Eastern Iowa Community College District

HLC ID 1881

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 6/3/2019

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Context and Nature of Review

Visit Date

6/3/2019
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Eastern Iowa Community College District (EICC) is comprised of three colleges. By state statute they were united to form one district in 1967 that is accredited as a single entity under the authority of a single Board of Trustees and a single chancellor. The 9 board members are elected to 4 year terms from their districts. The three campuses serve nearly 13,000 students by offering more than 130 degree , diploma, and certificate options. Many of its CTE programs and its concurrent program are nationally accredited. The college has taken the bold step of implementing the entire AACU LEAP initiative as its institutional learning outcomes. The college employs approximately 1000 faculty and staff. Students are supported with the usual array of services such as advising and tutoring.

EICC faces challenges similar to community colleges across the country. While its $43 million in operating revenue are sufficient to support current programming, both tuition revenues and state allocations have declined in conjunction with declining enrollment. The planning and budgeting processes are structured to respond to these realities.

Interactions with Constituencies

Not Applicable

Additional Documents

Addendum: At the team's request, the college provided additional documents to demonstrate its Program Learning Outcomes. The college was also asked to document how PLOs are communicated to students.

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The college developed a mission statement appropriate for the institution. Board minutes provide evidence that the Board approves the Mission and Strategic Plan as part of an annual review. In addition to mission and strategic plan documents, EICC presented evidence of the process used in 2013 to create an EICC Identity Statement. That statement was crafted by the High Aspirations High Expectations Committee, with input from faculty and staff.

The college's programs are consistent with its stated mission. The mission of EICC is to "deliver high-quality education and training that prepares a skilled workforce, provides affordable access to higher education, and builds and strengthens our communities." The college offers 130 degrees, diplomas, and certificates for the 12,855 students it served in FY2018 across its three campuses. The student profile presented in the college's Fact Book indicates that the college's programs are serving its communities. While student services were not delineated in this Core Component, the evidence presented in 3.D.1 indicated that EICC provides services to support student success such as student success centers on each campus with free tutoring, a testing center, disability services, child care services, support for veterans, and a TRIO program, to name a few.

The strategic priorities of the college are documented in the Strategic Plan: completion, enrollment, performance, and culture. The plan indicates related metrics, tactics, leadership responsibilities, and status. Review of budget documents indicates that 10% of the college's annual budget of almost $44 million is allocated for Student Services and another 55% for educational programs. The connection between the college's planning and budgeting priorities and its mission is addressed in Criterion Five.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

A review of EICC's website and supporting documents provided by the institution determines that EICC articulates its mission to employees, students, and the general public through two specific domains, its own website and the Iowa Department of Education's website. Additionally, EICC includes evidence of complying with Iowa Department of Education's Administrative Code to prepare and publish a five-year strategic plan, which includes its mission and purpose.

EICC includes its 2016-2020 strategic plan and strategic priorities in a flow chart format to clearly and specifically establish how the institution's mission, vision, ethical values, and identity are embedded in the work they do to support its four strategic priorities: completion, enrollment, high performance, and culture. EICC states that its strategic plan, strategic priorities and Board of Trustee policies are reviewed every three years by the EICC Board of Trustees and senior leadership.

Evidence is provided in EICC's Statement of Guiding Principles and Administrative procedures Manual to demonstrate Board of Trustee expectations and EICC's philosophy "that each student should be given the opportunity to develop his or her human resources to the maximum of his or her capabilities, talents and diligence." EICC meets students' needs through liberal arts or pre-professional education and/or specialized training. These options include credit, noncredit, transfer and CTE programming.

To identify the populations EICC serves, specific evidence includes a link to a Student Personnel document, which clearly defines student classifications. Additional links include documents that define entrance requirements, attendance and in-district student residency status, and internal student and non-resident students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

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

Rating

Met

Evidence

A review of EICC's website and supporting documents affirms EICC's commitment to being an inclusive organization. Specifically, EICC has a Diversity Council whose membership represents various institutional stakeholders; however, it is worth noting there does not appear to be a student on this Diversity Council, although, the student voice may be represented by the Dean of Students. Perhaps this Council could be strengthened with a student in membership. The Diversity Council is charged with reviewing policies, processes and activities, and to make recommendations that ensure a culture supporting diversity. Evidence includes Diversity Council recommendations that were implemented at EICC and the positive results.

Evidence also includes EICC's Non-Discrimination/Anti-Harassment Policy, which states that employees and students must participate in training. Substantial evidence is provided to demonstrate fall and spring diversity-related professional development topics for staff and faculty professional development sessions.

EICC also provides documentation to demonstrate its commitment to ensuring diversity awareness and integration of its student population. Further, the institution monitors the achievement of minority students in an effort to eliminate achievement gaps. This commitment is documented within its Strategic Plan, Priority Strategy 1 (increase the number of students earning postsecondary credentials). EICC has identified specific courses – Diversity-Rich courses – through which the student experience includes "intercultural understanding and communication in local, national, and global contexts." This is achieved partially through EICC's adoption of LEAP goals for general education goals.

