

Systems Appraisal Feedback Report

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

1771 NORTHEAST IOWA COMMUNITY COLLEGE

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The Higher Learning Commission

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I. Reflective Overview

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

Reflective Overview Statement

Northeast Iowa Community College is a comprehensive community college, serving a large 5,000 square mile, mostly rural, area. There are two campuses with six learning centers in Dubuque, Iowa. The College offers 84 different, associate degrees, diplomas and certificates with 55 percent of the students participating in career and technical programs. The non-credit student headcount is greater than its credit student headcount (22,126 to 7,153). Over one third (38%) of the credit student headcount is comprised of concurrently enrolled high school students. A majority of the students (69%) are part time and in the 18-24 age group (62%). The faculty to student ratio is 16:1. The continuing education division is active with regional economic development. In 2011, the College was named a top-ten community college by Aspen for its outcomes, academic excellence and community impact. The College demonstrates effort to increase their maturity in continuous quality improvement through streamlining the Quality Council, integrating AQIP into the college culture, developing an institutional effectiveness office, and internal reorganization.

Category Summary Statements

- 1. Helping Students Learn:** Northeast Iowa Community College describes a revised assessment process both at the course and program level in response to the last systems appraisal. Program metrics have been implemented for some programs at the level of programmatic goals. Writing Across the Curriculum has been implemented by 125 of the 300 faculty. Efforts have been undertaken to align the College values to the Common Learning Outcomes (CLOs), the CLOs have been streamlined from 12 to four following AQIP appraisal feedback, and software will be used to collect data on outcomes. Quality projects undertaken or in the planning stages within this category include Quality Matters, National Alliance of Concurrent Enrollment Partnerships, and the HLC Assessment Academy. The College states it is currently in the aligned level of maturity in terms of processes and systematic in terms of results.

2. **Meeting Student & Other Key Stakeholder Needs:** Northeast Iowa Community College has focused on better understanding and meeting students' needs since the last Systems Appraisal. Steps have been taken to better understand students' needs, including process improvement and monitoring student success in the areas of onboarding, retention, completion, and transfer. A Customer Relationship Management (CRM) system is being implemented to integrate information about the students. The College states, in regard to levels of maturity within this category, it is integrated in regard to processes and aligned in regard to results.
3. **Valuing Employees:** Northeast Iowa Community College evaluates employee satisfaction through the Noel Levitz College Employee Satisfaction Survey, which was initially administered in 2011 and most recently in 2014. In response to the survey results, several projects have been recently undertaken or are planned. A compensation and classification study is underway. Interest Based Bargaining has been adopted. In the area of recruiting new employees, a goal of increasing staff diversity has been identified as well as improving the new employee orientation process. The College states, in regard to levels of maturity within this category, it is integrated in regard to processes and systematic in regard to results.
4. **Planning and Leading:** Northeast Iowa Community College hired a new president in 2011, who has initiated a culture of improvement. The College is now focused on intentional planning, strategic action, threat mitigation, and providing strong regional leadership. The Institutional Effectiveness Department has been developed and charged to centralize data reporting, accreditation, planning, and communication. A leadership institute has been developed and a 360 evaluation process for the executive team has been implemented. Plans are to begin a new project focused on leadership succession. The College states, in regard to levels of maturity within this category, it is integrated in regard to processes and integrated in regard to results.
5. **Knowledge Management & Resource Stewardship:** As stated for Category 4, Northeast Iowa Community College has developed the Institutional Effectiveness Department to centralize data reporting and communication. A Comprehensive Security Plan has been executed including improving security for the Information Technology infrastructure. Using Title III Grant funding, the Information Technology reporting infrastructure has been upgraded. The College states that the level of maturity for this category is integrated for processes and integrated for results.

6. **Quality Overview:** Northeast Iowa Community College joined AQIP in 2003. Since the last portfolio, the College has reorganized its Quality Council, established an Institutional Effectiveness Department, and aligned the CQI initiative submission processes with the College's strategic priorities. The College states that the level of maturity for this category is integrated for processes and aligned for results.

II. Strategic Challenges Analysis

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

Strategic Challenge: Process. Northeast Iowa Community College identified throughout the portfolio activities undertaken by the College to attain its mission and goals. Yet, the activities did not appear to be developed into an organized, structured, repeatable, and measurable process. A process and the steps within that process focus on a specific outcome. Measurable, direct, target metrics are identified to determine the attainment of the process outcome. From analysis of the results come structured targeted improvements which feed back into the process. Within the portfolio there is to be a flow of process description, correlating to process metrics/results, and improvements based upon analysis of those process results. By developing structured, organized, measurable processes, Northeast Iowa Community College can better understand its performance and target improvements to areas of identified deficiency. This increases efficiency and effective distribution of resources.

Strategic Challenge: Common Learning Outcomes Assessment. Northeast Iowa Community College has revised and consolidated its Common Learning Outcomes. Best practices are being explored on how to most effectively execute Common Learning Outcomes assessment. In the Systems Appraisal document for March 17, 2011, Northeast Iowa Community College was informed that there was a lack of evidence to support compliance with Higher Learning Commission Criterion regarding general outcome assessment. The College at that time was informed that it needed to develop "a

comprehensive plan to assess these (Common Learning) outcomes.” At the time of this portfolio, 2015, a comprehensive plan was not provided, although one is being worked on, nor was their evidence of the Common Learning Outcomes being assessed. Northeast Iowa Community College is found to still be deficient in the area of Common Learning Outcome assessment and as such the Higher Learning Commission Criterion is still not being met.

Strategic Challenge: Programmatic Assessment. Students need to demonstrate proficiency in their area of study. Programmatic assessment documents the student’s level of proficiency, identifying strengths and weaknesses within the program. In some areas of the Northeast Iowa Community College, specifically in health care programs, programmatic assessment is taking place but the portfolio alludes that this is not the case across the College. The College would benefit from developing a comprehensive assessment plan whereby all student learning at programmatic levels can be assured and improved. Northeast Iowa has indicated that plans are in place to join the Higher Learning Commission Assessment Academy. This is encouraged but more importantly is the application of the knowledge obtained at the Higher Learning Commission Assessment Academy to the assessment process at the College.

Strategic Challenge: Complaint process. Northeast Iowa has taken steps to improve its student complaint reporting process and are to be commended for evaluating the effectiveness of that process. The new process does not appear to have produced the desired results. The previous reliance on individual and informal complaint resolution appears to be continued in the new complaint process. Northeast Iowa Community College would benefit from developing a comprehensive complaint process that is efficient, well understood and communicated, including both formal and informal complaints. The complaint process and its documentation are not focused on fault finding but to provide valuable information on how stakeholders can be better served. An effective complaint process is considered an element of Federal Compliance for Title IV funding by the Department of Education.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution’s Processes and Results. These stages range from “Reacting” to “Integrated” and are described in Appendix A. Through

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

Category One: Helping Students Learn

Northeast Iowa Community College's greatest strength in Category One is its academic support services. Students are identified and supported in their learning to ensure that they receive the services they need to succeed. Assessment processes both in relation to the common learning outcomes and the programmatic assessment need to be strengthened. Detailed assessment outcome data needs to be collected, analyzed, interpreted and used to improve learning. Activities were described but often it was challenging to identify if these were part of a process or independent activities. Independent activities need to be structured and organized into processes with target metrics for improvement and data collection to determine attainment of the target. Processes and results in this category were determined to be at the reacting to systematic maturity level.

Northeast Iowa Community College has an accreditation issue in developing and executing assessment plans for Common Learning Outcomes and a strategic issue for programmatic assessment. As stated in the Strategic Challenges, assessment of Common Learning Outcomes is an issue that was raised in the March 2011 Systems Appraisal. The College has taken steps toward development of an assessment process, and is encouraged to continue, but the portfolio does not document the existence of a comprehensive assessment plan nor its execution. Lack of an organized, structured assessment process for Common Learning Outcomes is a challenge to compliance with Higher Learning Commission Criterion on assessment.

Category Two: Meeting Student & Other Key Stakeholder Needs

Northeast Iowa Community College provides clear evidence of effective programming and continues to show initiative at addressing policy and procedural needs. The College appears actively engaged with students, stakeholders and partners, and clearly responds to requests and funding opportunities in support of these relationships, but it is not clear if processes are in place to institutionalize the learning from these engagements. Additional descriptions of processes in place that ensure replication and sustainability may enhance the review of the many activities described in this section. The goal of creating a cultural shift that each faculty and staff recognizes their individual role in supporting students is profound and the review committee recognizes the significance of this endeavor. Processes and results were determined to be at the systematic to aligned maturity level.

As stated in the Strategic Challenges, Northeast Iowa Community College has the need to develop an effective student complaint process. The review team recognizes the College's attempts to improve the process and encourages the continuation of those efforts. An effective student complaint process will allow the College to better identify and address student needs. It will also ensure that the College is compliant with federal requirements associated with Title IV financial aid.

Category Three: Valuing Employees

Northeast Iowa Community College has described a number of positive activities and procedures related to Valuing Employees. The College has an aligned process for recruiting and hiring high quality faculty and staff. The College has improved its performance appraisal system and has multiple opportunities for employee training, as well as incentives for staff and faculty to increase credential attainment. The College has made a transition to Interest Based Bargaining and is the early stages of implementing labor-management teams. The wide array of positive activities in this category would benefit from being structured into a goal-focused, organized process, including intentional alignment to College strategic goals, establishment of internal and external targets, and evaluation of process effectiveness. Processes in this category were determined to be at the systematic to

aligned maturity level. Results in this category were determined to be at the systematic level of maturity.

Category Four: Planning and Leading

Northeast Iowa Community College has made noteworthy improvements in processes related to Planning and Leading. There is evidence that the improvements are showing positive results. The College is encouraged to continue this journey and begin to close the loop by evaluating process results that will inform and prioritize future improvements. The implementation of a scorecard for the College's strategic priorities is a practice the College may want to consider implementing in other areas. Developing specific processes will help the College further communicate its leading and communicating priorities to its stakeholders. Succession planning is a process Northeast Iowa Community College recognizes as a key opportunity for improvement. Processes in this category were determined to be at the systematic to aligned maturity level. Results in this category were determined to be at the systematic maturity level.

Category Five: Knowledge Management & Resource Stewardship

Northeast Iowa Community College shows various levels of maturity on knowledge management and resource stewardship. The College has taken specific action to improve these processes and is working to ensure processes are in place for all areas. The College describes centralized data systems used for collecting, managing, and reporting. Additionally significant investments have been made in technology security and physical infrastructure. Ensuring that the processes described create a structured institutional framework for this work as well as ensuring that metrics and results are correlated with processes will result in an overall increase in maturity across this entire category. Processes and results in this category were determined to be at the systematic maturity level.

Category Six: Quality Overview

Northeast Iowa Community College has made several significant improvements to its quality culture that will lead the College to better understand and report its category evidence. Additional areas for improvement have been identified. However, it is not clear that there is a systematic and repeatable process in place to ensure that initiatives occur in a

coordinated manner resulting in stakeholders' participation in the culture of quality. The planning process is highlighted in this analysis, as well as ensuring departments are integrating goal setting and achievement into their day to day work. The College's continued work on assessment is also highlighted. Processes and results in this category were determined to be at the systematic maturity level.

IV. Accreditation Evidence Screening

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

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission:

Northeast Iowa Community College provided evidence indicating compliance with the Higher Learning Commission Criterion surrounding institutional mission. The institution's mission is understood across the College and articulated publicly. Actions taken by the College support the service community and include external and internal stakeholders. Although considered adequate, the evidence surrounding diversity and a multi-cultural society involved primarily course offerings and methods of delivery. Possibly more specific programming can be provided on diversity and multi-cultural issues and awareness.

Criterion Two. Integrity: Ethical and Responsible Conduct

Northeast Iowa Community College provided evidence indicating compliance with the Higher Learning Commission Criterion surrounding ethical and responsible conduct. Evidence was provided to support integrity in financial, academic, personnel and auxiliary functions. The Governing Board functions autonomously. There are policies regarding freedom of expression. Policies and procedures are in place for responsible acquisition of knowledge. The website has detailed information for the public on costs, accreditation, faculty and staff, and programs.

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

Northeast Iowa Community College provided evidence indicating compliance with the Higher Learning Commission Criterion surrounding teaching and learning – quality, resources, and support. Programs are appropriate to higher education and consistent with the Iowa Department of Education standards. Evidence was provided to support intellectual inquiry and broad student outcomes. The College has adequate faculty and staff and provides professional development for employees. The College has strong student support services including a TRIO program. Northeast Iowa Community College has a wide array of co-curricular activities appropriate to the programs offered.

Criterion Four. Teaching and Learning: Evaluation and Improvement

Northeast Iowa Community College has provided evidence indicating compliance with the Higher Learning Commission Criterion surrounding teaching and learning – evaluation and improvement. Strong evidence was provided that retention, persistence, and completion are monitored regularly. Evidence provided for evaluating the quality of programming was considered adequate but could be improved. The program review process appeared to focus more on financial stability of a program rather than quality of instruction. The

evaluation of student learning through assessment processes was considered an accreditation issue - unclear or incomplete. A comprehensive plan has not been developed or executed for Common Learning Outcome assessment, although the portfolio reflects one is being developed. This was a Criteria for Accreditation citation in the March 2011 Systems Appraisal and continues to be today. Program Learning Outcome assessment is conducted in some programs but there needs to be a comprehensive planning effort to implement programmatic assessment across the College.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Northeast Iowa Community College has provided evidence indicating compliance with the Higher Learning Commission Criterion surrounding resources, planning and institutional effectiveness. The V7 budget process and the Facilities and Technology Plans support the appropriate allocation of resources. The College also engages in strategic planning. Formal policies were not provided regarding engaging internal constituencies and as a result the evidence was considered adequate but could be improved. Northeast Iowa Community College has recently initiated a position of Institutional Effectiveness. This is a positive step but still a process was not described for documenting systematic performance improvement. Improvements are being made but the process by which the improvements are being conducted is not systematic. As such, the evidence is adequate but could be improved.

