

Reaffirmation of Accreditation Recommendation

for

Iowa Valley Community College District

Marshalltown, IA

of the 2007-08

Academic Quality improvement Program

Review Panel on Reaffirmation

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

January 15, 2008

AQIP Review Panel on Reaffirmation (lead reviewers)

*Christopher Davis, Vice Provost for Institutional Effectiveness
National-Louis University, Chicago, IL

*Dennis Joslin, President
Nebraska Methodist College of Nursing and Allied Health, Omaha, NE

Contents

I. Context and Nature of Visit

A. Review Purpose, Process, and Materials4

B. Organizational Context.....4

C. Organizational Scope and Structure (including extended physical or distance education operations)5

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment5

E. Compliance With Federal Requirements.....5

F. Evidence of the Organization’s Responsiveness to Previous Commission Concerns regarding fulfillment of the Criteria for Accreditation6

II. Fulfillment of the Criteria for Accreditation

Criterion One: Mission and Integrity.....6

Criterion Two: Preparing for the Future.....7

Criterion Three: Student Learning and Effective Teaching.....9

Criterion Four: Acquisition, Discovery, and Application of Knowledge12

Criterion Five: Engagement and Service.....13

Summary of team recommendations regarding fulfillment of the Criteria for Accreditation.....	15
---	-----------

III. Participation in the Academic Quality Improvement Program (AQIP)

A. Comments and counsel on AQIP action projects.....15

B. Comments and counsel on the AQIP categories15

C. Comments and counsel on the AQIP principles of high performance organizations and the institution’s quality program or infrastructure.....16

Summary of team counsel about the organization’s commitment to continuous quality improvement and its participation in AQIP.....	16
---	-----------

I. Context And Nature of Review

A. Review Purpose, Process, and Materials

AQIP Reaffirmation of Accreditation reviews are scheduled seven years in advance, when an institution first joins the Academic Quality Improvement Program (AQIP) or when an institution already participating in AQIP is reaffirmed via the AQIP Reaffirmation of Accreditation process.

In conducting these reviews, the AQIP Reaffirmation of review panel examines the following materials for each institution:

- Current Commission History file of institutional actions
- Current Commission Statement of Affiliation Status
- Current official Commission Organizational Profile
- Annual Updates of year's Action Projects
- Application to join AQIP
- AQIP Review Panel Report(s) on Institutional Status Change Requests
- Focused visit report(s) and action letter(s)
- Institutional websites
- Key correspondence between the institution and the Commission
- Last Comprehensive PEAQ Evaluation team report, institutional response, and Commission action letter
- Quality Checkup report(s)
- Summary of Action Projects attempted
- Summary Update of institutional activity and dynamics since the last Quality Checkup, provided by the institution on September 1 of the review year
- Systems Appraisal Feedback Report(s)
- Systems Portfolio Index(es) (to compliance with the Criteria for Accreditation)
- Systems Portfolio(s), including update provided by the institution on September 1 of the review year
- Any other major reports or documents that are part of the institution's permanent Commission files

Two lead panelists from the AQIP Reaffirmation of Accreditation draft a recommendation that is reviewed and approved by the entire panel before it is forwarded to the Institutional Actions Council.

B. Organizational Context

The institution was accredited by the Commission as a single entity on July 17, 1996. Accreditation includes the formerly separately-accredited institutions: Ellsworth Community College, first accredited in 1963, and Marshalltown Community College, first accredited in 1996. The institution was admitted to AQIP on September 14, 2000. It has participated in two Strategy Forums. Since admission to AQIP the institution has officially declared and attempted seven individual Action Projects, and has provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these.

The institution has completed and submitted a Systems Portfolio for review to the HLC and received a Systems Appraisal Feedback Report on March 16, 2005.

The institution proposed a change in its relationship with the Commission that was approved on April 10, 2007. The change permitted the institution to offer an Associate of Arts degree via the Internet. AQIP conducted a Quality Checkup visit to the institution on February 14-16, 2007

and provided the institution with a report of the findings of the visiting team on March 20, 2007.

C. Organizational Scope and Structure (including extended physical or distance education operations)

The Systems Portfolio (p.1) clearly provides the history of how Iowa Valley Community College District (IVCCD) was created and its component parts. IVCCD is one of 15 community college districts established by the Iowa Legislature in 1967. IVCCD is uncommon in that it is one of only two Iowa community college districts operating more than one two year degree-granting institution. IVCCD is a public open-door enrollment institution, operating Ellsworth Community College (ECC) and Marshalltown Community College (MCC), semi-autonomous institutions that grant up to two-year associate degrees. IVCCD also operates Iowa Valley Continuing Education (IVCE), which provides non-credit adult education courses and services, as well as training and retraining for business and industry. Iowa Valley Community College Grinnell (IVG) serves as a Poweshiek County outreach site for both MCC and IVCE. The IVCCD units (ECC, MCC and IVCE) share a common Board of Directors, Chancellor, Business Office, Human Resources Office, Marketing and Communication Services Office, and Information Technology. IVCCD also provides an Associate of Arts degree via the Internet.