A Human Resources document was provided to demonstrate the detailed hiring process for faculty, which includes a suggested practice to ensure a diverse range of candidates are selected for interviews. EICC acknowledges the need to increase diversity within its staff and faculty, and demonstrates a plan for addressing this within faculty due to recent retirements. EICC noted in its introduction that 25 new full time faulty were hired at the start of Fall 2018 and another 18 new full time faculty are expected to be hired for FY20. The FY18 Fact Book provides data on current employee demographics.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

EICC supports the part of its mission regarding building and strengthening its communities. The facilities are open to outside organizations for a variety of events that support the community. Evidence of publicized board meeting minutes shows a deep commitment to the institution as well as the public good.

Throughout the Assurance Argument, EICC has shown that it adheres to its mission as set by Board Policy. EICC has provided evidence that it offers educational opportunities including adult and continuing education, lifelong learning, community education and college education up to a two year associate degree.

Aligning with Board Policy, EICC has provided a list of regional, state and national partnerships that support the welfare of students and the community. EICC has a clear process to address community needs. An example of this process in action is the recent developmental education redesign. Students and employees are involved in the community through a variety of events and activities. EICC is deeply involved in meeting local educational employment needs. An example of this is the role EICC plays in the Regional CTE Planning Partnership, which helps them align programming directly to workforce needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

EICC articulates its mission to employees, students, and the general public on its website and on the Iowa Department of Education's website. EICC complies with the Iowa Department of Education's Administrative Code to prepare and publish a five-year strategic plan, which includes its mission and purpose.

EICC's 2016-2020 strategic plan and strategic priorities demonstrate how the institution's mission, vision, ethical values, and identity are integrated throughout the work they do to support its four strategic priorities: completion, enrollment, high performance, and culture.

To maintain a culture of acceptance and diversity, EICC has a Diversity Council charged with reviewing EICC policies, processes and activities, and to make recommendations that promote a diverse culture.

EICC further recognizes the importance of embracing diversity with its student population and through its philosophy "that each student should be given the opportunity to develop his or her human resources to the maximum of his or her capabilities, talents and diligence."

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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Evidence includes Board of Trustees' Code of Ethics and Conflict of Interest policies and a Purchasing Policy for oversight of EICC's business and operational procedures to demonstrate EICC's commitment to institutional integrity and fair and ethical behavior with regard to its financial operations. Additional documentation supports Board of Trustees' adoption of the Uniform System of Accounting for Area Schools (Department of Education) as its system for financial accounting.

EICC provides its Purchasing Policy that indicates local and competitive pricing as priorities and notes expenditures shall not exceed funded budget limits.

EICC provides evidence of annual independent auditing of its finances. Minutes from the November 20, 2017, Board of Trustees' meeting documents the Board of Trustees' unanimous acceptance of the CPA's FY2016 audit report, which indicated a "clean opinion, reporting no material weaknesses, significant deficiencies, or instances of noncompliance."

Ethical and legal responsibilities to students is demonstrated in EICC's HLC Federal Compliance Requirements document. Further, academic integrity is addressed in several documents (i.e., student handbook, syllabus template, and technology usage policy), ensuring sufficient communication to students about EICC's expectations with regard to academic integrity.

To further demonstrate its commitment to fair and ethical behavior, EICC provides information about the annual training requirement for all faculty and staff (full time and part time), which is an online, self-paced program of six modules: Preventing discrimination and sexual violence: Title IX violence against women act and Clery Act; diversity benefits for higher education employees; discrimination and harassment prevention for higher education; bloodborne pathogens; child abuse awareness and prevention; and FERPA for higher education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

EICC provides substantial evidence of internal and external transparency through specific, targeted communications and general communications, including public website access. EICC provides examples of Board of Trustee policies to demonstrate its commitment to and practices related to transparency and openness, such as open meetings, citizen input, and records/archives of meetings.

EICC informs students about transfer-in credit expectations and EICC transfer-out credit opportunities and directs students to its website (Transfer Advising Guides) for the most current information and resources related to Iowa's college credit transfer process. Additional pertinent information easily accessible to students includes EICC's academic calendar, admission requirements, and tuition and fees (including refund policies) in the Student Handbook, which is accessible on the website.

Students and others have website access to current information about EICC's programs (credit and non-credit) through the course catalog and CTE individual program Fact Sheets. These documents are prepared by Curriculum and Accreditation Department staff, working with the Curriculum and Marketing departments, to ensure accuracy. Program goals and learning outcome expectations are also defined in individual course syllabi.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The Board of Trustees has legal status and guiding policies that ensure autonomy of decision-making in the best interest of the institution. The Board Policy review process invites public as well as institutional input.

Monthly Board of Trustee meetings have a set agenda that includes both internal and external stakeholder items, as well as an opportunity for public comment and unscheduled business.

Evidence supplied in the Board of Trustees Code of Ethics clearly addresses conflicts of interest. Members of the five foundations that contribute to EICC financial stability and student affordability are required to sign conflict of interest disclosure statements, confirming each has received, understands and disclosed any potential conflicts as outlined in the code of ethics.

