement manageable best practices such as intensive advising and grade checkpoints for retention.

One of HCC's more recent goals is to fully deploy Guided Pathways to help guide retention, persistence and completion, especially in relation to African American students. The former AAVP and the Guided Pathways steering committee reviewed internal data showing low graduation rates for African American students who make up 25% of the greater community but also have a high rate of stopping out of the College. With that in mind, HCC was awarded a state of Iowa grant to focus on retention and persistence of African American students using Guided Pathways pillars. From this, the HCC Summer Bridge Program was born. A cohort of under-served African American students receive intensive advising, earn seven college credits (free of charge) and have access to support services to help them "get on a path" which is pillar one of Guided Pathways. Summer 2021 is the first roll-out of the Summer Bridge Program.

The HCC Financial Aid office also assists with persistence goals by following federal and state laws that chart students' progress towards graduation within a specific timeframe and with a minimum G.P.A. Those guidelines include requiring students to enroll only in degree-seeking programs and to graduate within a specific window of time.

In an effort to be proactive on the classroom level, HCC's health programs have been especially proactive in addressing retention and persistence. The Dental Hygiene Program Review reveals a strong emphasis on retention. The program diligently tracks retention of student cohorts from start (enrollment) to finish (graduation). This is done to help guide support for persistence and completion,

4.C.2 Throughout the Program Exemplar project, a number of HCC programs demonstrated persistence, retention, and completion rates, or 2 out of 3 of these. By looking at what these programs did to engage students inside and outside of the classroom, it was hoped that "best practice" strategies could be identified and replicated in other programs.

- In the fall of 2017, 32 full-time faculty representing 18 CTE programs met within five Professional Learning Communities (PLCs) to share best practices for persistence. Programs with Exemplar data were intentionally paired with programs with room for improvement. Faculty identified at least one new retention initiative to implement for their program regardless if they were already identified as exemplar or not. Their work yielded these results:
- 16 programs implemented 17 initiatives during the Spring 2018 semester and planned to implement 19 more initiatives during the Fall 2018 semester. The College compared 2017FA and 2018FA cohort retention data to baseline data (average of 2008-12 cohorts) to determine the impact of new retention initiatives launched in 2018SP or 2018FA.
- For the 2017 Fall cohort, retention figures were compared from 2017 fall to 2018 spring and from 2017 fall to 2018 fall. 43% of the programs increased Fall to Spring retention and 62% increased Fall to Fall retention.
- For the 2018 Fall cohort, 2018 fall to spring 2019 numbers were compared. 79% of the programs increased Fall to Spring retention.;

As an ongoing effort, the College's Retention Committee, composed of different college sectors, allows for cooperative efforts in assisting students. Working off of a set of notes to build an Academic Success Umbrella, the Retention Committee is gathering college retention efforts, to build an inventory of retention initiatives to determine overlap, successes and in-process ideas. The new Provost/Vice President of Academic Affairs (AAVP) plans to direct this committee to start looking at retention from two lenses-- persistence throughout a semester (faculty-led) and from term to term (student services-led). The hope is to charge the committee with direct purposes to address retention, driven by data.

For HCC student athletes, retention and persistence is essential for playing eligibility. The Athletic Department is responsible for compiling and completing data for the Equity in Athletics Disclosure Act (EADA) report, a comparison of athletes and first-time students report for the Department of Education. Additionally, the department tracks team GPAs and retention rates. Their numbers show for 2020, tracking retention fall to fall, 64% of student-athletes return, a higher percentage than non-athletes. Student athletes are held accountable for their academics through a "student first, athlete second" mentality. The department has standards for eligibility that are higher than those established by the National Junior College Athletic Association (NJCAA). Students failing to meet HCC academic requirements are withheld from competitions and/or practices until their academic performance improves. This is met through a variety of academic initiatives which include study tables, weekly check-ins, academic success plans, attendance checks, and grade checks.

Records and Registration and Institutional Research offices work together on data collection and reporting services to look at retention, persistence and demographics using reports such as

IPEDS, Management Information System Reporting and Voluntary Framework of Accountability. Using these reports, the IR department compiled Fall to Fall baseline retention and graduation rates for African American students which revealed declining retention and lower graduation numbers for black students. This information also supported the need HCC is attempting to address with the Summer Bridge initiative.