V. Quality of the Systems Portfolio

Northeast Iowa Community College should be commended for the time and effort put into developing the portfolio. The content of which should provide the institution with a clear overview of the activities the College has undertaken to support its mission. In writing the next portfolio, it may prove beneficial to the College to coordinate the process, results and improvements sections for each bullet. In the process section it is best to describe detailed processes, step by step, for each bullet. A process map may be helpful in this regard. Then in the results section, report the outcome metrics for each process. Lastly, based upon the outcome metrics, focus improvement efforts and feed those improvements back into the process. This coordination reflects the process improvement feedback loop. The result is an efficient, effective process that is consistently understood and implemented.

VI. Using the Systems Appraisal Feedback Report

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

APPENDIX A

Stages in Systems Maturity: *Processes*

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

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B

AQIP Category Feedback

AQIP Category One

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

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

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: The process by which the common learning outcomes are brought into alignment with the mission, educational offerings, and degree levels at Northeast Iowa Community College is not well delineated and as such found to be at the systematic level of maturity. The Common Learning Outcomes were consolidated from 12 to four based upon input from the last Systems Appraisal. The review of the Common Learning Outcomes involves faculty and administration. A table within the portfolio shows the alignment of the Common Learning Outcomes with the mission, values and strategic plan. The College has an opportunity to define a repeatable process for arriving at the Common Learning Outcomes and ensuring that they are in alignment with the College mission and values.
Determining common outcomes	Reacting: Northeast Iowa Community College revised the common learning outcomes in reaction to the recent Systems Appraisal feedback. The process of actually arriving at the new common outcomes was not fully described; just the vetting process undertaken once the new common learning outcomes were developed, as a result the process is considered reactive. The opportunity exists for the College to develop and implement an explicit and repeatable process with quantifiable performance metrics.
Articulating the purposes, content, and level of achievement of these outcomes	Reacting: Northeast Iowa Community College is in the development phases of operationalizing and assessing common learning outcomes, as such the process is currently considered at the reacting level of maturity. The process, when developed, appears systematic and involves coordination among departments and divisions, ensuring that the outcomes are institution wide. As the process develops and then matures, there is an opportunity to ensure that it is repeatable and reviewed periodically. The College's plan to join the HLC Assessment Academy in 2016 is an excellent step to maturing this process.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic: Faculty are provided with curriculum matrices each term with which to map the Common Learning Outcomes. These matrices are reviewed on a rotating basis, and when course objectives are modified. Students are informed of the Common Learning Outcomes via the college catalog, admissions materials and syllabi. To improve this process, methods should be introduced to ensure that the process elements occur and that reflection takes place based upon the results of the process.
Ensuring the outcomes	Systematic: Northeast Iowa Community College ensures that the

remain relevant and aligned with student, workplace, and societal needs	common learning outcomes are relevant through the review of the outcomes by the programmatic advisory committees during the first meeting of the academic year. The maturity of this process is considered systematic in that an exact definition of the process is not clearly identified. Formalizing the process would involve documenting the dean review and ensuring all stakeholders are involved in a repeatable process.
Designing, aligning, and delivering co-curricular activities to support learning	Reacting: Northeast Iowa Community College is beginning to develop a process to incorporate other departments in the instruction and assessment of common learning outcomes through co-curricular activities. Co-curricular activities staff are engaged in college-wide Common Learning Outcomes committees. At the current time, the process is considered reacting. As of yet there is no purposeful process to tie the common learning outcomes to a co-curricular activity. There is also no organized assessment process tied to the co-curricular activities.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Reacting: Northeast Iowa Community College is developing processes for common learning outcomes assessment. Departments are identifying mechanisms that best meet their needs and assessment processes. The opportunity exists to develop interdisciplinary teams to identify tools and methods to consistently assess attainment of common learning outcomes.
Assessing common learning outcomes	Reacting: Northeast Iowa Community College provides examples of how some of its programs complete common learning outcome assessments; it is unclear if the College has developed a process to ensure that all programs are completing common learning outcome assessment and if the College has developed assessments for all of its outcomes. As a result, the assessment processes undertaken for the Common Learning Outcomes would be considered reacting. Northeast Iowa Community College would benefit in developing assessment processes for all Common Learning Outcomes and implement them across all programs.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Northeast Iowa Community College is currently developing and implementing their process of common learning outcome assessment. The results are currently in the reacting stage of maturity. In developing this process, it will be important to develop processes which can be understood and implemented by all areas of the College for consistent measurement of the Common Learning Outcomes. The data present does not show a correlation to process. Currently, only Common Learning Outcome #2 is tracked. The College is encouraged to use the methods documented in Common Learning Outcome #2 to measure the other Common Learning Outcomes. Only through data collection tied to the process can the College have usable data to move the College forward.
Summary results of measures (including tables and figures when possible)	Reacting: Northeast Iowa Community College states that some of the common learning outcomes are assessed, especially in the area of writing across the college and critical thinking. Yet, data collection and analysis is just beginning and data is not available for

	all common learning outcomes. The results are classified as in the reacting level of maturity.
Comparison of results with internal targets and external benchmarks	Reacting: Northeast Iowa Community College is not able to compare data externally but there is the ability to compare results within and between departments. The results are classified as in the reacting level of maturity.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College a consultant to help design a plan. The College acknowledges they are in the early stages of data interpretation.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has moved forward in addressing the need identified in the 2011 Systems Appraisal – that being refining and reducing the number of common learning outcomes. Now that the common learning outcomes have been refined, the next step will be to develop consistent and repeatable assessment processes to evaluate success in these areas, along with data collection and interpretation mechanisms. To aid in this process, Northeast Iowa Community College has plans to allocate funds to join the Assessment Academy in 2016.

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

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: Northeast Iowa Community College has correlated its program learning outcomes with its mission, strategic priorities, Common Learning Outcomes, and external stakeholder needs. The process for alignment has not been explained and as such, the process is at the systematic level of maturity. A documented, focused, repeatable, measureable process is necessary for the institution to develop and maintain the quality of alignment.
Determining program outcomes	Systematic: The description Northeast Iowa Community College provides hints at a process regarding how program outcomes are determined, especially with new programs. However, the process is not described in terms of frequency of review and revision and documentation of the process. As such the process is considered at the systematic level of maturity.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: Northeast Iowa Community College's course guides operationalize the program goals under the purview of the curriculum committee. This process is at the systematic level of maturity. To mature this process, there is an opportunity to connect course-level goals to specific program goals, as it is unclear how the course and program goals are aligned.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: The use of external stakeholders, such as advisory boards, accreditation standards, and transfer partners assists Northeast Iowa Community College in ensuring that outcomes remain relevant. This process is at the systematic level. To increase the level of maturity, the College may want to consider more clearly articulating this process to address student, workplace and societal needs. The College would benefit from a process to review and update programmatic learning outcomes.
Designing, aligning, and	Reacting: Northeast Iowa Community College provides examples of

delivering co-curricular activities to support learning	co-curricular activities used to support a program's learning outcomes. Yet, the College would benefit from a process by which co-curricular activities are specifically designed and directly aligned to support learning into a specific and repeatable process; as such the current process is considered at the reacting level of maturity.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Reacting: Voluntary or required certification/licensure exams, competency checklists, and/or portfolios are used to assess program outcomes. However, Northeast Iowa Community College does not provide a clear process on how faculty and other stakeholders select the assessment and assure it is appropriate for the particular program; as such the process is considered reactive. Northeast Iowa Community College states in this section that the assessment "will utilize" and "will become," which seems to indicate that in many areas the assessment tools have not been developed. This may be an opportunity to establish and document the process as these assessment tools are selected and developed.
Assessing program learning outcomes	Reacting: Program learning outcome assessment is linked to the assessment of common learning outcomes. Northeast Iowa Community College did not articulate an iterative process whereby program learning outcomes are assessed; as such the process is considered reactive. Programmatic learning outcomes need to be assessed on an annual basis. A process needs to be developed for the assessment of program learning outcomes so that the level of student learning can be identified along with areas for improvement.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College uses program completion data and licensure pass rates to measure outcome attainment. It is noted that only a small number of programs have state or national licensure data. These results are considered systematic in regard to maturity. While these are useful measures and allow for benchmarking, the College has the opportunity to develop additional measures that tie more directly to the actual program learning outcomes and move beyond degree completion and licensure.
Overall levels of deployment of assessment processes within the institution	Systematic: Northeast Iowa Community College has systematic results for assessment related to program learning outcomes within the career and technical programs however; only 18% of the College's programs include a comprehensive program assessment. Reacting: Northeast Iowa Community College appears to accept the challenge of incorporating programmatic assessment across the College. An assessment process needs to be developed that includes data collection and analysis which demonstrates the areas of strength and weakness within the programs.
Summary results of measures (including tables and figures when possible)	Reacting: Northeast Iowa Community College provides some summary results on assessments such as the nursing program, but the summarizations do not provide much information regarding what the College has learned from the data or how the College has been able to use the data to inform change. A process is not described for data collection and analysis college wide, and as such these results

	are considered at a reacting level of maturity.
Comparison of results with internal targets and external benchmarks	<p>Systematic: Comparison data is available for some programs, such as nursing, where programs have national accreditations. These results are considered systematic. In some cases, such as nursing, targets have been set.</p> <p>Reacting: It is unclear for many other programs whether or not there is an assessment process or if there are targets or benchmarks for those assessments which classifies those results as reacting. Northeast Iowa Community College needs to develop a repeatable, measurable process for assessing program learning outcomes across the College.</p>
Interpretation of results and insights gained	<p>Systematic: The interpretation of results presented in the portfolio is somewhat limited to a description of the results presented in various tables. This results interpretation was considered systematic. Northeast Iowa Community College might consider describing how academic program administrators and faculty analyze the results and make improvements where warranted.</p> <p>Reacting; Due to the lack of data, interpretation of results and insights that were gained mainly for isolated programs and programmatic accreditation. The overall results interpretation was considered reacting.</p>

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has stated that the College is moving forward on developing programmatic assessments. Other improvements Northeast Iowa Community College is taking or has completed are worthwhile but are not necessarily directly connected to program outcome assessment, such as the program health rubric. While the rubric may have an important impact on program quality, it may or may not have a direct impact on program learning outcomes. Assessment data will be necessary to determine if programmatic outcomes are attained.

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

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	<p>Systematic: Northeast Iowa Community College has well defined student stakeholder groups but does not describe a process whereby those groups are identified, leaving this process at the systematic level or maturity.</p> <p>Reacting; Northeast Iowa Community College uses an informal approach to identifying student stakeholder group's educational needs. The College collects data through CCSSE and SENSE but does not state how this data is used in order to help identify needs, indicating that this section of the process is reacting. The College has the opportunity to develop a systematic approach to identify needs by tying the separate elements it currently has in place into a defined process to assure these actions are intentional and cohesive.</p>
Identifying other key stakeholder groups and	Systematic: Northeast Iowa Community College has identified other stakeholder groups, but the process for how those groups are

determining their needs	identified is not clear, making this process systematic. Formalizing a repeatable process may allow the College to better identify and serve external stakeholders.
Developing and improving responsive programming to meet all stakeholders' needs	Systematic: Northeast Iowa Community College ensures that course offerings are responsive through a number of means. The systematic process for monitoring responsiveness occurs through enrollment management. Advisory committees are also surveyed. It is not clear how the process is evaluated or compared, although the many outputs suggest that the College is evaluating the effectiveness of the process.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: Northeast Iowa Community College assesses, enhances, and upgrades its technology infrastructure with funds from a Title III grant. Other tools are listed which are used for assessing program effectiveness. This process is considered systematic in nature in that the description does not provide the process for selecting the tools or how the assessment itself takes place; however the revision of the program review process may help in the development of the tools and the assessments.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Aligned: Northeast Iowa Community College's program review, program health indicator, and sustainability study ensure that the College's programs are needed. These aligned processes are coordinated among all stakeholders, communicated across the institution, and are explicit and repeatable. This is an example of a defined process. The sustainability study can be expanded to include interest data from admissions, debt ratios from financial aid, and assessment data.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College conducts a Skills Gap Analysis and a Transfer Analysis. Data from these reports provides important information on the College's success in meeting the needs of employers and transfer institutions. These systematic results need to be used in future decision making and be shared with departments across the College.
Summary results of measures (including tables and figures when possible)	Systematic: Northeast Iowa Community College has identified data points and makes meaning based off those data from institutional targets. To mature this systematic process, trend data could be compared against targets and compared to external benchmarks which would allow the institution to better understand the data in context.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College uses national surveys (CCSSE, SENSE) to compare its results to national peers, and uses state produced reports to measure its performance in student transfer. The Transfer Success Results in Table 1R3B are compared to other community colleges in the state, allowing Northeast Iowa Community College to benchmark results. This systematic result can be matured as performance targets are developed similar to those developed in the program health rubric.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College provides evidence of the systematic use of results to make changes in its programs. For example, the Skills Gap Analysis is used to develop new

	programs. The College also recommended the establishment of program entrance criteria and pre-requisites to its health programs, modularization and connection of curriculum to industry standards, and the addition of a first year experience course for all new entering AA and AS students. Yet the results could be advanced in maturity if the results were directly tied to targets established within the program design process.
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1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Northeast Iowa Community College is launching a competency based program in Computer-Numeric Control Machinist program to increase graduates in this high need career. The College is also redesigning its developmental education program, has created a quantitative assessment tool to collect employer's needs, and has created the program health rubric to assess program viability. These improvements, especially those in the program review process, could have a significant impact on the processes to systematically align program design elements.