IVCCD provides 77 Associate degrees, four Pre-Associate certificate programs, 17 Certificate programs and numerous non-credit, continuing education programs. Student enrollment consists of 1,506 full-time students, 1,348 part-time students and nearly 18,000 continuing education participants.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

A Quality Checkup site visit to the institution was conducted on February 14-16, 2007. In compliance with Commission requirements, the institution notified its constituencies and the public of this visit, solicited third party comment to be sent directly to the Commission. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution's compliance with Commission's notification and third-party comment requirements.

E. Compliance With Federal Requirements

The Quality Checkup team that conducted a site visit to the institution on February 14-16, 2007 examined evidence provided by the institution of its compliance with the Commission's federal compliance program. The Quality Checkup site visit team concluded that the institution presented satisfactory evidence that this goal was satisfied. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commissions and AQIP's expectations.

F. Evidence of the Organization's Responsiveness to Previous Commission Concerns Regarding Fulfillment of the Criteria for Accreditation.

The panel considers the response of the institution to previously identified challenges to be adequate.

II. Fulfillment of The Criteria for Accreditation

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

- A. IVCCD successfully completed the AQIP Quality Check-up Visit and a State of Iowa Accreditation visit with no actionable items requiring any supplementary actions. (SU, p.1).
- B. IVCCD has a clearly stated vision and mission that is enumerated in Board Policy. (SP, p.2).
- C. IVCCD adopted a set of core values which support the mission and vision and serve as a guide for interactions with internal stakeholders. (SU, p. 2).
- D. IVCCD is uncommon in that it is one of only two Iowa community college districts operating more than one, two-year, degree-granting institutions. Ellsworth Community College (EVC), Marshalltown Community College (MCC) and Iowa Valley Continuing Education (IVCE) share a common board of directors, president, and other centralized services. Each entity, however, has separate administrative structures, as well as separate budgeting and hiring authority. (SA, p. 6).
- E. Vision, mission and core values form the foundation of IVCCD's continuous improvement planning process in development of strategic goals and plans for the future with long-term institutional direction being guided by strategic goals that are grounded in vision, mission and values. (SU, p. 3).
- F. IVCCD has made substantial progress on its current strategic plan based on the accomplishments of the GO Bond process. A plan is in place to evaluate remaining strategic goals. (SU, p. 2).
- G. The strategic planning process is designed to create a district-wide mission, vision, and core values, strategic goals and timetable resulting in a commonly held direction. (SA, p. 9).
- H. Goals are aligned with the mission, vision and core values and are established with stakeholder group input. They are also cascaded downward to individual goals. (SA, p. 9).
- I. Individual performance reviews provide time to discuss the alignment and importance of their work in accomplishing and supporting the mission, goals, and values of the institution. (SA, p. 20).

2. Evidence that one or more specified Core Components need organizational attention, but no specific Commission monitoring or reporting.

None.

3. Evidence that one or more specified Core Components require institutional attention and that actions taken and improvements achieved be described in the institution's Systems Portfolio before its next scheduled Systems Appraisal, to permit Commission follow-up.

None.

4. Evidence that one or more specified Core Components require Commission follow-up via declaration of a specific Action Project(s) and the submission of Annual Updates.

None.

Recommendation of the Team

The Criterion is met, and no Commission follow-up is recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

- A. The new strategic planning process designed to create a district-wide mission, vision, core values, strategic goals and timetable establishes a commonly held direction . Goals are aligned with the mission, vision and core values and are established with stakeholder group input. They are also cascaded downward to individual goals. Ten strategic goals, short and long term, are identified and represent a comprehensive, orderly and logical approach. Development of tactical/operational plans is the responsibility of the department or unit assigned to implement them. Implementation committees are cross-functional and temporary. (SA, p. 26)
- B. Each of the eleven Strategic Issues raised by the Systems Appraisal Team have been addressed by IVCCD and reviewed by the Checkup Visit team. District personnel are urged to address "stretch" goals more vigorously and to share their processes and results with peer institutions. The team noted and shared finding a number of "best practices" at IVCCD. (SCU, p.3).
- C. As part of a \$35 million GO bond initiative, construction is in process on a \$2 million Welding Lab at IVCE, a \$2 million classroom and learning studio expansion at IVCC Grinnell, and an \$8.5 million MCC Student Activity Center, with three additional major projects to start in 2007-8. Physical construction is taking place in three district sites at present with construction ongoing though 2008. A related portion of the GO Bond