4.C.3 After reviewing and analyzing information on student retention, persistence, and completion of its programs, as stated above in various reports, also reinforced in the most recent IPEDS 2020 Graduation Cohort Report, by race, HCC graduation rates are noticeably lower for first-time African American students when compared to our benchmark schools. The College applied for and received a Guided Pathways grant to implement a summer program, among other projects. Summer 2021 is the first run of Summer Bridge. This is a collegewide initiative housed in Academic Affairs along with the office of Diversity and Inclusion. African American students are receiving seven free credit hours of classes specifically chosen to help students stay on the path with general education classes---Oral Communication (SPC101), Introduction to Sociology (SOC 110) and a Student Success (SDV 108) course. The SDV 108 class is tailored specifically to help address study skills and college preparedness. The program fits within the statewide Guided Pathways goals for retention and has the potential to impact:

1. Higher retention rates
2. Improved completion rates for students from historically underrepresented backgrounds
3. Higher graduation & transfer rates
4. Shorter time to graduation & transfer
5. Decrease in student loan debt
6. Increased workforce readiness

HCC's program reviews, known as the Proview2© system, address all facets of CTE programs by taking feedback from the Proview2© report so faculty can make adjustments to help students. In the nursing program (and allied health care) students often face challenges when taking standardized tests. All health programs require a standardized test for certification/licensure as a requirement for entry into practice upon graduation. In order to prepare students, faculty design exams that are similar in format and rigor as well as providing "mock boards" as a means of increasing their success. The nursing department has also created a dedicated test taking strategies class to help with retention.

Outside of classes, the Student Activities department supports retention efforts across the College by offering opportunities for educational and social engagement via a variety of events and activities throughout the academic year. Student Activities maps these out over Fall and Spring semesters. These events included everything from a virtual Bingo to movies to comedians to a concert by American Idol winner, Maddie Poppe a former HCC student, ending the year with a Grad Fair attracting nearly 100 students (compared to just 25 over the past few years). Other ideas and activities occurred in collaboration with the Iowa Community College Student Life Hub. This is a group of the Student Activities departments from community colleges in Iowa who are working together to host virtual activities. Due to the pandemic, these events were on the Facebook pages of HCC or the Iowa's Community College Student Life Hub.

4.C.4 In the 2020 IPEDS report, HCC's *overall* retention rates are comparable to our cohort. For full time students, HCC stands at 61% to 63% and for part-time students, it is even closer: 44% to 45%. While slightly lower, this shows we must remain diligent in our outreach to first time students and

employ more energy into lifting these numbers. Our MORE program (mandatory orientation and registration experience) is one of the college's consistent practices for interacting with new students for early support and engagement which aids in persistence. Another ongoing effort is CRM Advise which alerts advisors to students who may be faltering. Utilizing those practices and more through our Guided Pathways Summer Bridge Program, HCC is putting ideas in practice to focus on African American students who are one of our most at-risk groups in terms of retention and persistence.

Another example is the College's decision to fully fund our TRIO program this academic year after losing long-term federal funding. Student Support Services (SSS) participants, including TRIO students, at HCC consistently outperform eligible peers in several measures of success including persistence, academic standing, and graduation rate. *In 2019-2020 the persistence rate was 13% higher for TRIO participants compared to peers with similar characteristics who were not served by the program. Over the past four years, 77% of SSS participants remained in good academic standing compared to 70% of students who were eligible, but not served by the program and graduation rates were 5% higher for students in the SSS program. Using this data and more, the College is focused on funding TRIO services.to help improve student persistence and completion.

Student surveys also reveal areas where the College should focus to best help improve persistence and measure success according to *their* goals versus our definitions of success. From the Community College Survey of Student Engagement (CCSSE), students gave HCC promising results. Addressing this question regarding "Student/Faculty Interaction: In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the College and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning."

- HCC students ranked HCC nearly two full points higher than our benchmark colleges. As one example, students had clear appreciation of HCC faculty helping them cope with non-academic issues which is a consistent concern for community college students.

Looking at "Support for Learners" and this question: "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention."

- Again, HCC students ranked HCC ahead of the Iowa colleges in the benchmark but there is definitely room for improvement in adding targeted support for learners such as creating more collaborative learning opportunities, more assistance with transferring and more strenuous career advising.

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4.S - Criterion 4 - Summary

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.

Summary

What's next:

With continuous improvement and student success as end-goals, Hawkeye Community College offers quality educational programs aided by strong student services and consistently evaluates those offerings across all of our learning environments. To start, this fall:

- Our introduction of Simple Syllabus will provide students with a coherent course plan with clear learning objectives and aid the college in collecting institutional data
- Our expanded offering of Hawkeye Reads will allow more access to books due to a larger order of free books for students and faculty
- Our return of faculty chairs as leaders who will work with peers, deans and staff promoting and assisting in curriculum development and mentoring adjunct faculty

And we have much work to do.