The EICC Board of Trustees delegates day-to-day activities to administration and faculty, as supported by board policy. EICC has shifted the makeup of the Educational Programs, Policies and Curriculum Council (EPC) to reflect greater representation of faculty (71%) over administrators. The EPC is charged with reviewing and approving aspects of academic matters, such as programs, curriculum, courses, learning outcomes and credit for prior learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

EICC follows Board Policy in the matter of academic freedom for its faculty to support their teaching efforts. For students, EICC has provided evidence that it fosters freedom of expression and truth in learning in other areas of the Assurance Argument (2.E.3 and 3.B.5). In 2.E.3, evidence to support this criterion include examples of ethical use policies such as academic dishonesty, copyright and internet use, which are available to students and faculty through several means, such as handbooks, syllabi, websites and, if appropriate, courses like ENG 105 and ENG 106. Evidence presented in 3.B.5 pertains to truth in teaching and learning and freedom of expression through the Honors Program. Within this program, opportunities for students include the Honors Seminar, Honors Independent Study and Honors Service Project. In addition to the Honors Program, other opportunities exist such as the summer research internship in science and student art shows.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

The college provides oversight and support to ensure integrity in its research and scholarly practices. Online, the team reviewed EICC Board Policy 520, which ensures that students, staff, and faculty conduct themselves responsibly and with integrity. With specific regard to research and scholarship, the institution abides by copyright and fair Internet use policies. In addition, the college maintains an active Institutional Review Board (IRB). By policy, students and faculty may not conduct research on human subjects without the approval of the IRB.

In a review of the Assurance Argument, the team collected evidence to suggest that the institution offers guidance to students, with respect to the ethical use of information resources. For example, in ENG: 105, a required course at EICC, students receive instruction on information literacy, plagiarism, and intellectual property. The team also reviewed the online resources available through EICC's libraries. Online, students can avail themselves of access to a host of guides on proper citation and referencing.

The college has and enforces policies on academic honesty and integrity. For example, in its Student Code of Conduct, the institution includes a section entitled, "Alternatives to Academic Dishonesty." In practice, the institution also makes use of the online Turnitin platform to detect plagiarism. The college also takes steps to accurately identify students through a "single sign-in ID" password, administered through Canvas, the institution's online learning system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Through the guidance of Board Policies, EICC operates with institutional integrity in financial, academic, personnel and auxiliary matters. EICC is committed to fair and ethical behavior, which is demonstrated through evidence and required annual training for faculty and staff. EICC presents clear information about programs, requirements, faculty and staff, costs to students, control and accreditation relationships to students and the public through various avenues, including the catalog, websites and marketing communications.

The EICC Board of Trustees has clear policies and processes that ensure decisions are made in the best interest of the institution without conflicts of interest, while ensuring that day-to-day operations and academic oversight remains with administration and faculty, respectively. EICC has provided evidence that it supports faculty with academic freedom in the teaching role and also supports students in freedom of expression and the pursuit of truth in learning. EICC provides oversight and support for the ethical use of information by faculty, staff and students. Examples include an Institutional Review Board for research on human subjects, online resources for students, and the Student Code of Conduct policy.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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).

Rating

Met

Evidence

The college's programs are current, and they require levels of performance appropriate to the degrees and certificates awarded. The institution's courses and programs are developed at the local level using a formal, faculty-led process that creates a document called the Course Development Model, or CDM, for each course. After having been created at the local level, EICC courses are approved by the Iowa Department of Education, and new course offerings abide by a statewide course numbering system, helping to ensure transferability and standardization. The college maintains external accreditation for thirteen of its programs. In addition, the institution convenes advisory committees made up of industry experts to assure that course and program learning outcomes are up-to-date and appropriate.

The institution articulates learning goals for its programs. In the case of Associate of Arts and Associate of Science degrees, the college has implemented the LEAP goals, prescribed by the AACU, as program goals. In turn, the college's faculty have mapped the learning goals associated with the LEAP initiative to the courses that constitute AA and AS degree programs. Online, the team conducted a review of the curriculum maps provided by the institution. With respect to career and technical programs, the college also articulates learning goals. Objectives for programs such as Surgical Technology, Emergency Medical Services, and Practical Nursing are available online to students and the public. In addition, the team also reviewed lists of career and technical program goals articulated through a series of "Right Signals" workshops.

The college's program quality and learning goals are consistent across modes of delivery. As a testimony to the institution's efforts to maintain consistency in its programming, EICC's concurrent

education program, College Connections, is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). In addition, on EICC's campuses, program directors and department coordinators review adjunct instructors' syllabi to ensure that they comport with those of full-time faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

The college's general education program is appropriate to its mission and its array of offerings. In a review of the institution's current catalog, the team discovered that EICC's general education curriculum conforms to nationwide standards, with requirements in the areas of: communications, social sciences, culture/history, natural sciences, computer skills, and mathematics. In addition, the college recently adopted the LEAP learning goals for its general education program--created by the American Association of Colleges and Universities (AACU).

The institution articulates the purpose, content, and intended learning outcomes of its general education program. On its website, the college makes its general education learning goals available for students and the public to review. In the fall of 2017, the institution adopted the general education learning goals prescribed by the AACU as part of the nationwide LEAP initiative. The AACU focused the LEAP model on the achievement of broad ranging skills and the mastery of intellectual concepts. EICC's implementation of the model includes a focus on ensuring that students demonstrate abilities in the areas of teamwork, intercultural knowledge, critical thinking, and problem solving.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry; and in developing adaptable skills. The AACU's LEAP goals focus on analytical, communication and problem solving skills. As part of the process of institutionalizing the LEAP goals, EICC's faculty took steps to map each of the initiative's

goals or expected outcomes to the courses and activities where they are achieved on the institution's three campuses. In a review of documents provided in the Assurance Argument, the team collected evidence to confirm that the college's curriculum mapping efforts have been thorough.