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

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Systematic: Northeast Iowa Community College determines program requirements and preparatory needs through consultation with advisory boards, review of programs at other institutions, reviewing accrediting agencies' standards, Iowa code, and transfer partner needs. Expectations regarding academic requirements and preparation are communicated to students in a variety of ways, including face-to-face meetings, the College website, and academic advising. These activities are positive and work towards determining and communicating the required preparation needs. However, to align the process, there is an opportunity to unify these activities into an explicit and repeatable process.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic: Northeast Iowa Community College has a course guide for all courses offered at the College no matter the modality. The College has mechanisms in place to insure consistency across modalities. Those include, for example, requiring new courses or existing courses offered in a new format to be approved by the instructional designer before the course is offered, implementing the Quality Matters rubric for online courses, and coordinating dual credit offerings through a high school partnership office. To align the process, it would benefit the College to periodically evaluate the attainment of course outcomes across the various modalities to ensure that consistency is being maintained.
Awarding prior learning and transfer credits	Systematic: Northeast Iowa Community College describes processes and policies for awarding credit. Activities in that process include awarding transfer credit from original source transcripts, CLEP, internally developed proficiency exams, ACE exams, and similar methods to evaluate awarding credit for prior learning. To align this process, an explicit and repeatable process that is periodically evaluated would help the College ensure that it awards transfer and prior learning credit in an effective manner.
Selecting, implementing,	Systematic: Northeast Iowa Community College has received

and maintaining specialized accreditation(s)	specialized accreditation for eight of its programs. The academic dean or director in charge of the program has the responsibility for determining the need, seeking, and maintaining specialized accreditation, based upon the significance of the accreditation. The College has an opportunity to move to the aligned level of maturity by considering criteria for selection of accreditation that more closely relates to the College's mission and strategic priorities as well as program needs. The process should also coordinate and communicate the accreditation needs and values to all stakeholders.
Assessing the level of outcomes attainment by graduates at all levels	Reacting: The program metrics report (1R4.D) demonstrates that programs regularly measure retention and completion. Additionally, nineteen programs have some type of industry exam that requires outcome assessments. Although these data show activities that support assessing program outcomes, the College does not appear to have a defined process for the assessment of outcomes attained by its graduates.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Systematic: Although common course guides are built to ensure equivalent student outcomes, it is not clear how this is assessed in all modalities. Northeast Iowa Community College does track GPA and withdrawal rates across delivery modes and compares it to college averages. The College uses NACEP standards for concurrent enrollment classes and has recently implemented Quality Matters. To move to a more aligned level of maturity, these initiatives need to scale more broadly across the College and develop into a process that is explicit and repeatable and periodically evaluated.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Table 1R4C provides important satisfaction information for concurrent students, but it does not provide direct assessment of the quality of these academic programs. Similarly, Table 1R4D Program Metrics provides important data regarding completion rates within a semester and persistence rates from fall to spring, but these are not direct assessments of the quality of the academic programs as discussed in the description of the process addressed in 1P4. Northeast Iowa Community College has an opportunity to develop a process to identify appropriate tools for and to track data appropriate to these goals.
Summary results of measures (including tables and figures when possible)	Reacting: Table 1R4A and 1R4B provide easy to understand data comparisons between different modality success rates, including a gap analysis. Adding targets to this data based on what the College wants to achieve may help move the College forward on establishing additional improvements. Northeast Iowa Community College has the opportunity to collect, analyze, and provide summary data for this category connected to the processes described.
Comparison of results with internal targets and external benchmarks	Reacting: Northeast Iowa Community College provides limited to no comparative data. There is a need to collect data and compare results to internal targets and external benchmarks. However, the limited data comparison Northeast Iowa Community College does present is good and is a basis for future development. For example, both Tables 1R4A and 1R4B provide trend data. Adding targets to these tables would provide an additional layer for analysis.
Interpretation of results and	Systematic: Northeast Iowa Community College analyzes and

insights gained	interprets results. For example, the nursing program has used standardized exams and longitudinal data to implement progression criteria. However, in order to mature this process, the College needs to track performance directly linked to the processes described to meet AQIP criteria.
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114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>Northeast Iowa Community College is focusing improvement efforts on data collection and analysis in a number of areas within this category. Planned future improvements include:</p> <ul style="list-style-type: none"> • Revamped evaluation process • Annual sustainability and improvement review • Analysis of annual advisory committee survey • Train 30 faculty on quality matters • Meet with 80% of online faculty in 12 departments for QM review • Review 10 online courses using the QM rubric by end of 2015 • Improved training of concurrent enrollment students. <p>These activities seem appropriate and will benefit Northeast Iowa Community College most when they are coordinated within an overall process. It should be emphasized though that common learning and programmatic assessment data may prove to be the most beneficial in identifying challenges in addressing the academic program quality.</p>

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Reacting: Northeast Iowa Community College has implemented and provides details on specific efforts the College has made to identify and support at-risk students; however, the College does not provide a description of the process that is used to assure that all (or at least the majority) of at-risk students are identified and that academic support needs are determined for all (or the majority) of them. Coordinating these activities and initiatives into a documented process will allow the College to better identify and serve underprepared and at-risk students.
Deploying academic support services to help students select and successfully complete courses and programs	Reacting: Table 1P5.A lists the academic support services available to students. The College has a number of programs and initiatives in place including TRIO; membership in NAPE (National Alliance for Partnerships in Equity); creation and use of clear, accurate materials; usage of enrollment specialists, and, advisors assigned at enrollment. The mandatory academic advising activities are well defined in the portfolio and appear to be a strong example of a sub-process. However, it is not clear that these activities and initiatives are coordinated into a process that is documented and repeatable.
Ensuring faculty are available for student inquiry	Systematic: Northeast Iowa Community College has several expectations of faculty to assure they are available for student inquiry. However, as part of its process, the College does not present how it assures that these expectations are taking place and how they assure that these methods are successful in meeting student needs. Periodically evaluating the process and communicating the process to all stakeholders (including prospective students) may allow the

	College to better ensure faculty are available for student inquiry.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Systematic: Northeast Iowa Community College offers a variety of services to students to address their learning support needs (Table 1P5A). It also has an attendance tracking and early alert system in place. The College has an opportunity to move to the aligned level of maturity through the development of more robust processes to engage faculty and increase collaboration between faculty and student services staff. Northeast Iowa Community College uses a faculty committee to allocate funds for faculty professional development needs, surveys faculty to learn about concerns, and created a website that highlights professional development opportunities for faculty.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Systematic: Northeast Iowa Community College has specified support staff requirements in job descriptions and requires cross-training for support staff employees. Professional development opportunities are provided to support staff. This process may be strengthened by detailing how input is gathered from stakeholders, how professional development is tracked, and the establishment of measures on the impact of the development provided.
Communicating the availability of academic support services	Reacting: Northeast Iowa Community College provides numerous methods for communicating the availability of academic support activities. Connecting these activities together in a documented process may help the College determine if there are any gaps in communication which can then be improved.
Determining goals for retention, persistence and program completion	Please refer to Category 2
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Systematic: Northeast Iowa Community College uses a variety of internal and external surveys (CCSSE, SENSE, AHEAD) to determine stakeholder engagement and satisfaction. It also tracks student use of resource centers. The process can be strengthened by making sure that the data collection process is consistent across the College and periodically evaluated to ensure the surveys provide valuable data.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College has a number of tools to measure access and satisfaction with learning support services. An opportunity exists to identify effectiveness by tracking students who receive support services and their success in attaining the course outcomes associated with the academic support.
Summary results of measures (including tables and figures when possible)	Aligned: Northeast Iowa Community College has presented longitudinal results for several key categories of student support services and has generally very positive performance results in most areas. The College presents these results in easy-to-understand tables that can be used for analysis and improvement. This benefits the process by allowing stakeholders to relate what they do to the institutional goals.
Comparison of results with internal targets and external benchmarks	Systematic: Table 1R5A and 1R5B provide both trend and comparison data, and 1R5C provides trend data. Developing targets for these areas will strengthen the data and the College's insight regarding academic services.
Interpretation of results and	Systematic: Northeast Iowa Community College has interpreted the

insights gained	data showing success in access to academic support services. The College has seen improvements in the satisfaction of its students with the academic services provided. This is an area the College has been focused on, and the results indicate that their efforts are working.
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115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Northeast Iowa Community College has identified several plans for improvement in this area, including a plan to understand students' experience in the first year experience course, improved mentoring for high school students taking College courses, the NAPE partnership, and promoting the College's Learning Center services. The College has shown in this area that it is making many of its decisions based on the data gathered, such as the changes made based on CCSSE and SENSE survey results.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Systematic: Northeast Iowa Community College has outlined the College's expectations for academic integrity in the Academic Freedom Policy, the Student Conduct Code, and in the NICC Faculty and Employee Handbooks. The policies define the responsibilities for ethical teaching, learning, academic freedom, and classroom civility. The policies also set expectations for faculty support for students. The process can be strengthened by identifying how the policy will be monitored and the action to be taken for not following the policy.
Ensuring ethical learning and research practices of students	Systematic: The student conduct code includes information on academic integrity. In addition, there is a new Academic Dishonesty Policy that standardizes how faculty handle academic dishonesty issues and how violations are processed. The process is overseen by the VP of Student Services and Associate Dean of Student Services who operate as the conduct officer. The College is implementing software to assist in tracking this data.
Ensuring ethical teaching and research practices of faculty	Systematic: Faculty responsibilities are contained in the Academic Freedom Policy, but it is not clear that that the Academic Freedom Policy ensures ethical teaching.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Reacting: The College has the opportunity to develop mechanisms to support the Academic Freedom Policy and the Student Conduct Policy. Initiatives such as standardizing the academic dishonesty reporting process and use of Turnitin are important and so too will be selecting tools, methods, or instruments to measure the effectiveness of the overall process of these specific initiatives.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Northeast Iowa Community College has just begun tracking this information in the Fall of 2014 since the revision of the policy, and therefore, results are not available.
Summary results of measures (including tables	Reacting: The College has no results to report due to a new process.

and figures when possible)	
Comparison of results with internal targets and external benchmarks	Reacting: Northeast Iowa Community College does not report any comparative results with internal targets or external benchmarks.
Interpretation of results and insights gained	Reacting: The College has no data to report and is revising the process and training personnel to develop a more accurate data system.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College leadership has addressed, and is addressing, issues of academic integrity. The process for reporting violations has been automated, which will allow better tracking.

AQIP Category Two

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

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

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Systematic: Northeast Iowa Community College has developed a number of activities by which key student groups are identified and new student groups are determined. These activities appear effective in identifying key student groups, indicating that this process is systematic; however, to align this process, Northeast Iowa Community College should document and fully develop its process to include analyzing, evaluating, and verifying the process and its results. Developing a documented, repeatable process may help the College make further improvements in identifying key student groups.
Determining new student groups to target for educational offerings and services	Systematic: Similar to the response for identifying key student groups, Northeast Iowa Community College has developed a number of activities to determine new student groups, such as grant funding and state initiatives. It is unclear, however, if these new student groups are determined through a complete process. Although these activities appear effective in determining some key student groups, a more defined process may help the College to determine additional key student groups it has not already identified. To align this process, Northeast Iowa Community College may want to review how the College determined international students as a key student group as well as its decision to assist students in the foster care system. This may help the College develop a more defined and intentional process.
Meeting changing student needs	Reacting: As stated in the portfolio, Northeast Iowa Community College has presidential leadership support and a common message to all employees regarding the development of a culture of serving all students. The College also engages its faculty and staff in

	meeting the changing needs of students. Beyond meeting student needs at an individual level, Northeast Iowa Community College does not describe a systematic, campus-wide structured, repeatable process by which student needs are identified and met.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Systematic: Although Northeast Iowa Community College states that the research from a former institutional committee determined that students need the same types of interventions regardless of sub-group, this section is specifically about the distinctive needs that certain sub-groups have because they are part of a specific sub-group. For example, students with disabilities do have distinctive needs different from other sub-groups or the student population as a whole. This section is about how the College assures these distinctive needs are identified and supported. The College does provide support as indicated in Table 2P1.A, and its use of committees structured to support specific subgroups indicate that the College is developing a systematic approach to identifying and supporting student subgroups with distinctive needs, but the College does not provide a description of the process used to identify these needs, how supports are chosen and implemented, or how it is determined whether or not these supports are effective. The College has the opportunity to improve in this area by better identifying this process.
Deploying non-academic support services to help students be successful	Reacting: While it appears that Northeast Iowa Community College is developing a culture of highly responsive individuals and groups, the deployment process as described appears ad hoc and reactive, and its success appears to be occurring only with highly motivated individuals and departments. An explicit process that is repeatable and well communicated to all stakeholders will help all employees assure that the College is deploying effective non-academic support services.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Systematic: Northeast Iowa Community College has implemented a number of safeguards, such as job requirements and faculty/staff development to ensure staff members are qualified, trained, and supported in providing non-academic student support services. It is unclear if these training activities are part of an explicit and repeatable process that is periodically evaluated, or if they are stand-alone activities with their own goals. To mature the process to an aligned stage, Northeast Iowa Community College should frame the work they do in terms of the processes designed to meet specific criteria by organizing and structuring these activities into repeatable processes whereby the activities are coordinated to support students.
Communicating the availability of non-academic support services	Systematic: Northeast Iowa Community College employs a number of mechanisms to communicate the type and availability of non-academic support services to students. While the mechanisms appear numerous and show indications of a systematic process, the College can further improve its communication of non-academic support services by defining a coordinated, organized, and repeatable process.
Selecting tools/methods/instruments to assess student needs	Reacting: Northeast Iowa Community College has established various tools for the assessment of student needs; however, it appears that this selection has been made based on current programming and use of survey instruments with multiple purposes rather than through a defined process that assures the selected tools are providing the information necessary for the College to make informed decisions regarding all student needs. The College

	may benefit by assuring that connections between surveys and processes exist and that surveys correlate with given processes.
Assessing the degree to which student needs are met	Systematic: Northeast Iowa Community College routinely administers SENSE and CCSSE surveys and indicates the College monitors outcomes for its STEP, Vet2Vet, and financial literacy programs, indicating that the College has the beginnings of a systematic approach to assessing how well student needs are met. The College does not describe which departments are involved in the analysis of the results of these measures or how the College sets performance targets to inform progress. There is an opportunity to use these tools to improve the processes for identifying students' needs, developing services to support them, and measuring and reporting results across the campus.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College uses survey data, frequency of utilization data, and student completion of financial literacy courses data as measures of how the College meets student needs. Although the data looks at satisfaction, utilization, and successful completion of a course, it does not get to the base question as to whether the student's needs were actually met. The evidence presented does not include specific goals/targets related to the data, which would also help the College to gauge success and make the outcomes more systematic.
Summary results of measures (including tables and figures when possible)	<p>Systematic: Northeast Iowa Community College presents some of its results longitudinally in a manner that facilitates analysis and provides evidence that the College analyzes results and chooses actions based on the results. This indicates that in some areas the summarization of the data is systematic to aligned. For example, data in Table 2R1.A provides direct information in an easily readable table regarding the College's CCSSE - Non-Academic Services Results.</p> <p>Reacting: In other areas, the summarization appears to be reacting. For example Northeast Iowa Community College states: "Disability services data tracks the students served and indicates that 25% of students self-identifying with a disability are served." However, there appears to be no connection to a process to increase the percentage served or to track the quality of service provided.</p> <p>Table 2R1.B provides the number of disability services students participating in mentoring activities, but it does not measure the effectiveness of these services. It is mentioned in the paragraph after the chart that for one particular group of 25 students, 22 registered and are taking classes in Spring 2015, but it is unclear if this is a trend or what target the College set for this service.</p> <p>The data in table 2R1.C, Student Participation in Financial Literacy, could be improved by showing the number of students, the results over time, and the percentage of students who participate in this program.</p>