We have made great efforts to expand our assessment practices over the years with improved participation, first among full-time faculty and adjuncts and incrementally with dual credit instructors. "Closing the Loop," consistent messaging, using our LMS-Canvas, adding Faculty Fellows to follow up, and tying assessment more directly to our Learning Outcomes has definitely helped with participation and outcomes.

But we now must move to a more focused, complete approach to assessment. With a new AAVP, the goal is to create an assessment rotation of sections (such as ENG 101) of courses in a discipline, built into Canvas with a common assignment or tool. Fall 2021, we are piloting an Oral Communications assessment throughout the district (on main campus, online fall, adding dual credit classes in spring). The assignment is one that most instructors already use and should seamlessly use to evaluate student work. With a Faculty Fellow at the helm this will be a first step toward a true measurement of seeing how we can improve on delivering what we promise to students: a quality experience.

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5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 Hawkeye Community College (HCC) engages in shared governance to support operations across all of its locations: Main, Cedar Falls Center, Farm Lab, Independence Center, Regional Transportation Training Center, Van G. Miller Adult Learning Center, Western Outreach Center, and Workforce Training and Community Development Center.

The organizational structure is divided into seven divisions: Academic Affairs, Administration and Finance, Student Affairs, Business and Community Education, Human Resources, Institutional Advancement, and Public Relations and Marketing. Each division falls within the purview of a vice president or executive director and reports to the president. Each division contains a structure supporting the specific departments of the division with a sufficient number of deans, directors, managers, and staff. The current number of full-time employees is 310.

Shared Governance starts with the HCC Board of Trustees, made up of nine individuals who represent the nine different service areas of the College. Elected to four-year terms, the Trustees serve as a governing body for the college. Following guidelines as outlined in the HCC Board of Trustees Policies Handbook, the trustees receive "Ends" Reports detailing current college practices ranging from enrollment trends to academic standards. College departments routinely present monthly "board of education" reports courtesy of distinct areas throughout the College. For instance, Athletics highlighted how various sports adjusted through the pandemic and the Van G Miller Adult Learning Center shared an update on the English Language Learning studies, Hi-Set high school completion and community education outreach.

Special project committees are examples of planning, policies, and procedure including the Pandemic Planning, Commencement and the new bookstore planning committees. For example, the Pandemic

Planning committee, born out of the COVID-19 pandemic, began meeting weekly starting in March 2020. HCC followed Black Hawk County Health Department and Center for Disease Control COVID-19 guidelines and recommendations for masks, social distancing, and temporary closure. Each step of decision-making from college-messaging to adjusting course deliveries to flexible work policies was discussed among all stakeholders to make the most balanced decision for the health and safety of students and the College.

The largest shared governance group across the campus is the President's Leadership Council which draws on more than forty people, including administration, faculty, and staff from all areas of the College. This group meets bi-monthly to offer input and suggestions on numerous topics, encouraging active discussion to address College questions and initiatives. The Council offers recommendations to the Cabinet and President Holcomb for action. Recent topics include COVID-19 Relief funding, the Strategic Plan 2020-2025 implementation and flexible work from home scheduling.

5.A.2 Data-informed decisions occur in several areas of the College to aid in decision-making. On the financial side, we continuously run budget reports to look at data from the Iowa Department of Education (DOE) and the state Department of Management (DOM) regarding other colleges to compare tuition and fee rates with other community colleges statewide. The "The Iowa Community Colleges Tuition and Fees Report," "The Iowa Community Colleges Enrollment Report," and the "Community College Tax Certification Report,"--all offer information to set tuition and fee rates, review enrollment trends and review tax levy options.

The HCC Administration and Finance department uses data to benchmark College finances against other community colleges through various annual reports such as the HCC Financial Audit Report and the Integrated Postsecondary Education Data System (IPEDS) Feedback Report (Fig. 18-19).

The HCC Financial Aid Office proactively uses statistical data in numerous areas. One annual benchmark is the US Department of Education Cohort Default Rate which measures student repayment rates on federal loans. This impacts future financial aid eligibility for students. HCC practices establishing better outreach efforts to loan borrowers as shown in the Financial Aid-Sample Award Letter sent to students who accept a federal loan as part of their financial aid package. Further use of data includes:

- Administrators and staff utilize many resources for decision making, including MIS Reporting, Iowa Department of Education Condition of Community Colleges report, HCC Census Day Demographics report, and the "Mandatory Orientation and Registration Experience" (MORE) questionnaire.
- CRM-Advise, an Ellucian company software allows faculty to raise alerts on students (for not attending class, not turning in work, etc.). Academic/College Success advisors then contact students to check-in and keep them on track for success and completion.
- The Testing Office monitors the usage of its services, reviews prior year's needs, and schedules certain testing services per need. Accuplacer is given on a rolling basis. Additional assessments are made to determine academic readiness for healthcare professions such as nursing, which is given on a scheduled basis (and can be proctored virtually). Other tests for programs or for the community are scheduled based on need and prior practice.