The education offered by the college recognizes human and cultural diversity. Within its general education curriculum, the institution includes intercultural knowledge and competence as core learning outcomes. The outcomes have been mapped to the college's curriculum, and assessment efforts, on this particular measure, are scheduled to begin in the spring of 2020. In addition, as part of its effort to plan and assess its specific arts and science programs, EICC is has included the achievement of cultural/historic perspectives as an institutional goal, with assessment procedures set to begin in the spring of 2021.

In a review of the college's Assurance Argument and associated documents, the team collected evidence to suggest that EICC's faculty and students contribute to scholarship, creative work, and the discovery of knowledge at appropriate levels. For example, the institution's graphic arts students have been acknowledged as winning local and regional awards for their creative work. The college's science faculty have mentored students as they have taken part in summer research institutes. The college produces an annual journal, The Inkwell, where students, alumni, faculty, and staff make a range of contributions, and a campus art gallery also showcases the work of both students and faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

EICC has had a unique opportunity to level-set its faculty staffing with the addition of about 44 new FT faculty (25 in fall 2018 and 18 expected FY 2020), partly due to retirements. EICC acknowledges the significant number of retirements results in a loss of institutional history, yet it is also an opportunity to align faculty needs to its strategic priorities, which includes more diversity within the faculty roles.

Specific processes regarding hiring and onboarding of employees are documented. The Board of Trustee's Personnel - Condition of Employment policy stipulates EICC staff members are hired based on their education, experience, qualifications (knowledge and skills) and abilities as outlined in the job description. Policy states that background checks may be part of the hiring process and may also be conducted on current employees under consideration for promotion or transfer, or for alleged misconduct.

EICC has a robust onboarding process for new faculty. According to evidence provided, EICC faculty hiring is governed by its policies as well as Iowa Code (Quality Faculty Plans). This state legislation mandates that faculty plans be reviewed annually by the institution. EICC FT faculty have a three-year probationary period and are required to participate in specific activities that include a campus-based orientation and online course delivery training, as well as topics related to diverse learners, technology instructional strategies, evaluation/assessment of learning, and community college philosophy and history. New faculty are paired with a faculty member and participate in a formal

mentoring program for at least one academic year, as outlined in EICC's Mentor Program Handbook.

Continuing FT faculty are required to complete at least 45 hours of professional development every three years, with at least five hours in assessment-related activities. Adjunct faculty teaching more than four year must compete at least 5 hours of professional development every three years.

Dual enrollment faculty meet standards established by the National Alliance of Concurrent Enrollment Partnerships (NACEP) of which EICC has been a member since 2012.

All EICC faculty must meet the same academic qualifications, as outlined in the Iowa Community Colleges Guidelines for Faculty Qualifications and the Academic Credentialing Chart from the Iowa Department of Education. EICC completes a Faculty Qualifications Document for new faculty before they are hired to ensure they meet credentialing standards. EICC developed a plan of action in 2016 to audit current faculty standards and implement correction action, reporting that by August 2017 all faculty met minimum standards. Routine audits (five and 10-year), of faculty standards are conducted by The Iowa Department of Education, as required by the state of Iowa and NACEP.

EICC provides evidence to confirm a structured evaluation process, with new FT faculty evaluated every year for their first three years and continuing FT faculty evaluated every three years. The evaluation includes instructional competencies, professional development, responsibility to EICC and a review of SPOT (Student Perceptions of Teaching) feedback. The faculty evaluation process is outlined in EICC's 2017-2020 Master Contract document and Board Policy 407.

EICC maintains a Professional Development Council (volunteer employee membership), and each campus has its own professional development committees, all being charged with planning on-site professional development activities. Employees are afforded the opportunity to participate in professional development activities, some of which are mandatory. All EICC employees have access to the resources and benefits of the National Institute for Staff and Organizational Development (NISOD). Employees have opportunities to participate in L.E.A.D. and other leadership opportunities. The institution also offers a tuition reimbursement program for EICC credit and noncredit courses, which is available to employees, their spouse and dependents.

Faculty communicate their accessibility to students within the course syllabus, using EICC's syllabus template as a guide for required information (office hours, how to communicate outside of class), and they also may communicate with students using synchronous and asynchronous methods and features in Canvas, EICC's learning management system.

Finally, EICC's attention to assessment is documented in this section, noting that the faculty job description requires all faculty to participate in outcomes assessment measurements; plan and implement learning strategies to meet student outcomes; and analyze result of their planning and teaching, making appropriate revisions. Assessment training is part of faculty required professional development trainings each year. EICC developed a new position in 2017 – an Assessment Coordinator; the position is half time reassignment for a faculty member. EICC uses Canvas to gather and archive assessment artifacts and other materials, which are accessible to faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

EICC has established a system of services and support that meets the needs of the diverse educational needs of their students. The services outlined include disability services, child care services, student success centers, tutoring, online resources, and testing centers. EICC has developed a Degree Plan for Working Adults where students attend each class one day a week and complete the remainder of the work online. A variety of teaching modalities is provided to these students including on-campus, live streaming, and hybrid modes.