<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic: Northeast Iowa Community College has begun a systematic approach to external benchmarking with its CCSSE results in the area of student satisfaction and to postulate reasons for its improved scores when compared internally and with external peers. However, this data is still based on student satisfaction, which may not always correlate directly with meeting student needs. The College has an opportunity to test the hypothesis of its reasons for improvement in scores by collecting more qualitative data from students about their experiences with career and financial aid services to see if the initiatives are truly improving student satisfaction. To further strengthen its use of data, NICC has the opportunity to set internal targets for its CCSSE results in Table 2R1.A, which would provide the College the opportunity to improve results even further and establish a level the College believes is appropriate for student satisfaction with the College's services.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic: Northeast Iowa Community College is beginning to analyze results and gain insights from its analysis. It has the opportunity to move to a more aligned level of maturity by developing more robust measures, aligning these measures with the initiatives, and sharing results across divisions to reduce silos and increase awareness of students' needs.</p>

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

<p>Evaluation of Improvement Efforts</p>
<p>Northeast Iowa Community College has identified the need for increased financial literacy education for students to help them with money management and reduce class withdraws, and the College has implemented a number of initiatives to respond to these financial barriers and concerns. The College is also using AQIP action projects to respond to other needs in the support service areas. As the College moves forward, it will be important to create a strategy that links these activities to explicit and repeatable processes.</p>

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

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Collecting student retention, persistence, and completion data</p>	<p>Aligned: Northeast Iowa Community College has an aligned, structured process for tracking students from entry to completion or transfer. The data is collected, analyzed and shared with faculty and staff through the Xpress portal, and is updated annually. The process can rise to the level of integrated if the College further explains how these metrics are used in the decision-making process and develops an annual review of this process to determine its effectiveness as well as the success in sharing the information with internal stakeholders.</p>
<p>Determining targets for student retention, persistence, and completion</p>	<p>Systematic: The President's cabinet reviews the data on student retention, persistence and completion and sets targets for improvement. These targets and the underlying data are shared with departments in an aligned goal setting process, and all departments are asked to engage in initiatives or improvements to meet the targets. The College has the opportunity to move to a more aligned level of maturity by describing in more detail how the process for undertaking "numerous conversations" takes place</p>

	and results in the establishment of targets, and who is involved in these conversations.
Analyzing information on student retention, persistence, and completion	<p>Aligned: In many ways, Northeast Iowa Community College has established an aligned analysis process for its student retention, persistence, and completion. The College's use of internal targets to evaluate performance, its coordinated retention and persistence efforts across units, the use of its Ellucian software for sharing data, its establishment of a monitoring committee to advance retention goals and align with the enrollment management committee, and its communication of the importance of student retention across the campus are all part of an aligned process.</p> <p>Systematic: The College has the opportunity in other areas to improve the analysis process in areas such as: 1. How is data widely distributed? 2. What method is used to distribute the data? 3. What data is distributed? 4. Who assures distribution? 5. Who assures the data is analyzed and used? 6. At what levels is it analyzed? 7. Where is the analysis documented? Developing the answers to these questions will help move the College to a more aligned analysis process.</p>
Meeting targets for retention, persistence, and completion	<p>Systematic: Northeast Iowa Community College is responding to its retention, persistence, and completion targets in a variety of ways: some departments are engaging in initiatives to meet targets, a vice president is requiring his/her deans to set retention goals, a cross-departmental retention committee has been established, an AQIP Action Project on onboarding and placement is being implemented, etc. However, it is not clear if all of these actions are aligned with each other to assure that they are consistent across the campus and are working together to inform results.</p>
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	<p>Aligned: Northeast Iowa Community College's process for selecting tools to measure persistence and retention is led by the Institutional Effectiveness office using Colleague. The College produces regular reports to understand data trends and compares those data to peer institutions. The selection and use of tools is explicit, repeatable, widely understood, and capable of being evaluated.</p>
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Aligned: Northeast Iowa Community College has a variety of measures in place that are directly tied to the strategic outcomes related to student persistence and completion, and the College has established a standardized, aligned, and repeatable process for collecting and analyzing the data. The data is shared among departments through the College intranet. The data appears consistent over time with a slight downturn in 2013. The process could be improved by incorporating data breakdowns at the department level to provide more insight into retention results.</p>
Overall levels of deployment of assessment processes within the institution	Please refer to the content above.

Summary results of measures (including tables and figures when possible)	<p>Aligned: Northeast Iowa Community College has tracked retention, persistence and completion for the past several years. Retention of entering student cohorts has been declining since Fall 2009, while completion has increased slightly over this time. NICC is using these results to improve retention and has seen a moderate increase in retention for the Fall 2014 cohort. The summary data presented in the tables in this section are clear and presented longitudinally in a manner that facilitates analysis. If data can be tabulated in other ways, such as by department, and reviewed longitudinally (it is not clear if this is being done currently and to what level), then the summary results of measures would move more toward the integrated level.</p>
Comparison of results with internal targets and external benchmarks	<p>Aligned: Northeast Iowa Community College's results include internal trend data, target levels, and benchmarking through NCCBP, indicating that in some areas, they are aligned. Its results compare favorably to peer institutions in some areas, such as completion rates, and are below the results for peer intuitions in other areas, such as transfer rates. Overall completion results seem to be declining (Table 2R2.D), and the College is investigating the reasons.</p> <p>Systematic: Other areas appear to still be systematic. Although targets are listed in 2P2 and table 2R2.A, no comparison to these targets is shown in the tables or addressed in the text of 2R2.A. In addition, no 2014 NCCBP data is included. It is unclear if this is an on-going benchmark or exactly how this comparison data is used to inform process improvements.</p>
Interpretation of results and insights gained	<p>Aligned: Northeast Iowa Community College provides evidence that department administrators analyze results and use the results to make improvements in processes and data collection measures, indicating an aligned process. An example is NICC's performance relative to peer institutions in the success rate of transfer students. NICC administrators analyzed the data and are taking steps to understand the differences to the peer institutions, including a determination that NICC students' goals differ from students at peer institutions.</p> <p>NICC used the data comparisons between retention of prior college experience students to those without this experience to make changes to its processes to better meet these individual student needs.</p> <p>NICC also used the comparison data to NCCBP to determine that the College needs a deeper understanding of what students are seeking (transfer or completion), and what the College's distinct advantage is as an institution.</p> <p>The College has analyzed its comparative data and is asking appropriate questions to determine the transfer needs of its students. By developing processes to better understand the needs of its continuing and returning students, NICC will likely improve this area in the future.</p>

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has taken steps to improve its A.A. and Pre-Nursing student retention. The College used the results of data collection to inform its actions. Other action items in the improvements section, although positive steps for increasing retention, persistence, and completion, do not appear to be directly related to the results. The first section under improvements appears to be more results than improvements and may fit better under the results section. It would be helpful to have a demonstrated connection to the processes or results described in 2P2 and 2R2. The connection of some appears to be obvious, but others are activities that don't necessarily have a direct impact on persistence.

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

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	Aligned: Northeast Iowa Community College has a definition for stakeholders and the College describes how that definition is applied to identify key external stakeholder groups. The process can move more toward the integrated level by describing who at the College determines stakeholder groups, how they are determined, how often the list of identified groups is re-evaluated to determine if some identified groups are no longer stakeholders, and how the process is evaluated for effectiveness.
Determining new stakeholders to target for services or partnership	Systematic: Northeast Iowa Community College determines new stakeholders through engagement in College processes but the College does not describe how this works, especially for potential stakeholder groups not currently interacting with the College. Providing a more defined process will help the College move this process to the aligned stage.
Meeting the changing needs of key stakeholders	Systematic: Northeast Iowa Community College has identified per stakeholder group activities it has undertaken to engage the stakeholders and identify their changing needs. The College has developed a strategy for reaching out to its identified stakeholder groups in a manner tailored to the group's relationship to the College, indicating a more systematic process. Although these activities appear very effective, the overall process that takes place beyond engaging and identifying stakeholder needs is not described. The College can move this process to the aligned level by indicating how it takes the identified stakeholder needs and addresses them through an organized and repeatable process.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting: The College relies on informal communication with stakeholders and participation in community events to assess key stakeholder needs, which is felt to be a reactive process. The College has an opportunity to move to a more systematic level of maturity by creating more formal processes to collect and analyze this information on a regular basis.
Assessing the degree to which key stakeholder needs are met	Reacting: Northeast Iowa Community College's current assessment process for determining whether or not key stakeholder needs are met is mainly informal and unsystematic, and therefore appears to be reacting. Northeast Iowa Community College is aware that it currently has no formal process in place for assessing how stakeholder needs are met and has an opportunity

	to review its current processes, identify gaps, and develop a more comprehensive plan to assure it meets key stakeholder needs.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College uses state funding, student placement, NCCBP market penetration data, and campaign results to track progress in meeting external stakeholder needs, an indication of a systematic process. These data may be useful, but they do not directly measure the process described in 2P3. Similarly, while funding and financial contributions may be considered indirect measures of satisfaction, they still are not a direct measure of key external stakeholders needs being met. Of the measures provided, the Employer Satisfaction data is the measure most related to meeting stakeholder needs, but this is only a measure for one stakeholder group. This process can be improved and move more to the aligned level by ensuring that measures directly tied to the process outcome are developed and collected, and more stakeholder group needs are measured.
Summary results of measures (including tables and figures when possible)	Systematic: Northeast Iowa Community College data is well summarized, and information has been gleaned from the analysis, indicating summary results are systematic. The data could be improved if direct measures of satisfaction and meeting stakeholder needs were used (i.e. employer satisfaction survey). Additionally, summary result presentation and use can be improved by showing trend data similar to 2R3.C.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College provides limited comparative data. While some state comparison data does exist and was mentioned in the data analysis, the College can make this stronger (and provide more opportunities for improvement) if it provides the info in table format. Market penetration with a comparison to NCCBP is presented, and although this provides an indication that stakeholder needs are being met, the College has the opportunity to develop additional measures to strengthen its assurance that it is meeting stakeholder needs and move this to an aligned level. NICC also has the opportunity to set targets for its comparative outcome measures and to assure that comparative data is aligned to the process.
Interpretation of results and insights gained	Systematic: The data provided indicates that Northeast Iowa Community College has a strong connection with the key stakeholders the College serves. This is potentially why formal processes and measures of these processes have not been established, keeping this process at the systematic stage. By developing processes and measures that are clearly aligned with meeting external stakeholder needs, the College may find that its interpretation of the results become more meaningful and inform more positive change. One aspect Northeast Iowa Community College may want to consider is in 2P3 where the College describes a process where feedback comes from advisory committees and meetings, yet no meaningful data or analysis has been presented from those assessments. Developing a sustainable process, regardless of turnover, will assure that the College will maintain the advantages it has already established.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has undertaken a number of activities to strengthen the key external stakeholder section of this category and is commended for its efforts. Yet, many of the activities do not appear to be correlated to the reported data. As these activities are undertaken, it will be important to tie the activities together to be sure that no overlap in purpose occurs, and that all activities are focused on a common goal. Developing measures specifically related to processes will then provide the College with more meaningful data to inform change.

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

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Aligned: Northeast Iowa Community College has developed a defined, structured, and repeatable process to handle its student and other stakeholder formal complaints. The College is encouraged to use this as an example of how to develop more complete processes within other areas of the College. The College indicates that reflection was part of this process. This reflection has indicated that the process is not as effective as it could be; the College still feels that complaints are not being reported. The positive is that this can lead to process revision to collect all complaints. The College is closing the loop and identifying weaknesses in the process. Additionally, the College is currently only addressing its formal complaints with this process. Expanding this process or creating a new process to gather, analyze, and address complaints will better inform the College of stakeholder issues and provide more opportunities for growth and improvement.
Collecting complaint information from other key stakeholders	Please refer to the content above.
Learning from complaint information and determining actions	Systematic: Although the process for identifying corrective action was not provided, Northeast Iowa Community College reviewed its old process and found it ineffective for tracking the types of complaints received. The current updated process has been developed to be a more effective process. The College will want to ensure that the frequency of review is an established part of the process to ensure that the College will be able to determine the results of the changes made. In addition, including in the process how the College identifies corrective actions regarding complaints will help move this process to the aligned level.
Communicating actions to students and other key stakeholders	Systematic: Northeast Iowa Community College handles the communication of actions to complaints in a systematic way on a case-by-case basis for both student and stakeholders, communicating to individuals as appropriate. Providing more information regarding the method of communication as well as the documentation of this outcome will strengthen the process and lead it to a more aligned level. Developing a method to communicate an overall summary of action over a specific period of time will also strengthen the process and provide more opportunities to analyze the College’s responses to complaints.