In addition, Academic Standards Committee engages policy making with data in several ways. For example, we adjusted our "Add/Late Registration" policy after reviewing state reports to align with the other 14 community colleges in the state, allowing students a full week to change their schedules

versus the previous 48-hour/two-day policy.

The HCC Grants & Resource Development Department ensures rigorous vetting of grant opportunities and alignment with institutional priorities by using a matrix for any would-be grant seekers from the departments. With the grant seeker, the grants staff evaluates the college's readiness, alignment with the mission, availability of necessary matching funds, sustainability, and other criteria. The Matrix is here for reference. All matrices are reviewed by the President's Cabinet for authorization to move forward. This process also ensures that all Cabinet members are aware of who is pursuing which grants. Cabinet also reviews a final grant pre-approval form with final budgets before grant submission. This process is handled electronically through Dynamic Forms.

5.A.3 Collaboration occurs in numerous college-wide committees to address various college initiatives.

Looking at academics, staff, administration and faculty actively participate in a variety of standing and special project committees as one example of shared governance. Representatives (as shown via meeting rosters) who participate in the Academic Standards, Curriculum, Assessment or Retention committees provide input and ideas related to policies and processes. It was out of the Retention Committee that the idea of a comprehensive orientation and registration (MORE) experience be implemented for all degree-seeking students. In addition, the Accessibility Services Coordinator works with the Safety Committee to ensure compliance is met with standards of the ADA (Americans with Disabilities Act).

The Master Facilities Planning committee was recently created and consists of faculty and staff across college departments and locations and focuses on long-range planning and short-range implementation of space needs. The team was created in conjunction with the planning for the Grundy Hall Remodel project which is set to begin June 7, 2021. The team initially developed an inventory of spaces available on campus to determine potential relocation areas for current Grundy Hall occupants. Since then, the team has continued to look at all HCC locations and the future needs of the College.

Planning at HCC is a comprehensive and inclusive process that considers internal and external constituents. All planning is guided by the Strategic Plan 2021-2025 outlined by the Steering Committee. The College engages in a strategic planning process every three to five years.

In August 2020, the Enterprise Resource Planning (ERP) Governance Committee was formed with individuals from across the institution which works closely with Colleague software (student information system) and it will make recommendations to the President's Cabinet on policies and procedures on issues related to the use of Ellucian-Colleague as noted in an example of the meeting minutes.

HCC is beginning a reengineering process to evaluate and update how the Colleague software is used across campus. Colleague users will have the opportunity to participate in focus groups by functional areas which will help identify processes to update. HCC will then engage with consultants from Ellucian to help guide efforts in reviewing and redesigning processes, and expanding our use of Colleague to include newer functionality not previously configured in our system. The reengineering process will also allow the College's employees to learn more about how to use the system, making them more knowledgeable and comfortable using Colleague.

The Adult Education and Literacy (AEL) program (i.e., noncredit English Language Learning

(ELL), High School Completion (HSC), and Integrated Education and Training (IET) programs are critical educational programs in our service area. The Director of AEL holds at a minimum, weekly meetings with the AEL Leadership Team, which includes program managers and coordinators for communication, decision-making, program and service evaluation, program policies and procedures, program continuous improvement, and strategic planning. AEL also has recruitment and retention committees made up of leadership and instructional staff. AEL program monitoring by the Department of Education also includes the AEL Data Specialist, Provost/Vice President of Academic Affairs, Director of Grants & Resource Development, and accountant. The Data Specialist leads data communication for decision making with AEL leadership and instructional staff for effectiveness and efficiencies.

Aligning with the College's strategic plan, the Office of Diversity and Inclusion (ODI) is committed to providing educational opportunities that enrich minds and prepare individuals to meet the challenges of an evolving workforce and global society by using benchmarks and by being intentional in creating a strong climate of mutual respect and inclusiveness.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 Hawkeye Community College (HCC) has qualified and trained operational staff and infrastructure to support operations designed to deliver programs in person and online across all of its locations; Main, Cedar Falls Center, Farm Lab, Independence Center, Regional Transportation Training Center, Van G. Miller Adult Learning Center, Western Outreach Center, and Workforce Training and Community Development Center. HCC sites serve the communities' diverse educational needs, to be accessible and affordable, to meet diversity and inclusion needs, and to be fiscally accountable. As seen via the College organizational chart and employee data, the College has a sufficient staffing structure to support its operations and programs.