There are many supports in place to assist veterans attending EICC. EICC indicates that 4.2% of their students are veterans. A full-time adviser at each of its campuses provides specialized advising and support. Other supports for veterans include providing credit for military training, relationships with local National Guard and Reserve units, scholarships, Student Veteran chapters, flexible learning options, and set in-state tuition rates for military and veteran students, their spouses and dependent children through board policy. This information is detailed in EICC's Veteran and Military Affairs website. EICC has been recognized for its services to veterans and military students. Recognitions include being named one of the Home Base Iowa Certified Higher Academic Military Partners (CHAMPS) in 2015.

EICC's TRIO program at the Scott Community College Campus (190 students) has been effective in retaining and graduating students. The support methods and practices of TRIO are being replicated at the Clinton Community College in the 2019-2020 school year.

EICC has a concurrent education program (College Connections) in place and provides credit coursework for twenty-three high schools. A detailed handbook which includes the admission and registration process and support services is provided to all students and parents. Academic advisors

have been assigned for each high school that offers College Connections courses. High school students have the same access to learning resources as non-current students. These services are made available through the EICC website.

EICC provides support to online students through a number of methods. This includes online advising, learning center services, and online tutoring. EICC shares that several of its advisers monitor online student progress through the use of online tools such as Dropout Detective. Online students have access to on-campus learning centers for assistance. Students may visit the nearest ICCOC consortium college for face to face tutoring assistance. The focus of EICC's eLearning department is to ensure that students have an online learning experience that equals or exceeds that of classroom-based experiences.

The district began a conversation in 2015 to address college readiness and the use of COMPASS as an entering assessment. The district addressed their sequence of developmental education courses for students and its impact on student graduation. The College Readiness Steering Committee was created to address this issue and made initial recommendations. A Math Task Force was developed to address math sequencing and made recommendations for EICC including topic sequencing and rearrangement of coursed, review course-taking patterns for math, and that the instrument ALEKS be a required entering assessment for math. The Reading and Writing Task Force also presented their recommendations for a tiered approach to reading and writing assessments.

EICC has implemented the Accelerated Learning Program (ALP) which pairs a college composition class with a developmental writing class. This is patterned after the ALP program from the Community College of Baltimore County. Professional development was provided for EICC English and developmental English faculty members in 2017 and 2018.

In the fall of 2017, EICC adopted a proactive, high touch model of advising. A number of new advisers were hired to ensure the student load was manageable. The overall goal of the new model is for advisers to build ongoing relationships with students to help them connect their personal strengths and interests with their academic life and goals. A visual and detailed framework of the new advising model would be beneficial. Professional development is provided to advisers through a June summer retreat and a half-day training at their Spring Symposium. An Academic Advising Manual describes the duties of advisers and the philosophy of advising at EICC. In 2017 a CCSSE Special Focus Survey on Advising was conducted at EICC. The data reported indicated that EICC students, both full-time and part-time, report they are advised using the best practices at rates above the national rates.

The Canvas learning management system was implemented in 2017. Every class at EICC has an eCompanion shell in Canvas. These are designed to supplement traditional instruction by providing students with easy access to course syllabi, assignments, grades, and materials.
Online coursework is provided through membership in the Iowa Community College Consortium (ICCOC) which was created by seven community colleges in 1999. EICC has been granted approval by HLC to offer 100% of its programs online. The EON Innovation Academy was created through a partnership with EON Reality and EICC. This academy teaches skills needed to be successful in creating Virtual Reality and Augmented reality content and applications.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

EICC offers students a wide range of co-curricular activities. A detailed inventory is provided by the district in its Assurance Argument. The co-curricular activities are listed for each college (CCC, MCC, and SCC) and are divided into the areas of clubs, intercollegiate activities, honor societies, intramural, student leadership, production/performances, and other. A list of national organizations that have chapters at the colleges was also presented.

Part of EICC's mission mentions "skilled workforce" and "strengthen communities" which the district connects to the value of providing co-curricular activities. EICC presents its Board Policy 617 which ends with "such activities offer opportunities to assist in the development of fellowship and social goodwill, to promote self-realization and all-around growth, and encourage the learning qualities of good citizenship." Student Development at EICC supports the institution's mission and strategic plan through "advancing academic excellence through co-curricular activities and organizations."

EICC references and presents the Credit Iowa Community College Statewide Program Outcomes Report 2012-2016 and the Iowa Community Colleges Statewide Program Outcomes report. The first report provides information on their students' employment status, industry, and median wage. The second report provides interactive charts and data sets on the educational and employment outcomes of students completing each Iowa community college's degree programs.