<p>Selecting tools/methods/instruments to evaluate complaint resolution</p>	<p>Systematic: Northeast Iowa Community College systematically tracks its complaints (see Table 2R4.A), and the College sets targets for the quality of complaint resolution (time, documentation, review of complaints). It is not clear, however, if the quality of the resolution itself is evaluated. Additionally, the sharing of the aggregate complaint type and complaint resolution data among departments will increase the maturity level of this process to a more aligned level.</p>
<p>Other identified processes</p>	

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

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Aligned: Northeast Iowa Community College states that it “tracks all complaints submitted by students or other stakeholders”, yet Table 2R.4 only provides data regarding “formal” complaints. While federal compliance requires all colleges to track formal complaints, it may benefit the College (and move it to an integrated level) to examine other types of complaints such as academic issues, technology, support service concerns, etc. in order to identify trends and improve services to the College’s stakeholders.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic: Although Northeast Iowa Community College does provide summary results of its formal complaints, the volume of complaints may indicate that further data collection needs to be undertaken of other types of complaints. Additionally, the establishment of trend data that can be used to provide better analysis will help move this process to the aligned level.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic: Northeast Iowa Community College has just begun its new complaint tracking process. Targets are listed, but no comparison of performance against targets is reported and no external benchmarks are referenced. The College might consider whether there are CCSSE questions or other surveys that could be used for external comparisons of student complaint processes. Northeast Iowa Community College has set a target of two business days to respond to formal complaints; however, it is not clear if the College is stating that the complaint will be resolved in that time or if this is just a response. If resolution goes beyond the two days, the College may want to consider tracking the time to resolution and using this data as part of its process review, which will help the College move this to the aligned level.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic: Northeast Iowa Community College interprets that because very few complaints go through the formal process, most issues are resolved satisfactorily prior to becoming formal complaints. However, the College also acknowledges that it is possible stakeholders are not aware of the formal complaint process and are therefore not using it. Gathering information on informal student concerns and including this data in the analysis will align this process and help the College answer the question of whether or not the low number of complaints is indicative of students’ high satisfaction or a lack of knowledge about the complaint process.</p>

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

Evaluation of Improvement Efforts
While improvements have been made by Northeast Iowa Community College in regard to reporting and tracking complaints, the lack of data generates concern that the process needs to be revised and expanded. Formal and informal complaint tracking may yield more information on the level and nature of complaints received. Tracking student complaints is an element of Federal Compliance.

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

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Aligned: Northeast Iowa Community College has a clear definition for college partners and selects partners for collaboration based upon the College’s mission and strategic plan, indicating an aligned process. This process can be more integrated by establishing who makes the determination regarding alignment to the strategic plan, describing how partner information is shared with the College community, and developing a review of the process to ensure effectiveness.
Building and maintaining relationships with partners	Systematic: Clearly, Northeast Iowa Community College has effective partnerships within its community. However, the avenues for building and maintaining these partnerships are generally informal. It is not clear if a process provides a means of building and sustaining these partnerships, keeping this process at the systematic level. Developing an aligned process that coordinates these activities (to eliminate overlap) and is repeatable regardless of the partner will help the College create a more formal approach to building and maintaining these relationships.
Selecting tools/methods/instruments to assess partnership effectiveness	Systematic: Northeast Iowa Community College describes the measures/tools the College uses to assess partnership effectiveness, but the College does not describe the process by which it selects these measures or sets appropriate performance targets, indicating the process is systematic. Establishing a repeatable process that can be used to select assessment tools regardless of the partner will help the College align this process and assure that all its partnerships meet the needs of the partner and the College.
Evaluating the degree to which collaborations and partnerships are effective	Systematic: Northeast Iowa Community College evaluates the effectiveness of its partnerships annually, but this assessment occurs quarterly if needed. Lead partnership staff are charged with evaluating the relationships. Although this appears to provide effective partnership engagement, it does not appear to lead to an aligned process across the College. The College could move to the aligned level of maturity by more clearly linking the partnership outcomes to the strategic priorities and involving staff and leadership across the College.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Northeast Iowa Community College collects information per individual partner. The information demonstrates that quantitative targets are established and metrics are collected, indicating an aligned approach to the use of data. Developing a method to communicate this data across the campus community will help move its use to the integrated maturity level.
Summary results of measures (including tables and figures when possible)	Systematic: In Table 2R5.A, Northeast Iowa Community College provides results in a column labeled FY14, but in some cases the results provided are longitudinal; in other cases, no longitudinal data are provided. Reformatting the table to include longitudinal results where possible may facilitate the College in trend analysis and move this from systematic to the aligned maturity level.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College's collaborative partner outcomes are tracked systematically against internal targets (see Table 2R5.A). There is now an opportunity to develop targets for all outcomes and use appropriate external benchmarks, where appropriate.
Interpretation of results and insights gained	Aligned: Northeast Iowa Community College presents evidence indicating that the College's performance results analysis in this area is aligned and the College has identified opportunities for improvement based on this analysis. The College is using results to better understand its external stakeholder needs and is improving its processes to better serve its partners, such as expanding its K-12 relationship to include more college and career readiness opportunities and developing well-articulated and communicated transfer agreements. Tightening the interpreted data to make it more specific and more actionable may help the College improve analysis and gain more insights.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College is clearly a responsive partner. The results of its partnerships appear strong and focused in areas that provide positive community and individual benefits. The College describes additional strategies to expand and strengthen its current partnerships. The College may benefit from a process whereby partnerships are more closely managed and evaluated to ensure that two or more partnerships do not come into cross purposes or cause challenges for the institution. Developing processes that do not rely on the individuals currently at the College will assure that these partnerships are sustainable over time, regardless of personnel.

AQIP Category Three

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

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

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and	Aligned: Northeast Iowa Community College has developed a

orienting employees	comprehensive recruiting, hiring and orientation process that appears standard for all hires and accounts for necessary skills and qualifications. To further strengthen the process, the College may wish to connect the process to institutional goals and describe how it reviews the process, including steps to assure that orientation and training is completed in a timely manner and meets the needs of the new employees.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Systematic: Northeast Iowa Community College provides evidence that systems are in place to review position descriptions to ensure they meet a current need at the College. Standard recruitment strategies by position type appear to be used to bring in a wide pool of candidates. However, the category level of maturity is assessed as systematic because the process used to design and evaluate the effectiveness of the hiring is not clear, including a description of the means and timeframe for evaluating position qualifications, skills and values.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Aligned: Northeast Iowa Community College follows a process guided by the state of Iowa, HLC, and NACEP guidelines for developing and meeting academic credentialing standards. Standards for dual credit faculty mirror the requirements for faculty who teach on campus. Further description of the policy used to maintain and exceed compliance, along with a review of process effectiveness, would strengthen this response. NICC may wish to include an evaluation of upcoming HLC Guidelines described in the HLC publication "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers," which is more current than NICC's stated HLC standards.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Reacting/Systematic: The designation of faculty responsibilities and duties are well documented through bargaining units and Northeast Iowa Community College has pay structures in place to compensate faculty for non-classroom activities. This component of the process is assessed as systematic, while the description of other components appears to be at the reacting level of maturity. It appears what determines numbers of faculty is based upon requests by deans. It is not clear what process deans use to determine if additional faculty members are needed, and how such requests are reviewed and evaluated. The College has an opportunity to move to a more systematic level of maturity through the development of an enrollment management system to better gauge total faculty effort needed for classroom and non-classroom activities.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Reacting: Northeast Iowa Community College follows a CQI/Lean and cross training model to assure staff members are available to meet students' most immediate needs. While the College may wish to consider a process to measure and evaluate the effectiveness of these activities in meeting the needs of students, this component of the process is assessed as systematic. Northeast Iowa Community College does provide a description of investments in specific positions to assist students, particularly at the beginning of their enrollment and during clinical site learning. The College does not articulate a clear or repeatable process for determining staffing needs to support students.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Northeast Iowa Community College has structured results aligned to process outcomes. Adding college metrics, community demographics and a plan for information dissemination and review would move this to integrated.
Summary results of measures (including tables and figures when possible)	Aligned: Northeast Iowa Community College provides a wealth of information regarding its hiring practices. Evidence indicates College administrators analyze this data, but additional information on the dissemination of data and a process to review data over time (trend analysis) would move the College from aligned activities to a more fully integrated process.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College does provide comparative data using the CESS Survey results, but other data provided does not include external comparisons. The College references very positive factors such as low turnover and high job satisfaction, but external comparisons, trend data and analysis, along with established targets in these areas would move the College from a systematic review of data to an aligned level of maturity. Establishing targets may also help the College reach goals in areas such as minority hiring.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College provides some excellent insights including a review of low turnover, but it is not clear there is a defined process for reviewing results and setting actions for improvement. It is important to interpret all results. Further explanation of who is involved in interpreting data, including departmental engagement, would transition the response from systematic to an aligned level of maturity.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has made investments that are facilitating improvements in this area, including the PeopleAdmin talent management system, a comprehensive employee orientation and additional and reassigned human resources staff. The College is using the results of their improved tracking to inform decisions and align a college strategic initiative to a goal of increasing the ethnic diversity of its hiring practices. The College is also identifying a means of further evaluating results of a survey that indicate working conditions for some employees may not be meeting expectations.

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

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Aligned: Northeast Iowa Community College provides evidence of a performance evaluation process for all levels of employees. The process is explicitly described and documented. To strengthen the process, the College may want to include a means of evaluating the process as well as monitoring process compliance and timeliness.
Soliciting input from and communicating expectations to faculty, staff, and	Aligned: Northeast Iowa Community College regularly scheduled and repeats opportunities for employee input. The College has moved to an Interest Based Bargaining process, which resulted in

administrators	<p>the formation of labor/ management teams.</p> <p>Systematic: The College also describes a number of systematic activities that both solicit input from and communicate expectations to employees. Ensuring these are directly connected to evaluation and recognition of employees would enhance the response. To move to a more aligned level of maturity, the College may want to consider how it can pull all these separate inputs and activities together to assure that none of the communications are lost or fail to receive the attention they deserve. Developing a process that ties these inputs together will ensure issues, concerns and suggestions are evaluated in an integrated manner. The formation of labor/management teams is very intriguing. As the teams mature, they may provide a foundation for a structured process that includes monitoring and evaluating effectiveness of all communication inputs related to performance evaluation and recognition.</p>
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	<p>Aligned: Northeast Iowa Community College aligned its evaluation system with its institutional objectives by incorporating individual goal setting in the evaluation process. The College has an opportunity to move to a more integrated level of maturity by evaluating individual employees' ability to align their professional goals to that of the institution and creating a process that validates that institutional goals are being met through this process, i.e. a process that ensures alignment does take place.</p>
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	<p>Aligned: Northeast Iowa Community College has evaluation processes for all employee groups. Each evaluation is read by the HR executive director and tracked to ensure that evaluations are completed as required. A fully integrated process would include greater delineation of the policy, including the timeframe for evaluations. NICC has an opportunity to describe the manner in which institutional processes relating to employee evaluations are reviewed and modified.</p>
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	<p>Systematic: Northeast Iowa Community College has established activities for recognizing employees including annual recognitions of years of service, milestone recognitions, and special awards. The College could move to a more aligned process by coordinating activities into a structured process, including linking recognition and compensation to institutional priorities and moving from encouraging informal recognition to preparing supervisors to systematize and document performance management feedback that will help the College gauge the effectiveness of recognition processes.</p>
Promoting employee satisfaction and engagement	<p>Systematic: Northeast Iowa Community College promotes employee satisfaction and engagement through cross-departmental committees and annual events and celebrations. There is an opportunity to move to a more aligned level of maturity by engaging employees through a more formalized process and periodically evaluating this process to ensure that these approaches do indeed meet institutional goals.</p>

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Systematic: The College administers an employee satisfaction survey which provides both trend and benchmark data. Specific items on this survey speak to evaluation, recognition, and</p>

	compensation. NICC acknowledges that its evaluation process is not robust at this time; however, the College appears to be establishing a process of developing measures that will help move this process to more aligned state.
Summary results of measures (including tables and figures when possible)	Systematic: The Noel-Levitz survey results provide excellent examples of the use of statistical data – both trend and comparison. The results for reported outcome measures are presented in a manner that facilitates analysis and action. The College could benefit from a process of establishing metric targets and greater analysis of how data results impact decision-making processes. This would move them from systematic to an aligned stated of maturity.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College provides comparative data that indicates both improvements and favorable comparisons to peer groups. The College does not appear to have established internal benchmarks in these areas, resulting in a systematic level of maturity.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College provides CESS Data that demonstrates improvements. The presentation of the data was confusing and analysis data did not appear to be the same dates as that presented in the table. The College has the opportunity to provide a more clear analysis, along with a brief description of benchmarks or goals and how the College analyzes and disseminates the data to move to an aligned state of maturity.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College attributes many of the improvements in communication and valuing people to the leadership style of its new president who stresses direct, honest, and frequent communication in a variety of formats. The president engages staff through regular open forums, informal walk-about, and all-college e-mails. The College is promoting a concept of “best self” which is taking root. In order to promote accountability, an improved evaluation system is planned which will include an electronic tracking system. In addition, a classification and compensation study will evaluate the equity of non-faculty compensation. The College recently created the Institutional Effectiveness division, which brings together institutional effectiveness, marketing, grants and contracts, legislative affairs, accreditation processes and institutional research. The College is advised to consider strengthening processes across this area to ensure sustainability of advances beyond the personality and skills of a high performing president.