The Board of Trustees standing agenda items provide opportunities for the board to understand various facets of the College operations and community involvement under the guidance of policy governance and board planning cycle. The agenda includes monthly reports from the President. Typically meetings also include a presentation by at least one instructional or service area evidenced by the Fall 2020 Enrollment Report as seen here. This provides an opportunity for the board to gain an understanding of what students are learning in the classroom, what services are provided by the College, special community involvement or events, and financial responsibility for implementation of academic programs. Additional support is provided by the HCC Institutional Advancement Division.

HCC Grants & Resource Development Department uses the Matrix process (as described in 5.A) to consider what specific institutional resources are necessary to carry out grant commitments. If College resources are insufficient to support successful grant outcomes, the grant is not pursued. This ensures the College is not overcommitting available resources related to grants and most importantly, choosing the best paths to offer services and help for students.

The grants staff hosts quarterly SPOT Check (Supports, Process, Objectives, Tasks) meetings with all grant recipients to review their progress, budgets, areas that support is needed, or any obstacles/unforeseen circumstances impacting their progress toward grant outcomes. The Executive Director of Institutional Advancement supervises the Grants director and is on the College Leadership Team enabling regular communication between the Foundation and the College. This allows the Foundation to plan for and align funding for college priorities in addition to grants.

HCC seeks to deliver programs responsibly through the Enterprise Resource Planning (ERP)

Governance group which is tasked with assessing and aligning college software and technology to interact and between and within programs and departments collegewide. The ERP group has been asked to create a Technology Review and Purchase process for the Cabinet to ensure the College is making strategic purchases that support the College's mission.

HCC accounts for the qualifications, credentials, and development of administrators, faculty, and staff with the Human Resources Department with diploma verifications, credentials, and development campus wide with training through SafeColleges, Inc. Faculty credentials are publicized in the College catalog.

5.B.2 The mission goals are to empower students, strengthen businesses and enrich the community are borne out through the investment we've made in financial support of operations in various departments.

Hawkeye's Vice-President of Administration and Finance and the Director of Business Operations works with each department on cost-effectiveness throughout each department: Academic Affairs, Records and Registration, Admissions and Student Services. This includes office operations, staffing, salaries, supplies and revenue resources. There are particular costs associated with special events such as commencement programming as an annual event but also rotating events-- orientation programming, student activities programming and testing. The following are cost-savings to make sure our goals are realistic with HCC mission.

Academic/College Success advisors with master's degrees working in Student Services, as part of their position duties, provide instruction in the entry-level college experience and business college classes--SDV-108 and BUS-108**,** which means that the College is not paying adjunct faculty to teach. This was planned as a cost-savings measure.

The HCC Financial Aid Office largest budget item is staff training. The FAO is mandated by federal regulations to keep abreast of all financial aid information and keep continued training, thus it makes an extra effort to obtain it electronically or via online courses to keep traveling costs down. However, it is almost imperative to a have presence at each level in person every year. Federal financial aid regulations are communicated to the Federal Department of Education (FDOE) via laws in the Federal Register and then the FDOE turns them into policies in the Federal Student Aid Handbook. Financial Aid software companies are then notified of the technical information. Ultimately, college financial aid administrators/staff are left to interpret each policy and put it into practice based on each college's understanding of it. Whenever possible we apply for training grants and save them for future rainy days since without proper training, the FAO could not survive.

5.B.3 HCC budget process and fiscal responsibility follows Chapter 260C for the annual "Certified Budget" which includes publication of the budget in the local newspaper, a public hearing to give opportunity for public input, and approval by the Board of Trustees which sets the maximum property tax rate, maximum property tax levy, and maximum expenditure limit from all resources available to the College for the upcoming fiscal year.

The Certified Budget is modified regularly throughout the year as new information becomes available such as state funding levels, enrollment, grant applications, staffing levels, etc. A monthly finance report is presented to the Board of Trustees for all funds of the College showing the status of our current year-to-date results compared to last year-to-date as well as a fiscal year working budget forecast of the current year.

All Cabinet members, Deans, and Directors have access to run financial reports for their areas of budgetary responsibility through our Ellucian Colleague ERP. For example, Record and Registration Office budget may be accessed by the Registrar.