EICC provides pass rate results for programs in which certification is required for employment, including Nursing, Dental Assisting, Emergency Medical Services, Radiation Technology, and Surgical Technology. Radiation Technology and Emergency Medical services had a 100% placement rate for 2018. Job outlook information for each CTE program is available on the EICC website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Through a review of the college's Assurance Argument, and in an examination of links, data, and electronic documents, the team collected evidence to suggest that the institution provides high quality education, wherever and however the offerings are delivered. For example, the college maintains NACEP accreditation for its concurrent programs, ensuring high and consistent standards in the courses and curriculum shared with regional high schools. The institution has successfully embedded and mapped its general education learning outcomes to courses across the curriculum. Co-curricular programs have been included in the college's efforts to assess learning outcomes, and the institution employs adequate numbers of trained faculty to ensure high quality and consistency in programming.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
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 assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Program Review for both CTE and Arts and Sciences programs are conducted on a four year cycle. The process for the Arts and Sciences review includes faculty reviewing courses over several days. Evidence provided by EICC shows that disciplines review curriculum, prerequisites and course-based data, as well as faculty communications and concerns. The review also addresses resource needs, instructional approaches and assessment data to improve the program. The CTE Program Review is a two year comprehensive process that uses data provided by the IR department and culminates in a Peer Review Team Report. This report, along with the Self Study Report, are used to develop an action plan, which is presented to the EPC, after which support measures are put in place. Overall, EICC should be commended on their CTE Program Review for its thoughtfulness, logic, and design

that leads to continuous improvement for the institution.

Transcripted credit is reviewed through the program review process and using credit for prior learning policies. Iowa has an LACTS agreement, which EICC abides by, which ensures seamless transfer of credit among Iowa public institutions. EICC has many avenues for awarding credit for prior learning, as evidenced by exams and military training examples. EICC has established a process for awarding non-credit coursework to CTE credit course work through a faculty-defined crosswalk of learning outcomes. The Credit for Prior Learning Committee is integral in identifying opportunities and integrating them through the EICC community.

EICC has provided evidence throughout the Assurance Argument that faculty have direct oversight of course prerequisites, academic rigor, learning outcomes and student resources. Since 2011, the concurrent enrollment program has been accredited by NACEP and maintains that faculty teaching concurrent enrollment must meet minimum faculty qualifications, as set forth by the Iowa Community Colleges Guidelines for Faculty Qualifications.

Evidence provided in 4.A.5 and 3.A.1 supports EICCs claim that it maintains 13 specialized accreditations for its programs.

EICC tracks transfer students through National Student Clearinghouse Data and through Iowa Board of Regents reports. Through these, EICC monitors the number of graduates enrolled by transfer institution, one year retention rates of EICC transfer students, and 3 year graduation rates. In addition, EICC conducts surveys of its Liberal Arts graduates and concurrent enrollment students. Combined with data provided in 3.E.2, EICC monitors the success of its graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

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

Rating

Met

Evidence

The college has clearly stated goals for learning and processes in place for the assessment of student achievement. With regard to general education, the college has identified a set of measurable learning goals, drawn from the LEAP initiative at the American Association of Colleges and Universities. In its career and technical areas, the college has a long-standing set of learning outcomes in place for its programs that maintain external accreditation. The college has also taken recent steps, during "Right Signals" workshops, to identify the learning outcomes most applicable to the labor force in programs without external accreditors. In addition, at the course level, learning outcomes are listed on syllabi and assessed by individual instructors.

The institution assesses the achievement of learning outcomes, and the college has begun efforts to assess the outcomes that it claims for its co-curricular programs. With respect to its general education curriculum, the college has begun a series of steps toward comprehensive assessment. For example, the institution has completed a thorough set of curriculum maps which identify the places in each program where learning outcomes are achieved. Although the college is in an early stage of development with regard to its current assessment efforts, the team reviewed documents to confirm that assessment data is both collected and utilized at the course and institutional levels. With regard to co-curricular programs, the college has also made significant, recent, progress toward developing a systematic set of assessment procedures. For example, the team reviewed a set of curriculum maps in which general education learning outcomes were linked to student club and co-curricular activities.

The institution uses the information gained from assessment to improve student learning. In a review of documents provided, the team determined, after the first year of what is to become a four year cycle, the college completed its assessment of student achievement in the area of "teamwork." Data from the initial assessment was communicated to faculty and staff during on-campus in-service workshops. In addition, general education assessment has been utilized to adjust curriculum, learning activities, and future assessment procedures.

The college's processes and methods for assessing student learning reflect good practice. At the institutional level, faculty submit assessment artifacts, gathered from coursework, to be evaluated by teams of colleagues from across the college--a practice growing common at the national level. In addition, the institution participates in a series of benchmarking projects. For example, EICC administers the Community College Survey of Student Engagement (CCSSE) along with the Survey of Entering Student Engagement (SENSE). In the past, the college has also administered the Collegiate Assessment of Academic Proficiency (CAAP) as a measure of student performance, and the Noel-Levitz Student Satisfaction Inventory (SSI) as a means to assess students' satisfaction with the EICC experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
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.)

Rating

Met

Evidence

EICC has designated *Completion* as the highest of its four Strategic Priorities in its 2016-2020 Strategic Plan. The detailed plan is presented in EICC's Assurance Argument. Specifically, the goal of Strategic Priority 1 is to increase the number of students earning post-secondary credentials. The metrics it has assigned to this priority include identifying the number of individuals earning degrees, diplomas or certificates and the percentage of positive responses on CCSSE item # 27 (How do you evaluate your entire educational experience at this college?).