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

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Systematic: Northeast Iowa Community College has a number of activities underway which provide support for regular professional development including awards for degree attainment and investments in technology training through a Title III grant. The College has the opportunity to move to a more aligned level of maturity by structuring these activities into a sustainable process that is aligned to the institutions strategic priorities. Northeast Iowa Community College has begun this process with the faculty using the Quality Faculty Plan, but could expand to all employees.
Ensuring that instructors are	Aligned: Northeast Iowa Community College has a process in

current in instructional content in their disciplines and pedagogical processes	place to ensure that instructors are current in instructional content and meet Iowa minimum credential standards. The process could be more integrated by including an evaluation of the process to determine its effectiveness, including accountability for training selection and validation of currency.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Systematic: Northeast Iowa Community College provides staff with a continuing education stipend. While an annual report documents department training by individual, a clear process is not apparent for ensuring appropriate, time sensitive and performance-related development occurs. Northeast Iowa Community College has the opportunity to move to a more aligned level of maturity by developing an iterative process for staff development, including collection of feedback to determine efficacy of process.
Aligning employee professional development activities with institutional objectives	Reacting: Northeast Iowa Community College is just beginning to coordinate professional development to its institutional objectives. It has the opportunity to move to a more systematic level of maturity by developing an iterative process for staff development, including collection of feedback to determine efficacy of process.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College collects attendance data at College professional development events and includes results from the Noel Levitz CESS to demonstrate the degree to which employees are supported. Employee satisfaction of training opportunities is valuable information, but it does not indicate the effectiveness of the College's ability to meet its institutional goals through its employee training efforts, nor does it provide data to support that employees are receiving knowledge and skills relevant to job performance and job satisfaction. The College has the opportunity to include evaluative measurements that address these components to move to an aligned level of maturity.
Summary results of measures (including tables and figures when possible)	Reacting: Northeast Iowa Community College presents a level of maturity that is reacting but can easily move to systematic. The College reports positive movement from 2011 to 2014 in CSSE results. However, training data provided is for specific grant-funded training activities and does not provide an analysis of college-wide professional development.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College uses CESS to provide positive external benchmarks for employee satisfaction with professional development activities. There is an opportunity to further the process to an aligned level of maturity by setting clear targets for all measures.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College provides evidence that College leaders interpret results, but it is not clear how the interpretation leads to actions or changes. The College's improvement in satisfaction shows that professional development activities may be having a positive impact, however, it is not known whether this improved satisfaction was a target of these activities or just an inadvertent outcome. The use of targets and greater clarity on the analysis and communication of results to support decision-making will move this response to an aligned level of

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has shaped its professional development activities using a U.S. Department of Education grant, hiring new staff focused on professional development, and writing policy in the past few years. This past academic year, the College has begun to develop a comprehensive plan for identifying, funding and tracking employee professional development across the College. This has made a positive difference and is leading to the development of a comprehensive plan with input from faculty and staff. Once completed and implemented, this plan will align many of the activities and processes mentioned earlier in this category. The College would benefit from consistently establishing benchmarks tied to the comprehensive plan to ensure the sustainability of impact of the positive activities and events being undertaken.

AQIP Category Four

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

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

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Aligned: Northeast Iowa Community College regularly engages in a strategic planning process that includes a review of the College’s mission, vision, and values. The process is led by the president and cabinet and involves input from different stakeholders. The process is explicit, repeatable, and evaluated to ensure the mission, vision, and values are appropriate. This process can be improved in maturity by ensuring that internal and external stakeholders are included in the process every three years when the mission, vision, and values are reviewed.
Ensuring that institutional actions reflect a commitment to its values	Systematic: Northeast Iowa Community College's annual goal setting and budget processes ensure that the institution's actions reflect its values and mission. Annually, each department’s work plan must describe its goals and actions and how these align to the strategic plan. Additionally, any new budget allocation must clearly link to the College's strategic priorities. The College has an opportunity to move to a more aligned level of maturity by collecting feedback from stakeholders on the process. Additionally, although a process for determining strategic priorities is described, there is no process to describe how institutional actions align to the values of the organization.
Communicating the mission, vision, and values	Systematic: Northeast Iowa Community College provides information about mission, vision and values to all constituents via print materials, website, presentations, hiring, onboarding and departmental planning processes. It has also established an Institutional Effectiveness department charged with ensuring the mission, vision and values align with processes. The College did not describe an organized process whereby these activities are coordinated toward the goal of communicating the mission, vision, and values. The process for communicating information to stakeholders was described, but Northeast Iowa Community

	College could move to an aligned maturity level by developing a process to determine the effectiveness of communication to stakeholders.
Ensuring that academic programs and services are consistent with the institution's mission	Aligned: Northeast Iowa Community College has developed several processes, datasets and policies that ensure its academic programs and services are consistent with its mission. It has the opportunity to move to a more integrated level of maturity by more clearly articulating how information is used to facilitate cross departmental communication and process improvement, transparency, innovation and sharing.
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	Systematic: Northeast Iowa Community College uses a resource allocation process called V7 to align new requests with strategic priorities. However, the V7 process is not clearly explained. The Quality Council reviews and prioritizes new requests, providing an additional layer of evaluation. However, the manner in which decisions are communicated to the original requester is not fully explained. Additionally, it is not clear if there is a process in place to evaluate the prior year spending to see how well this aligns to the College mission; it seems prior year spending is automatically "rolled up" to the next year.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College reports CESS results of employee importance and satisfaction related to mission and vision. These are important data. To mature the process, an opportunity exists to collect data from other stakeholder groups use results to set performance targets, and disseminate results to all institutional units to support effective decision making.
Summary results of measures (including tables and figures when possible)	Systematic: CESS results show the success of Northeast Iowa Community College's intentional efforts to align the College's activities to the mission and vision. Additionally, the gap at Northeast Iowa Community College is less than the comparison group gap in key areas related to planning. The College has an opportunity to move to a more aligned level of maturity by setting performance targets and sharing results across all institutional units to support effective decision making.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College provides comparative data from its last administration of the Noel-Levitz College Employee Satisfaction Survey. The College achieved a higher level of employee satisfaction than its peers. The College has an opportunity to move to a more aligned level of maturity by more clearly articulating how these results are being used in decision making and by developing internal benchmark targets.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College provides evidence that the College analyzes the data it has collected. However, it is not clear who analyzes the results or how results are shared across the College. Additionally, there are other stakeholder voices which could provide valuable data to inform how the overall process is performing.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has made intentional efforts in the past few years to align activities to its mission and vision. These efforts appear to be showing positive results. Northeast Iowa Community College also has a plan to approve the next strategic plan which will be clear, actionable, and measurable. However, determining the plan’s effect on overall performance will be challenging unless targeted benchmarks are developed to determine performance of its process for developing and communicating its planning processes.

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

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Systematic: Northeast Iowa Community College involves internal stakeholders in implementing the strategic plan but it is not clear if stakeholders are involved in the development of the plan. External stakeholders provide comment on the strategic plan but do not provide input into the development of the plan. Many activities are described, but these activities do not appear to be organized into a structured process to seek and incorporate stakeholder input into the development of the strategic plan.
Aligning operations with the institution’s mission, vision, values	Systematic: Northeast Iowa Community College formed a quality council with responsibility to align strategic planning and priorities to the mission, vision and values. However, the College does not state how the Quality Council assures this alignment is taking place. More information on the process of how alignment occurs and is evaluated would move the College to an aligned level of maturity.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Aligned: The use of the four Quality Council teams Northeast Iowa Community College has implemented have been successful in aligning efforts to assure effectiveness and efficiency as demonstrated by the recognition that several areas were all working on retention and therefore a cross-departmental retention team was created. Further defining/describing how the four Quality Council teams work together, as well as how they are related to the Quality Council, will help to strengthen this process.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Systematic: Northeast Iowa Community College’s process for capitalizing on opportunities and strengths and countering weaknesses includes several reviews of these areas during the College’s annual cabinet strategic planning retreat; however, the process does not indicate what happens after the review is completed. This process could be matured by coordinating and communicating these efforts among all units within the institution or ensuring that intentional feedback from all levels of the institution is fed into this process for the cabinet to review.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic: Northeast Iowa Community College’s Quality Council reviews V7 requests to maximize fiscal requests. There may be an opportunity to ensure that these operational-level processes are aligned with the planning done at the cabinet retreat. Additionally, once the four Quality Teams prioritize the

	budget requests, the process does not state if these requests are automatically implemented or if they must then move on to another group or team.
Other Identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Scorecards for each of the College’s nine strategic priorities show an overall commitment to setting metrics, including targets, in order to measure institutional plans. They are aligned with the College’s strategic priorities which carry into departmental and individual goals setting. Integration could be achieved by also aligning the CESS into this process and developing repeatable steps for analysis and action selection based upon the review of these metrics. Better integrating a review of the effectiveness of the budget process in these results would move it to a more fully integrated level of maturity.
Summary results of measures (including tables and figures when possible)	Systematic: Summary results are comprehensive and trend information is shown; however, the length of the time for trend reporting is not clear. NICC might consider whether some of the performance measures tracked help inform decisions; that the measures are meaningful and align with performance. Also, it is important to be clear that the primary reason for developing performance measures and targets is to support continuous improvement, and not simply for HLC accreditation. NICC might also consider adding a brief explanation of the meaning of the arrows in the performance summary table.
Comparison of results with internal targets and external benchmarks	Aligned: Northeast Iowa Community College has developed targets/goals to help it determine the success of its strategic priorities as well as using arrows to indicate trends. The College should consider using a similar strategy for its other measures throughout the portfolio. Comparative data is also provided from the CESS survey data. The CESS survey data is somewhat subjective in nature and may not be an accurate reflection of performance.
Interpretation of results and insights gained	Aligned: Northeast Iowa Community College developed scorecards which are used by the College's leadership to determine its progress on key strategic plan objectives. The College leaders identify areas of concern and determine strengths and weaknesses. Providing a more detailed description of how results are used to refine the strategic priorities and budget processes described in this section would move the College to an integrated level of maturity.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has invested substantial energy and resources into planning and alignment with mission, vision and values. The College has anticipated the recommended areas of improvement, such as improved alignment of the budget process, tying results back to an evaluation of strategic priorities, continued improvement and involvement of departments in goals setting and measurement, and further analysis of the CESS results. Northeast Iowa Community

College's development of scorecards for its strategic priorities is an excellent tool the College might consider expanding to other areas of the portfolio. The College has also articulated some excellent planning improvements that will help move the College forward in this area.

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

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Aligned: Northeast Iowa Community College has established clear lines of delineation between the board and the College leadership, provides thorough orientation for new board members, and reviews policies related to board governance. Northeast Iowa Community College's board receives monthly updates from the College's key administrators. Further developing the process description will help the College move to an integrated process.
Establishing oversight responsibilities and policies of the Governing Board	Aligned: Northeast Iowa Community College follows Iowa Code Chapter 260C and Board Policy to determine appropriate levels of oversight. These expectations are explicit and reinforced with board orientations. Oversight responsibilities are outlined through Board policy and Iowa state code. By describing how the College assures oversight responsibilities are adhered to and describing how the process is reviewed would move this to a more integrated level.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Aligned: Northeast Iowa Community College uses scorecards to keep Board members informed regarding the execution of strategic goals. This provides the oversight function of the Board and allows the College administration to conduct the business of the College. Northeast Iowa Community College might consider using the Director of Institutional Effectiveness to communicate summary results to the board to move to an integrated level of maturity.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: Northeast Iowa Community College uses scorecards to keep the Board members informed regarding the execution of strategic goals. This provides the oversight function of the Board and allows the College administration to conduct the business of the College. However, a process for evaluating and continuous improvement of communication across the College is not described. It seems the communication occurs in a single direction; the process for leadership to receive communication is not described. Additionally, it is not clear how the scorecard data are shared across the College.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic: Cross departmental committees, common learning objectives, and inclusion of other roles in deans meetings are used to insure collaboration across campus. The College has an opportunity to strengthen these activities by developing/describing a structured and evaluated process for cross communication.
Providing effective leadership to all institutional stakeholders	Systematic: Northeast Iowa Community College provides a cabinet level administrator over each of the College departments to ensure that all employee units have a direct line of communication and access to decision-making at the administrative level. In addition, each unit has a staff member serving on the College Senate whose purpose is to represent the concerns and interests of that unit. The college has an opportunity to move to a more aligned level of maturity by evaluating the effectiveness of this structure, ensuring two-way communication, and more clearly

	documenting the processes associated with it.
Developing leaders at all levels within the institution	Systematic; Members of the President's cabinet have participated in a leadership institute, and Northeast Iowa Community College provides funds to faculty and staff to present at national and state conferences. However, there is no clear pathway described for all staff to develop increased leadership skills nor is it apparent how staff members discover opportunities to become leaders within the institution.
Ensuring the institution's ability to act in accordance with its mission and vision	Systematic: Northeast Iowa Community College describes several activities the College uses to keep a focus on its mission and vision: departmental goal-setting, employee evaluation, the board policy manual, and strategic planning. Northeast Iowa Community College also describes board policy that ensures board members act in accordance with its mission and vision. There is an opportunity to further describe/develop these processes for all stakeholder groups. It is clear that information is communicated, but not clear if the College evaluates the effectiveness of its communication process.
Other identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College has established a number of outcome measures that are appropriate for its evaluation of its leadership. The College states that it has recently instituted a 360-evaluation process for the President. However, only results for the Board's evaluation are presented. In some cases, Northeast Iowa Community College provides data, but the data do not seem to be directly linked to performance targets. The College might benefit from aligning performance to planned metrics to determine successful execution of a process.
Summary results of measures (including tables and figures when possible)	Systematic: Many positive results are provided that demonstrate the excellent performance of the President, external leadership of cabinet members and development activities of faculty, administrators and staff. While these appear mostly positive, they are reported as individual actions and activities rather than a planned response to a structure with established goals and metrics. The data presented in Table 4R3.D might not inform progress about leadership; this might be more related to faculty professional development. Explicit goals, along with presenting these data as percentages of the total faculty and staff populations might help clarify the data presented.
Comparison of results with internal targets and external benchmarks	Systematic: Northeast Iowa Community College has established an external benchmark using the CESS results, but the College provides only minimal trend data and does not provide performance targets. For example, the College is pleased with the number of external leadership activities its cabinet participates in, but comparative data is not provided from past years nor are appropriate targets for this measure.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College describes some evidence to make meaning of its leadership activity, and a gap analysis of CESS results indicates an improvement in satisfaction in communication, reputation, culture of open communication and leadership opportunities. As the process matures, there is an opportunity to find measures that are directly tied to the processes

	and allow for the most meaningful interpretation.
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4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Northeast Iowa Community College has identified a need to engage in succession planning as 41% of its employees are over the age of 55, including 81% of executive staff. The College also plans to implement college-wide initiatives to improve communication, especially communication with leadership and cross-departments. Northeast Iowa Community College might consider how well the measures the College has reported inform improvements and actions in the category.