5.B.4 In developing and presenting the Budget for Certification, the Board of Trustees is presented with the assumptions used in developing the resource allocation regarding program offerings and goals of the College for the upcoming year and the resource alignment with the Strategic Plan of the College. The Cabinet reviews the budget on a regular basis, comparing it to interim financial reports, and makes modifications as necessary by reviewing what is known as a campus "budget from 30-thousand feet," otherwise known as our Working Budget. This is also involves input from the Board of Trustees, Deans, and Directors.

The Division of Administration and Finance processes of evaluation with credit programs, non-credit programs, and operations regularly reviewed and proposals reviewed to meet our service areas for student success. For example FTEE projections are presented to demonstrate allocation balance throughout the College.

Sources

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- 5B_HCC Board of Trustees-Fall 2020 Enrollment Board Report
- 5B_HCC eMail - SafeColleges Online Training
- 5B_HCC Foundation-Grant SPOT Check Agenda Template.docx - Google Docs
- 5B_HCC Organizational Chart
- 5B_HCC-Grant Decision Matrix.xlsx - Google Sheets
- 5B_Monthly Financial Report to Board of Trustees
- 5B_Policy Governance-Policies
- 5B_Records and Registration Budget_summary Registrar
- 5B_SDV-108_College Exp Syllabus
- 5B_Working Budget Projection from 30K Feet

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 Aligning College resources is one of the most efficient ways to better serve students and the community in conjunction with fulfilling the HCC mission of "empowering students, strengthening businesses and enriching communities."

Hawkeye's Cabinet and Board of Trustees continually monitor the overall budget via monthly financial reports as well as specific cost centers to determine if resources are being allocated effectively to carry out the mission of the College. Periodic ad hoc financial analyses are conducted on specific areas such as athletics and Business and Industry Training to give support to cost-benefit decisions for expanding or retracting in those areas.

Additionally, the HCC Foundation uses resources to support improving student outcomes by investing in emergency funds, food pantry, scholarships, and loan programs. The purpose of this support is to improve retention, equity, and inclusion across the campus.

Another critical use of resources involves an extensive overview of the College's administrative software--Ellucian Colleague. Beginning in late 2020, the Communications and Information System department (CIS) began a comprehensive evaluation of Colleague. This project will involve consultants from Ellucian and end-users of Colleague to evaluate and redesign processes where our current procedures do not align with best practices or system functionality. Staff will be expected to help shape the new Colleague processes to align with our College structure, and maximize our system functionality to meet the goal of providing modernized, efficient, and student-friendly processes whenever possible.

5.C.2 HCC identifies opportunities and challenges through a Collaborative Review process to move resources when appropriate to support solutions and initiatives. HCC optimizes the Collaborative Review process which links student learning, evaluation of operations, planning, and budgeting. The process is an department and program analysis assessing institutional learning outcomes with the planning and execution of operations. For example, the Brobst Center for Teaching and Learning

critically reviews institutional learning outcomes; communication, critical thinking and problem solving, community and global awareness, individual development, artistic expression, information management, and workplace management.

Student Services Collaborative Review provides the support for student learning holistically examining what programs, individual appointments, educational materials (e.g. MORE), and process are required to teach and develop students.

The Communication and Information Services has a number of the interactive functions that have been available for students on the MyHawkeye portal will be updated to a more modern user interface over the next two years. Ellucian-Colleague is sunsetting WebAdvisor beginning June 30, 2021. Hawkeye's transition to the Ellucian Self-Service functionality, known as Student Planning will not only update the look and feel for students and employees, it will deliver new services that have not previously been available using the older interface.

5.C.3 HCC planning processes reach across campus and the Cedar Valley Community engaging constituents through processes like Presidents townhall meetings, consulting firms (SWIM, Hanover, STAMATS, Noel-Levitz, etc...), surveys, and committee meetings.

The HCC Public Relations and Marketing office utilizes its budget to communicate and engage with internal and external groups in an effort to increase enrollment and retention in college programs, offerings, and services. For example, the College website redesign engages internal and external feedback to determine priorities and strategies (input and feedback). Plans are currently being developed with goals and objectives with decision-makers. Communication strategies and outreach efforts take a number of factors into consideration including targeted audience, market area and size, budget, and other unique identifiers.

Public Relations and Marketing are working with the Student Affairs division to improve their communication to prospective and current students. We've surveyed students to determine their preferred method of communication. The goal is to have a student communication plan with multiple touchpoints for students from the first inquiry to application and through registration. The communication plans utilize email, text messages, phone calls, and social media.