Under the Completion Priority, retention and persistence were the defined strategies to accomplish completion goals, and each area is assigned metrics. Strategy 1A states that EICC will increase student retention and course completion rates, and is monitored through the five metrics of fall to spring retention rates, IPEDS 150% graduation rates, course completion rates, successful completion of credit hours -fall term, and fall to fall retention rates.

Practices to address Strategies 1A, 1B, and 1C included task forces' work on high school students' college math readiness, implementation of the ALP model, changing intake processes and entering student assessment approaches.

EICC math faculty worked with high school instructors to determine the curriculum for the level of math literacy needed for students to be ready for college-level mathematics. In 2017, the EICC math department adjusted entering math course placement levels to align with the Iowa Regent (Public) universities to allow students to reach college-level math courses at EICC more quickly. A new algebra sequence to enable non-STEM majors to enter college-level math more quickly was created.

Through these efforts, the number of developmental math courses decreased.

Annually, the Institutional Research Office from EICC publishes a Fact Book. The Fact Book has sections on EICC, the three colleges including student profiles, enrollments, outcomes, and colleges' financial and human resources data. A copy of the Fact Book presentation is shared by EICC in its Assurance Argument.

As a result of the strategic plan tactic work on Strategy 1A, B, and C, the following was reported by EICC and presented in the Fact Book.

- EICC's fall to spring retention rate has risen from 62.5% in FY14 to 68.5% in FY18 (with a 2020 goal of 73%)
- EICC's fall to fall retention rate has increased from 41.1 % for all students retained in fall 2013 to 44.7% retained in fall 2017 (with a 2020 goal of 50%)

EICC is very aware of its student diversity and implementing practices to support them. Highlights from Fall 2018 to Spring 2019 Retention Analysis Report:

- White students retained at 71.1%, compared to black students at 66.0% (This gap is a 5.1-point difference. Last year, the difference was 10.5 points.)
- Hispanic students' retention is at 70.8%, also closing the gap
- First Generation students retain at 67.9%, 3.8 points less than non-first generation students

Strategy 1D addresses achievement gaps among demographic groups and measures developmental need, IPEDS 150% graduation rates, fall to spring retention rates, and fall to fall retention by race/ethnicity. Numerous strategies are presented to address the achievement gaps; examples include collaboration with community agencies, scholarships, adoption of LEAP goals, career fairs, emergency funds, and the establishment of food pantries. The 2018 internal IPEDS Annual Report indicated that the greatest increase in EICC minority graduation rates was students of Hispanic ethnicity, any race - increasing 10.0% over the previous year rate of 25%.

Strategic Plan 1F Goal is to engage faculty in the targeted strategies to increase engagement and completion. Numerous tactics and strategies are outlined; there is a focus on faculty professional development and training. The EICC Completion Report Card provides detailed data for the three campuses, tracking key completion and persistence metrics.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

In reviewing EICC's Assurance Argument and examining the provided evidence including reports, data, and electronic resources the information presented indicates that the institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services.

The institution demonstrates a practice of regular program reviews of its arts and sciences disciplines and CTE Programs. The institution is able to show that it has review processes in place for assessing transfer credit and prior learning experiences. Student learning is assessed to promote continuous improvement.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

As indicated in the Assurance Argument and confirmed by review of audits and budgets, EICC's revenues of $44 million are sufficient to meet current and projected operational needs. The college's primary sources of revenue are state appropriations and tuition; due to enrollment declines, both categories have decreased in terms of total dollars. The college has been successful in obtaining grant funding of almost $10 million. The college has a history of clean audits with no findings.

The college has sufficient human resources to support current programming. Seventy per cent of expenditures are for payroll. The college employs 964 faculty and staff across the three campuses. Review of program and directory information indicates that programs are adequately staffed. In fact, new faculty were hired in FY19 and more are slated for hire in FY20. The college provides a variety of types of professional development opportunities for faculty and staff.

The college has devoted resources to improving its physical and technological infrastructure.

Libraries have been renovated on two campuses. The Urban Campus has been renovated and replaced the use of two downtown buildings for greater operational efficiency. A Facilities Master Plan guides resource allocation; the maintenance schedule complies with EICC Board Policy. Classrooms are provided with current teaching technology; students have access to laboratory spaces with current equipment and technology.

As a state entity, EICC does not disperse revenue to a superordinate entity. Following Board policy 702, EICC allocates resources based on estimated income and expenditures and the nature of the educational program under consideration.

The college's goals are realistic in light of the available resources. In fact, the college indicates that it has elected to be realistic rather than aspirational in setting enrollment, completion and performance goals. The goals have been developed with input from multiple constituencies.

The college's budget process is well established. Expenses are monitored, and the Board receives regular information about expenses and the overall budget. Unqualified audits and an upgraded Moody's rating indicate external confidence in the ability of the college to manage its resources appropriately.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The Board of Trustees at EICC is made up of nine members from the public and the Chancellor. Board members are publicly elected by voters within the district they reside, and they serve 4 year terms. Five members constitute a quorum. EICC has provided evidence that the Board of Trustees is knowledgeable about the institution, whose monthly meeting agendas include a broad range of financial and academic oversights. Policies put in place by the Board of Trustees, along with additional documentation, support both income and expenses in a comprehensive manner, such as tuition and fees, property acquisition, purchasing and investments.