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

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Aligned: Northeast Iowa Community College develops its legal and ethical standards to align with Iowa Code 260C. These standards are detailed in Board policies with oversight given to College leaders. To strengthen this process, the College may want to state how it reviews its standards, how frequently they are reviewed, who is involved in the review, and how Northeast Iowa Community College knows if the communication processes are effective. The College has an opportunity to move to an integrated level of maturity by more clearly articulating how these standards align with the College’s mission, vision, values and strategic priorities.
Training employees for legal and ethical behavior	Systematic: Northeast Iowa Community College develops its legal and ethical standards to align with Iowa Code 260C. These standards are detailed in Board policies with oversight given to College leaders. Northeast Iowa Community College’s process for understanding the degree to which directives are actually implemented is not clear. The College has an opportunity to move to an aligned level of maturity by more clearly articulating how these standards align with the College’s mission, vision, values and strategic priorities.
Modeling ethical and legal behavior from the highest levels of the organization.	Reacting: Northeast Iowa Community College makes an assumption that the training provided to officials with oversight, budget division employees, and other key staff will result in positive modeling of ethical and legal behavior. Some evaluation and validation within a structured process is needed to support this assumption. The portfolio does not specifically address how the highest levels within the institution model ethical behavior.
Ensuring the ethical practice of all employees	Systematic: Northeast Iowa Community College lists a number of procedures the College uses to inform employees about ethical practices and lists some compliance-related measures for determining the degree to which the procedures are followed. However, Northeast Iowa Community College does not describe the process for developing these procedures, a way to measure the effectiveness of the process, or how the College assures the practices are followed.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical	Systematic: Northeast Iowa Community College has developed a number of activities by which ethical policies are applied to financial, academic, personnel and auxiliary functions. However, these activities are not structured into an organized process focused on the goal of overall ethical operation by the College. Additionally, the way Northeast

policies and adhering to processes for the governing board, administration, faculty, and staff.	Iowa Community College knows if the processes are effective is not clearly described.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Systematic: Northeast Iowa Community College publishes all required data in its catalog and on its website. The College does not describe assessments that indicate whether these access points are effective in communicating this information.
Other identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College uses complaint log filings, financial audit results, formal legal proceedings or sanctions against the College, and employee grievances, discrimination complaints, ethics complaints as the measure for ethical behavior.
Summary results of measures (including tables and figures when possible)	Systematic: Financial audits, lack of sanctions, and low-levels of complaints and grievances are stated as measures of institutional integrity, but it might be possible to consider additional quality measures other than a "lack of complaints" to inform improvements in this area.
Comparison of results with internal targets and external benchmarks	No results were presented for this section.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College values integrity and has a philosophy of "doing the right thing." However, the College is encouraged to move this area to a more results-based system to ensure the current state continues which may already be planned with the increased compliance staff.

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

Evaluation of Improvement Efforts
<p>Northeast Iowa Community College shows a commitment to integrity in its operations and has evidence to support that commitment. In monitoring increasing requirements, the College is increasing its staff in this area in order to maintain the current state. In addition, through the Quality Council, a compliance team was formed to assist with communication and training which will promote engagement.</p> <p>Although the College states there have been no issues related to integrity, in the improvements section the College states that in 2012 it hired a compliance director to assist with student-related compliance issues, and that a state equity visit and accreditation interim visit indicated some compliance issues related to state and regional accreditation. While these may not have been significant compliance issues, it may have been appropriate to include these in the results section of the portfolio for this section.</p>

AQIP Category Five

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

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

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned: Northeast Iowa Community College presents a summary of an aligned process for selecting, organizing, analyzing and sharing data and performance information. The process is the responsibility of the Institutional Effectiveness office and its director who chairs Quality Council, sits on Cabinet and reports to the Board of Trustees. This is coordinated across units by institutional effectiveness staff who are assigned to cross-departmental teams and committees. The College has an opportunity to move to a more integrated level of maturity by clarifying how the College assures that data is used in the decision-making process as well as how this process is evaluated for effectiveness.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Systematic: Northeast Iowa Community College has processes to respond to requests for data and processes for how those data are disseminated which include standard reports and working with stakeholders to provide department-specific data. As this process matures, there is an opportunity to develop a more explicit, systematized, repeatable process that includes an evaluation of effectiveness.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Systematic: Northeast Iowa Community College has increased its culture of analytics through the use of data reporting tools by making data available to multiple stakeholders. Although Table 5P1.A provides communication options, the College could move to a more aligned process by making explicit how this information is provided on a scheduled basis, how it is used by stakeholders for decision making, and how the process is evaluated to make sure it is effectively meeting the needs of the stakeholders.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Aligned: Through a recent AQIP Action Project, a Northeast Iowa Community College cross-departmental team has created explicit Information Security policies that ensure that there are procedures in place to protect data and ensure staff understand their role with information security. The College could move to a more integrated level by including a system of error checking or audits to ensure accuracy.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools	Systematic: Northeast Iowa Community College monitors several outcomes related to use, training, effectiveness and security of its

utilized	information systems (Tables 5R1.B and 5R1C) using a variety of tools (Table 5R1.A). Results on training and data breaches are good indicators of how well the information security processes are working. As the process matures to an aligned level, there is an opportunity to develop measures for all facets described in 5P1 to assure a direct reflection of the complete process.
Summary results of measures (including tables and figures when possible)	Systematic: The College has met or exceeded its targets and shows positive trend data in information security, systems and trainings (Table 5R1.B & C). This summary provides a model for how other measures can be longitudinal and compared to internal targets or external benchmarks. To move to a more aligned level, the College may want to include tables that indicate more information about the communication of data, its availability, whether or not it meets stakeholders' needs, as well as data accuracy.
Comparison of results with internal targets and external benchmarks	Systematic: Although Northeast Iowa Community College does not provide external comparative data, it does provide longitudinal data indicating trends and performance over time. To move to a more aligned level, the College might consider including targets for other data areas as well as external comparisons.
Interpretation of results and insights gained	Systematic: The College is aware of its progress on the metrics provided and recognizes the importance of new and ongoing training; however, it is not clear whether the metrics provide a direct reflection of the process performance. Considering the development of other measures that can inform efforts in how data is used to support decision-making would further the steps towards alignment.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has made improvements to the information management area since the last portfolio review including completing several AQIP Action Projects related to IT security. Establishing the institutional effectiveness office to champion information management is a significant step and the College has laid the foundation for information to be at the basis of College decisions. The College is continuing to invest in additional data sources, including EMSI, expanded partnership with Iowa Department of Education and development of a dashboard for internal stakeholders. Developing or describing an overall process that guides the activities, learning, and investment in this area will be critical to ensuring targeted and effective use of resources.

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

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Aligned: Northeast Iowa Community College's facilities and technology processes are aligned to the College Master Facilities and Technology Plans. The College uses standard operational and accounting principles to form fiscal, physical, and technological infrastructures. A more integrated level could be reached by detailing the process for participation by and communication with stakeholders other than budget managers. The V7 process may include this; however, it is not explicit nor does it state how the system is evaluated in order to maintain the infrastructure.
Setting goals aligned with the institutional	Systematic: The annual V7 process, described previously in 4P1, is used to align budget and resource allocation with mission and current

mission, resources, opportunities, and emerging needs.	strategic priorities; however, the portfolio does not explain how the process sets goals. More explicit descriptions of the V7 process may offer information that would support an aligned or integrated process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Systematic The College's processes do appear to include specific decision-making steps on allocating and assigning resources to be based on organizational goals. The portfolio states that the V7 process reviews by the quality council teams provides a mechanism to protect educational interests; however, this mechanism is not explicitly described.
Other Identified Processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College uses the CESS survey and updates to the facilities and technology master plans to measure progress for resource management. The College reports the results longitudinally and has experienced a positive trend. Northeast Iowa Community College provides an extensive list of technology and physical plant upgrades that are evidence of progress on a master plan. While these results definitely show investment, they do not necessarily indicate that the processes described in this section are effective in meeting desired goals and truly reflective of the processes listed in 5P2. Many of these processes are relatively new, so it will be important for the College to validate that measures verify that the right systems are in place and that results will provide appropriate data to inform future improvements in the processes.
Summary results of measures (including tables and figures when possible)	Systematic: Table 5R2.A does provide a method for the College to determine internal stakeholder satisfaction regarding budgeting for departments and providing the necessary technology necessary for its employees. These questions were created by the College and therefore do not provide opportunities for benchmarking, but do provide insight into employee perceptions in these areas. Including targets may help the College to make further improvements in these areas. Other summary results, while showing progress on completion, do not explicitly reflect process performance which would help to make this area become more aligned.
Comparison of results with internal targets and external benchmarks	Systematic: The progress on facilities and technology master plans are compared against internal targets and customized questions on the CESS can show trend data but no benchmarks are currently available, nor does it appear any internal targets for the CESS have been set. The College has an opportunity to develop additional targets and benchmarks to help measure performance.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College is developing processes that include the interpretation of data, which has resulted in gained insights; however, it is not clear whether the interpretation and data collected correlate to the processes being assessed. For example, Northeast Iowa Community College states that completing all parts of its facilities master plan demonstrates sound fiscal practices and timely implementation; however, the data does not provide any details beyond completion, which does not guarantee that the objectives of the plan were all completed in a fiscally responsible way. There is an opportunity to use additional measures for processes such as audits and GAAP principles

	that may more effectively inform improvement.
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5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Northeast Iowa Community College has made significant progress in this area including significant technology infrastructure upgrades. The College is currently working on a strategic plan that will include facility and technology planning. Ensuring that this planning accounts for developed and structured processes, including correlated measures, to guide activities and investment will move the College to a higher level of maturity regarding resource allocations.

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

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	<p>Aligned: Northeast Iowa Community College uses a two-phased budgeting process overseen by the Chief Financial Officer. The College uses explicit processes for both the revenue and expense sides of building budgets.</p> <p>Systematic: Without further description of the V7 process, it is unclear whether the process is entirely aligned. The V7 process engages stakeholders in the expense side; however, engaging more stakeholders in the revenue side, listing a periodic means of evaluating whether the process was effective, and how the process works towards the accomplishment of institutional goals would move this entire process to a more aligned level.</p>
Monitoring financial position and adjusting budgets.	<p>Systematic: A process with assigned responsibility ensuring budget and financial projections are monitored throughout the year is in place, along with a process for adjusting its budget mid-year if needed. Although access to data is documented, the expectations for individual budget managers to monitor accounts are not explicit. To move to a more aligned level, the College has an opportunity to more clearly articulate the processes involved including how it evaluates its monitoring processes for effectiveness.</p>
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	<p>Systematic: Throughout the portfolio Northeast Iowa Community College has provided information on an array of technical systems that support student services, learning, and operations. The maintenance of the technology infrastructure is the responsibility of the director of the CIS department. Processes are in place to update technology and respond to stakeholder needs. The College uses its help-desk systems to monitor user issues and uses network monitoring tools to assess server/network performance; however, it is not clear how these assessments are used to inform improvements.</p>
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	<p>Systematic: Northeast Iowa Community College provides a summary of activities with assigned responsibility for maintenance of its physical infrastructure. However, these activities are not explicitly described as an overall process, nor is it clear how the College evaluates these procedures to determine improvements.</p>
Managing risks to ensure operational stability, including	<p>Systematic: Northeast Iowa Community College has described a number of activities in place to ensure operational stability, and Table 5P3.A provides evidence that College administrators have created plans to</p>

emergency preparedness.	ensure a safe environment to prevent or respond to emergencies. Delineating how these activities and plans fit into an overall process, how they are communicated to stakeholders, and how the College evaluates them for effectiveness would move this to a more aligned level.
Other identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Northeast Iowa Community College tracks the effectiveness of its operations using its College scorecard, specifically those metrics for Strategic Priority #2: Expand and Diversify College Resources and Maintain Fiscal Integrity, Strategic Priority #1: Develop and Implement an Instructional/Institutional technology Master Plan, and Strategic Priority #9: Enhance our College Environment. There do seem to be results listed that do not correlate to the processes described earlier in 5P3. A more aligned approach would be to develop specific, cohesive measures to assist in better evaluation of this area.
Summary results of measures (including tables and figures when possible)	Systematic: Results, referred to in tables in different sections of the portfolio, indicate that Northeast Iowa Community College is in strong financial health, is making adequate progress on its technology and facilities master plans, and has trained the majority of its employees in emergency preparedness. Showing specific data would provide clarification about whether some of the results stated actually correlate to the 5P3 processes related to how the institution ensures effective management of its operations and plans for continuity into the future. That correlation, plus the description of the distribution and analysis of these results would move the College to a more aligned approach.
Comparison of results with internal targets and external benchmarks	Reacting: Scorecard references show established benchmarks for some areas, but the College does not discuss its performance against those benchmarks in this section of the portfolio. Formalizing measures, metrics and/or benchmarks which evaluate quality, yield trend data and lends to comparative measures will lead the College to an increased maturity level.
Interpretation of results and insights gained	Systematic: Northeast Iowa Community College interprets available data to support operations. However, it is not clear that these data provide evidence directly related to the operational effectiveness processes in a manner that supports effective decision-making, planning and collaboration on improvement initiatives.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has improved its technology and physical infrastructure and created efficiencies in its business processes. The College managed to maintain operational stability during a period of administrative transition. A Quality Council Stewardship team will lead an effort in further engaging the college community in the budgeting process. To ensure improvements are planned that will continue the positive work that has been done, it is important that results are analyzed that are specifically tied to the processes.