Public Relations and Marketing review digital efforts and website analytics to determine the effectiveness of communications and outreach efforts. Adjustments are made to plans according to the results and to maximize our return on investment.

The Director of Grants & Resource Development and the Executive Director of the Institutional Advancement on the President's Leadership Council ensures that the departments looking for external funding have a good understanding of the activity and planning priorities of the College. The Foundation maintains a healthy available balance of unrestricted funds to support whatever the College needs. For example, students may apply for $500 emergency fund from a Foundation fund of fifty thousand dollars to support student's in extreme circumstances.

5.C.4 HCC monitors and plans current facility, programs, and human capital with regard to capacity and fluctuations with enrollment, revenue, and future projections. The Vice-President of Administration and Finance regularly monitors enrollment projections, cost, tuition, revenue, technology, and physical capacity through Institutional Research Reports and external information gathering. Additionally, the VPAF meets with committees, administrators, faculty, and staff to discuss current capacity and projecting needs.

HCC has been aligning its space utilization in terms of course sections offered to better provide the most efficient allocation of plant resources. In addition, we have upgraded restrooms and entrances to enhance ADA compliance and have invested in increased security with the expanded use of cameras and electronic door access. The current Master Facility Plan project will further aid in the determination and prioritization of improvements necessary for an optimal learning environment with regard to facilities.

The CIS completed a project of updating the badge printing system. A plan for continuous server upgrades will improve our data and technology infrastructure and ensure that our system is more secure and built on supported hardware. This will help to reduce Hawkeye's risk for data breaches and system failures.

5.C.5 HCC planning for external factors of demographic shifts, globalization, economy and state support is an evolving process with market analysis in higher education. HCC has reviewed demographic changes using Educational Advisory Board (EAB); Education, Technology, Services, and Research as well as the following consultants; Hanover, Inc, STAMATS, Noel-Levitz, and "Right Size" analysis. HCC utilized Nathan Grawe's book *Demographics and the Demand for Higher Education* for faculty/staff development discussions and understanding of the market shares in higher education.

HCC anticipates economic and state funding support fluctuations by the HCC Board of Trustees executive limitation policy four which states HCC reserves must be maintained of 12.5% of the previous years general funds for operations. Additionally, our Grants Office has applied and utilized COVID-19 Cares Act and CRRSSA Act funds to assist student and the College.

HCC anticipated technology changes are addressed with a review of Ellucian-Colleague. Beginning in late 2020, the Communications and Information System department (CIS) began a comprehensive evaluation of Colleague. This project will involve consultants from Ellucian and end-users of Colleague to evaluate and redesign processes where our current procedures do not align with best practices or system functionality. HCC will invest in new technology systems by utilizing a reduction in third party venders and concentrating funds to new package releases with Ellucian-Colleague.

5.C.6 HCC implemented it's plans in several areas of academics, student services, employees, facilities and community engagement to improve it's operations and student outcomes. In academics, HCC is fully implemented with tools like CANVAS, academic program offerings (e.g. online Human Resources, Cybersecurity, etc.), institutional learning outcomes and assessment, and new state of Iowa emphasis areas (e.g. Associate of Arts- Psychology).

HCC Student Services departments have implemented plans in areas of COVID-19 planning with late registration policy, flexible attendance, pass/non-pass grade for spring 2020, no test score admissions fall 2020, and incomplete grade process for spring 2020. Departments also implemented new processes in technology reveals with academic evaluation for their program, testing, and tools on MyHawkeye.

HCC employees have implemented critical professional development from SafeCollege, inclusive community training, researching best practices, serving students, and operations of policies, procedures, and programs to improve the Hawkeye experience.

HCC facilities plans are actively implemented as the Grundy Hall remodel is underway. Plans for relocation of classes, offices, furniture, supplies, storage, and technology are moved out with many

permanent spaces that have been remodeled for the two year renovation. HCC regular maintenance is logged and tracked for a safe and healthy environment to work and learn.

HCC community engagement plans are implemented as evidenced by our active role in Grow Cedar Valley, college advisory boards, partnerships, extensive academic programs in high schools, and outreach with HCC Strategic Plan which has completed the mission and vision 2020-2025.