Based on the standing committees, work groups and task forces that EICC has established, there is evidence of internal constituents, such as the Board of Trustees, administration, faculty, staff and students, being involved in shared governance. Examples of committees with broad representation of stakeholders include the Educational Programs, Policies and Curriculum Council (EPC), the Professional Development Council, and the Strategic Enrollment Committee. EICC may want to consider student input on more than Student Senate, such as the Student Development Council, Diversity Council or the Summer Camp Planning Team, as appropriate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

In its Assurance Argument, EICC presents ample evidence that it engages in systematic and integrated planning. Review of budget decisions, particularly in Board of Trustees' meeting minutes, indicates that resources are allocated in alignment with the college's mission "to deliver high-quality education and training that prepares a skilled workforce, provides affordable access to higher education, and builds and strengthens our communities." During the budget process, various constituents are provided opportunities to discuss and prioritize the resource needs identified through assessment process and strategic plan tactical updates.

EICC's planning process is comprehensive. Evidence is presented to show that the development of the 2016-2020 Strategic Plan obtained input from internal and external constituents. The process was also iterative, with comments solicited twice on the draft plan before it went forward for Board of Trustees approval. Additionally, the planning processes accommodates the planning processes of two other entities: the Iowa Department of Education and the Iowa Community Colleges Online Consortium.

The planning process is informed by data. In particular the college provided examples of detailed analyses of its feeder high schools, their patterns of enrollment, and the revenues generated. These reports were aligned with the considerations of the Strategic Enrollment Committee and clearly informed its recommendations for tactics to increase enrollment. The college also presented evidence from its program advisory groups, regional chamber of commerce planning, and ICCOC to indicate that its planning is informed by emerging factors, particularly in technology and workforce needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

EICC uses data to monitor the progress and effectiveness of its efforts. The EICC 2016-2020 Strategic Plan includes metrics and 2020 targets for each of its goals and tactics. The plan is updated each fall where metrics and targets are examined. The EICC IR Department prepares all EICC state and federal compliance and initiative reports to ensure careful, consistent, confidential, and sound analysis. These reports are posted on EICC's intranet site. Senior leadership plays a key role in the analysis of data and determining the most important areas where action is needed. EICC follows the Plan, Do, Check, Act approach to process improvement.

EICC has job-specific workgroups that meet monthly to review strategic initiatives, revise processes, and make recommendations for change. Each of these groups has a specific charge assigned to them (charge descriptions for each group are provided). There are also Student Services areas that meet regularly and also have assigned charges. The charges describe the purpose of the group, expected deliverables/outcomes, decision making responsibility, requirements, and timeframe.

The reviews of the EICC Arts/Science and CTE Programs are designed to ensure that the needs of both students and employers are met. Program evaluations communicate to EICC students, faculty, and employers its commitment to educational excellence and continuous improvement.

EICC restructured its Continuing Education department in 2016. This unit was changed to increase enrollments and revenue. The new CE and Business Solution structure, Continuing Education, was generating annual revenue of approximately $2,850,000. In FY 2018, after the restructuring, Continuing Education generated $3,359,205. It is paced to generate similar revenue for FY 2019.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

The college has the personnel, facilities, and technology required to deliver its programs across its three campuses. Through the evidence presented in the Assurance Argument, EICC has demonstrated that it has adequately planned for current and future operations. The college carefully allocates its resources to accomplish its mission, despite declining enrollments and related reductions in revenues. The college has the governance and administrative structures in place to successfully address the issues it faces. The current administration has committed to assisting constituents in understanding the college's decision-making processes.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

In the Mid-Cycle Review, Eastern Iowa Community College District (EICC) has Met all the Criteria and Core Components for continued HLC accreditation. EICC provided sufficient evidence that it meets Criterion One with a clearly stated and publicly disseminated Mission. As the college continues to address declining enrollments, the mission is clearly guiding planning and budgeting processes.

EICC produced evidence that it operates with integrity by adherence to its published policies and procedures in accordance with Criterion Two. The Board of Trustees maintains its role of oversight, while administration, faculty and staff conduct the day-to-day operations in accordance with policy and procedure. Academic freedom and integrity are protected.

EICC fulfills Criterion Three by offering appropriate programs of study for higher education institutions. Learning outcomes are clearly articulated for programs and courses and communicated to students and the public. Many program areas maintain specialized accreditation. Qualified faculty deliver courses consistently across modalities. Students have a variety of support services available to them such as advising, tutoring, disability services, as well as cultural and recreational programming and activities. The Strategic Plan prioritizes completion.

EICC provided ample evidence that it takes responsibility for the quality of its educational programming and learning environments as required by Criterion Four. The college has a strong system in place for evaluating student learning at the course, program, and institutional levels; the college is to be commended for its work with the AACU LEAP outcomes. Cocurricular learning assessment is underway.

The team reviewed sufficient evidence that EICC plans for its future in accordance with Criterion Five. The college maintains an up-to-date facilities Master Plan and a schedule for maintenance. Up-to-date technology supports both faculty and student learning as well as operations. The number and quality of employees is sufficient to support its programming and operations. The college's processes are connected to and reflect the strategic priorities. A committee structure provides for shared governance.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.