AQIP Category Six

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

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

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Systematic: Northeast Iowa Community College uses its strategic planning process to select quality improvement initiatives, and existing College committees follow a quality improvement model for projects. However, the process the College uses to select actions, deploy them, and assure that the actions are integrated into one overall continuous quality movement is not clearly described.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Systematic: Northeast Iowa Community College reports that processes related to the Systems Portfolio, Action Projects, Quality Check-Up and Strategy Forum have become aligned and centralized under the Institutional Effectiveness Executive Director. It is not clear if these processes are explicit and are coordinated and communicated across units so stakeholders can relate what they do to institutional goals.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	<p>Systematic: Northeast Iowa Community College is demonstrating progress in creating a culture where the majority of departments are participating in goal setting. In addition, the College provides an evaluation of its AQIP action projects that demonstrates progress towards established goals. Using results of departmental continuous quality improvement (Table 6R1.A) is a good way to measure part of the College's quality initiatives. The College also reports employee perceptions about the role the Quality Council plays in strategic planning and the AQIP process. The gap between importance and satisfaction with the Quality Council has decreased between 2011 and 2014.</p> <p>Reacting: Northeast Iowa Community College would benefit from developing metrics to determine the effectiveness of improvement processes within this category section. In addition, by setting targets throughout its processes Northeast Iowa Community College has the opportunity to measure continuous quality improvement through the percentage of actions reaching targets.</p>

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

Evaluation of Improvement Efforts	
<p>Northeast Iowa Community College has made progress in developing a quality culture. The College has trained supervisors in quality concepts and processes, developed a Quality Council, and developed systematic communication methods. Northeast Iowa Community College also has plans to improve its use of Quality Improvement Initiatives by developing additional action projects related to strategic goals. The Quality Council is addressing participation to ensure engagement from internal stakeholders, but it doesn't state specific strategies that will be pursued. The portfolio speaks to the success of quality initiatives; however, it is not clear how this success is determined. An important part of the AQIP process is reflection, not only on what the College has accomplished, but reflection on its processes to determine if these processes are meeting the needs of the College. Although Northeast Iowa Community College does not describe how they do this reflection as a direct part of its process, the College has learned, at least informally, how to improve this process. As the College moves forward into its 2016-2018 strategic planning cycle, consideration might be given to a focus on measurements that will ensure a correlation of results to these processes.</p>	

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

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Systematic: Northeast Iowa Community College has reorganized to create a new Institutional Effectiveness office, which has the responsibility for communicating quality improvement concepts across College departments. Northeast Iowa Community College could improve its performance in this area by more clearly describing its processes for developing and nurturing a quality improvement culture and by describing how the College evaluates those processes.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic: Throughout the portfolio Northeast Iowa Community College has demonstrated significant effort to ensure the entire college community is engaged in a culture of goal setting and continuous improvement. The response provided to this section is largely one of communicating rather than a process that demonstrates and measures full engagement.
Ensuring the institution learns from its experiences with CQI initiatives.	Systematic: Northeast Iowa Community College has learned that AQIP principles should be practiced across the institution; that continuous improvement should be a part of its culture and not viewed as a separate function. However, the College would benefit from developing a process whereby the College documents and learns from its continuous quality improvement initiatives. It is stated that continuous quality improvement is part of the culture of the College but does not indicate how the outcomes are documented, communicated, and integrated into the processes of the College.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Systematic: Northeast Iowa Community College does not provide a process to review, reaffirm, and understand the role and vitality of the AQIP Pathway. They report that this has happened and earlier categories describe AQIP projects and alignment, but it is not clear that an explicit and repeatable process exists.
Other Identified Processes	

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

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Systematic: Northeast Iowa Community College references participation in goal setting as an indicator of the culture of quality. Since goal setting is required of all departments, the College might consider a measurement that includes an evaluation of the effectiveness of its goals in meeting quality initiatives and even an evaluation of the time, participation, and adherence to continuous quality improvement priorities committed by departments in formulating and achieving these goals.

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

Evaluation of Improvement Efforts
Northeast Iowa Community College has made several significant improvements to its quality culture that will help lead the College to better understand and report its evidence of a quality culture. They have identified specific areas that need improvement. However, it is not clear that there is a systematic and repeatable process in place to ensure that these activities and initiatives happen in a coordinated manner that helps all stakeholders connect to the culture of quality. The planning process is highlighted in this analysis, as well as ensuring departments are integrating goal setting and achievement into their day to day work. The College’s continued work on assessment is also highlighted and should be aligned with the process described in this section.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>Northeast Iowa Community College mission and vision statements were written by the College vision team with input from the staff, faculty, administrators, and Board of Trustees. Strategic priorities are annually set by the president and cabinet and are based on the strategic plan. New budget requests are tied to the strategic priorities. Involvement in planning by the staff beyond the cabinet is not clear. The portfolio states the priorities are disseminated to the staff. This evidence is strong, clear, and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the</p>	<p>Northeast Iowa Community College’s mission, vision, and values are published in print materials, web site, business cards, hiring processes and departmental goal setting. Programs are listed on the website along with constituents. This evidence is strong, clear, and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>		
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>Northeast Iowa Community College understands the relationship between its mission and the diversity of society as evidenced by:</p> <ul style="list-style-type: none"> • The Common Learning Outcome of valuing yourself and others; as well as the institutional value of Respect. • The fact that nine specific student groups with unique needs have been identified. One of those groups was students of color. <p>While it is felt that this evidence is considered adequate, the College is encouraged to take a more active role in regard to diversity and awareness of multicultural aspects of society. Much of the information provided as evidence was regarding course delivery methods and offerings not in regard to cultural and human diversity.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>Criteria 1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's</p>	<p>Northeast Iowa Community College's mission and vision identify constituents of the institution as the communities with which the College serves; identify the nature of services as education and training; and identify the scope of services as accessible, affordable, and quality education and training. External stakeholders are included in the planning process through direct and indirect channels. Stakeholders are invited to review the strategic plan and provide input through the President-led focus groups, one-on-one board meetings, and sector board meetings. The College offers concurrent enrollment programs to high school students. Non-credit education is provided for workforce development. This</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>evidence is considered strong, clear, and well presented.</p>	
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Criterion Two. Integrity: Ethical and Responsible Conduct

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>Northeast Iowa Community College operates with integrity in its financial, academic, personnel and auxiliary functions through:</p> <ul style="list-style-type: none"> • Board of Trustees Code of Ethics • Campus SaVE Act • Harassment policies • Statement of guiding principles for business and operational procedures • Investment policy <p>This evidence is strong, clear and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>Northeast Iowa Community College presents information about costs, programs, faculty requirements, and accreditation relationships on the College website and in print publications. This is strong, clear, and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest</p>	<p>Northeast Iowa Community College Board of Trustees determine the curriculum, set tuition rates, enter into contracts, and set the salary for the President. The Board delegates day to day</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but</p>

<p>of the institution and to assure its integrity.</p> <ol style="list-style-type: none"> 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. 	<p>operations to the administration. Board members are elected to four year terms and received orientation handbooks as well as monthly administrative updates. The evidence is strong, clear and well presented.</p>	<p>could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>Northeast Iowa Community College demonstrates its commitment to freedom of expression and the pursuit of truth in teaching and learning through a clearly defined academic freedom policy which outlines expectations for academic freedom, integrity, and classroom conduct for faculty and for students. This is felt to be strong, clear, and well presented evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty,</p>	<p>Northeast Iowa Community College's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. This is evidenced by the institutions academic freedom policy which applies to faculty and staff, a student code of</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>conduct, course syllabi containing a statement regarding plagiarism and consequences of plagiarism, and a plagiarism detection system associated with the Learning Management System. These policies and procedures indicate strong, clear, and well presented evidence.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
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Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and</p>	<p>Northeast Iowa Community College degree programs are appropriate to higher education. This is evidenced by programmatic adherence to the requirements of the Iowa Department of Education. Common course guides are used to ensure rigor across all delivery modalities. Eight of the College programs have received external programmatic accreditation. These elements provide strong, clear, and well presented evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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).</p>		
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or</p>	<p>Northeast Iowa Community College exercises intellectual inquiry and broad learning in its educational programs. This is evidenced by the revision of the Common Learning Outcomes from 12 to four with vetting by the faculty, academic deans, and the President’s cabinet. The Common Learning Outcomes are communicated to students through the course catalog, course syllabus, and admission materials. Program Learning Outcomes are developed through input by programmatic accrediting agencies, industry partners, and department personnel. This is strong, clear, and well presented evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>		
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with</p>	<p>Northeast Iowa Community College has the faculty and staff needed for effective high-quality programs and students services. This is evidenced by:</p> <ul style="list-style-type: none"> • One day of professional development is offered each semester for concurrent/dual credit instructors, invites these instructors to workshops and on-campus in-service days, and has a process to assure these individuals have the appropriate credentials. • Professional development for faculty occurs through the work of the district-wide faculty development committee, an annual development day in October and convocation in January, \$25,000 of faculty development funding annually, surveys of faculty to determine professional development topics, and an internal faculty professional development website. • Professional development for staff occurs through department led training and cross training as well as budget allocations in each department plus division budget allocations for webinars and all staff training. • Accessibility by students to faculty is assured by the requirement of office hours by all full and part time faculty. <p>These elements provide strong, clear evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>		
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution</p>	<p>Northeast Iowa Community College provides support for student learning and effective teaching. At-risk students are identified by a set of characteristics. TRIO supports approximately 150 at-risk students each year. A College Experience course has been developed which is mandatory for AA/AS students and all first time students. Robust student services are provided including tutoring, math intervention, disability services, and academic advising. This provides strong, clear, and well presented evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>		
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>Northeast Iowa Community College provides students with co-curricular activities correlated to the Common Learning Outcomes. Service learning and volunteer work are included in the student's academic experience. In the portfolio, 2P1A Table provides specific co-curricular activities. This evidence is strong, clear, and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized</p>	<p>Northeast Iowa Community College demonstrates responsibility for the quality of its educational programs. A credit for prior learning policy was recently revised to incorporate best practices. Eight individual program accreditations are maintained and 19 programs prepare students for industry exams. Reference to program review and the addition of a sustainability study focused on enrollment, retention, completion data and advisory committee feedback, as well as occupation demand, but the focus appears to be on program financial sustainability rather than program quality. The evidence provided appears to be adequate but could be improved.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>		
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained</p>	<p>Northeast Iowa Community College has defined four common learning outcomes. The Writing Across the Curriculum initiative supported the - “communicate effectively” Common Learning Outcome. As evidenced in the 2011 portfolio, the college needs to develop and execute a comprehensive Common Learning Outcomes assessment plan. At the time of writing this portfolio, the comprehensive assessment plan did not appear to be developed and executed, although it is being worked on.</p> <p>The portfolio reflects that programmatic assessment was strong in the health care programs but not for programs across the College. For programmatic assessment as well, a comprehensive plan needs to be developed and executed.</p> <p>While the evidence provided for programmatic assessment is acceptable but could be improved, the continued lack of Common Learning Outcomes comprehensive assessment makes the evidence of compliance for this criterion incomplete.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>from assessment to improve student learning.</p> <p>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.</p>		
<p>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.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence,</p>	<p>Northeast Iowa Community College routinely analyzes its persistence and retention rate for student subgroups and creates interventions where indicated. Targets are set and tracked for persistence and completion for student groups and subgroups. Persistence and retention data are distributed to department deans, and a section of the weekly newsletter is devoted to persistence and retention. Persistence and retention data is compared to external benchmarks through the State of Iowa and the National Community College Benchmarking Project. This provides strong, clear, and well presented evidence.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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.)</p>		
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Criterion Five. Resources, Planning, and Institutional Effectiveness

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p>	<p>Northeast Iowa Community College uses a V7 process for budgeting with approval for new resource allocation requiring a review of four cross-departmental quality council teams to protect educational interests. The budget is monitored by departments and by the executive director of finance. The College has both a Facilities and Technology Plan to assure the best use of technological resources. The evidence provided is strong, clear and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>		
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and</p>	<p>Northeast Iowa Community College's president's cabinet sets fiscal year policies. The Governing Board members are provided orientation materials about the College and receive monthly updates from administration. Engagement of internal employees occurs through annual All College Day activities dedicated to strategic planning, goals-setting, and inter-departmental connections, cross-departmental Quality Council teams, President's Cabinet retreats and Employee satisfaction surveys. While these activities provide adequate evidence that the core component has been met, formal policies and bylaws are not cited and as such this evidence could be improved.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>		
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<p>Northeast Iowa Community College engages in a process for the development of an institutional strategic plan. The president's cabinet engages in strategic planning retreats annually to preview, monitor, and update and plan new iterations of the strategic plan. Cross-departmental Quality Council teams meet monthly to implement and monitor the strategic plan. The president's cabinet sets priorities associated with the strategic plan. This evidence is strong, clear and well presented.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.D. The institution works systematically to improve</p>	<p>Northeast Iowa Community College engages in annual goal setting. Improvement initiatives are</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p>

<p>its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>reported through institutional scorecards maintained by the Institutional Effectiveness office. The College has created an institutional effectiveness office tasked with communicating the elements of a culture of quality both internally and externally to enhance the culture of quality overall. The evidence is considered to be adequate but could be improved in that the College has not developed a formalized, documented process for systematic improvement in performance.</p>	<p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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