Sources

- 5C_ Collaborative Review Brobst Center for Teaching and Learning Services
- 5C_ Collaborative Review Student Services
- 5C_ Projections FTEE Report for use in Bond Presentation to Board
- 5C_2020 Fall MORE Booklet
- 5C_2020 Scholarships Brochure
- 5C_2020-2021 Hawkeye Program Course Guide Catalog
- 5C_2021 Food Pantry Flyer
- 5C_2021-04-29 HCC Master Plan Steering Committee Notes
- 5C_2021-2025 Strategic Plan Brochure
- 5C_ADA Facilities-Campus Plan
- 5C_Annual Security and Fire Report
- 5C_Board of Trustees
- 5C_Canvas Course Comparison- Brobst Center
- 5C_CARES ACT Final Student Portion Report
- 5C_Colleague Student Planning
- 5C_Colleague Upgrade Monday 2020
- 5C_Colleague-Student-Planning (1)
- 5C_Demographics and the Demand for Higher Education
- 5C_Dynamic Forms - Form Foundation Emergency Funds Application
- 5C_EAB - Iowa BEA
- 5C_Ellucian Live 2021
- 5C_FINAL Hawkeye Spring 2019 Student Media Preference Qualititive(2)
- 5C_Fund 11 BCE FY18-FY20 plus FY21 thru 4-30-21
- 5C_Grow Cedar Valley Education Inclusion Summit
- 5C_Grundy Hall Remodel News Release
- 5C_Hanover - Understanding Returns on Recruitment and Marketing Investments 2020
- 5C_Hawkeye Web Survey 2014
- 5C_HCC eMail - SafeColleges Online Training
- 5C_HCC Online Services 2020-2021
- 5C_HCC-Grant Decision Matrix.xlsx - Google Sheets
- 5C_HCC-President-Leadership Group Contact List- 2021
- 5C_Institutional Learning Outcomes
- 5C_Monthly Financial Report to Board of Trustees (1)
- 5C_President-Executive Limitations
- 5C_Right sizing the College agenda with topics and staff assignments
- 5C_Right-Sizing Meeting Notes
- 5C_Ruffalo Noel Levitz E_Expectations_Report 2019
- 5C_Ruffalo Noel Levitz National Freshman_Motivation_Report 2019
- 5C_See What I Mean (SWIM)

- 5C_Spiceworks Ticket System_Facilities_Dashboard
- 5C_Stamats_On_All_Fronts_eBook 2019
- 5C_Updating Badge Printing System

5.S - Criterion 5 - Summary

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

Summary

Hawkeye Community College (HCC) has sufficient resources, structures, processes, and planning to fulfill the mission and strategic plan for diverse students and programs. The structure at HCC begins with our organization; HCC Board of Trustees of nine citizens representing our ten-county service areas, President, seven cabinet members, seven divisions, deans, directors, faculty, and staff of over 700 for student success in our community.

HCC financial resources are supported by the division of administration and finance, auditing functions with budgets of departments, College, and revenue sources of taxes, Foundation, tuition, and grants. HCC follows Chapter 260C for the annual "Certified Budget" and regular audits provide valuable information for new initiatives and programs.

HCC human capital of administrators, faculty, and staff have the appropriate credentials and training throughout the year to provide best practices. Faculty and staff development is fostered with Safecolleges training, workshops and conferences, support for professional organizations, continuing education, physical space, and necessary technology for support.

HCC optimizes data-driven decisions through multiple means; "Ends" Reports, SENSE, CCSSE, IPEDS Iowa Community Colleges Enrollment Report, HCC Demographics Report, STAMATS, Hanover, Inc., SWIM, research reports, and multiple tools in our Reporting Services from the Office of Institutional Research.

HCC processes and planning are substantiated through shared governance with trustees, cabinet, deans, directors, faculty and staff. Committees are in place for academic standards, curriculum, assessment, student affairs, pandemic, grants, business advisory boards, Grow Cedar Valley, Guided Pathways, Strategic Planning and many more operational functions for the College to execute its mission of empowering students, strengthening businesses, and enriching communities.

Sources

- 5S_2019 Stamats_On_All_Fronts_eBook (1)
- 5S_2021-2025 Strategic Plan Brochure
- 5S_BCE Ends 1 Report- 2020
- 5S_Board of Trustees
- 5S_CCSSE 2019 Overview Results Report
- 5S_Hanover - Understanding Returns on Recruitment and Marketing Investments 2020
- 5S_HCC eMail - SafeColleges Online Training (1)
- 5S_HCC FY20 Audit Report
- 5S_HCC Organizational Chart
- 5S_Institutional Research Reporting Services

- 5S_Iowa Community Colleges-Fall Enrollment 2020
- 5S_IPEDS Data Feedback Report 2020
- 5S_See What I Mean (SWIM)
- 5S_SENSE 2020Overview Results Report
- 5S_Student Demographics Spring2021