- planning that is almost completed is an almost 100% re-cabling of all district structures, servers replacement and upgrades, and new phone system has modernized our technology infrastructure throughout IVCCD. Further infrastructure improvements are also in process replacing and repairing all roofs on campus buildings. (SU, p.1-2).
- D. The continuous improvement planning process ensures that each IVCCD unit and department identifies its own individual unit goals, with corresponding sub-unit and individual goals identified at the appropriate level. (SA, p. 13)
 - E. Working on four strategic plan goals (facilities plan, communication plan, leadership succession plan, and data-driven decision-making plan) will provide the campus many opportunities to gauge performance. In addition, Working on four strategic plan goals (facilities plan, communication plan, leadership succession plan, and data-driven decision-making plan) will provide the campus many opportunities to gauge performance. (SA, p. 14)
 - F. The NCCBP measures overall effectiveness, CCSSE measures students' perceptions of student learning, and AQIP Examiner allows focus on faculty and staff beliefs and opinions about performance in meeting mission and strategic goals. (SA, p. 24)
 - G. To better organize and communicate results, an institutional research department and the Research Advisory Committee was formed during 2004. The purposes of this committee are 1) to guide the overall process of collecting, reviewing and communicating data by reviewing results, and 2) to provide recommendations on how to best disseminate and utilize those results. This group will also serve as a resource for the Institutional Researcher as technical questions and interpretations of results arise. (SP, p. 7.1, 7.4)

2. Evidence that one or more specified Core Components need organizational attention, but no specific Commission monitoring or reporting.

None.

3. Evidence that one or more specified Core Components require institutional attention and that actions taken and improvements achieved be described in the institution's Systems Portfolio before its next scheduled Systems Appraisal, to permit Commission follow-up.

None.

4. Evidence that one or more specified Core Components require Commission follow-up via declaration of a specific Action Project(s) and the submission of Annual Updates.

None.

Recommendation of the Team

The Criterion is met, and no Commission follow-up is recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- A. As part of a combined effort in 2000, ECC and MCC faculty collectively developed a set of common learning objectives for all students (as well as specific program objectives). The common learning objectives are: 1) acquire knowledge, 2) think critically and solve problems, 3) communicate effectively, 4) embrace lifelong learning, 5) recognize and practice ethical behavior, 6) appreciate aesthetics, 7) demonstrate good citizenship, and 8) demonstrate an appreciation for diversity. Academic divisions have developed program-specific departmental outcomes that are consistent with the knowledge and skills necessary for success when students transfer or become employed. Furthermore, each course within a division has specific course level objectives that are described on each course syllabus. Additionally, career and technical programs use state and federally established skills-attainment benchmarks that help the program coordinators establish and measure learning outcomes. (SP, 1.1)
- B. The IVCCD common learning objectives, reaffirmed by the faculty in 2005, align with the mission, vision, core values, and institutional strategic goals, and are a part of the continuous improvement planning process. These learning objectives are supported by academic divisional goals which in turn are supported by course quality standards and learning outcomes. This process ensures that objectives and goals, down to the individual course level, are grounded in the mission, vision, and core values of IVCCD. To maintain currency, faculty update course syllabi each semester to assure alignment with institutional goals and academic initiatives. (SP, p. 1.2).
- C. An October 2006 Title III grant has been awarded to IVCCD to further strengthen the delivery of top-notch technology for teaching and learning. This grant will expand capability to offer online and web-enhanced coursework using a common platform across the district. (SP p. 1.4)
- D. At both ECC and MCC, each student is assigned an academic advisor based on their career interests and/or academic needs or skill level. During the advising process, students have the opportunity to explore their educational goals and expectations with the advisor. Some students are able to articulate a specific goal on admission and are advised as to the best way to achieve that goals within the individual degree program.

Students who are unsure of their educational goals are advised to begin with their general education requirements while further exploring their personal career interests and aptitude. (SP, 1.9)

- E. IVCCD recognizes and supports the critical academic need for college instructional staff to provide quality teaching and learning in the classroom. This process starts with the IVCCD hiring processes, designed to ensure that faculty are both qualified and effective in delivering coursework. All new faculty selection processes follow human resources staffing procedures, with each search committee being staffed by faculty peers and other appropriate IVCCD staff. Once hired, new faculty members are encouraged to pursue continuous professional development throughout their career at IVCCD. To this end, every faculty member participates in a professional development plan that is reviewed annually by the Chief Academic Officer (CAO). (SP, 1.10)
 - F. IVCCD uses student evaluations to solicit course and instructor feedback. Under the provisions of the faculty collective bargaining contract, each faculty member receives an annual student evaluation on one course that is reviewed in an annual performance review with the CAO or the unit provosts. In each of the first two years and then every other year thereafter, faculty are evaluated by the CAO or unit provosts on their teaching ability. Categories include knowledge and currency of subject matter, use of a variety of teaching methods, consideration of student needs, and student rapport. During the evaluation process, faculty professional development plans are discussed as they relate to the findings of the instructional evaluation. Summaries of the faculty evaluation and professional development data are collected yearly to help communicate effective teaching practices. (SP, p. 1.11)
 - G. In some programs, such as practical and associate degree nursing, annual student test scores are used to document effective teaching and learning. Where no state or national test is available, our vocational/technical programs conduct pre and post assessments of program-related skills to determine effective teaching practices. (SP, p. 1.11)
 - H. Learning support services at IVCCD follow traditional patterns in higher education, including both services that enhance classroom and online instruction as well as those that assist in improving student learning. Due to their locations, ECC and MCC maintain separate support areas in learning resources, computer labs, and study areas. Also separately offered are personal and academic advising, orientation, tutoring, learning accommodations for special needs, study assistance, and bookstores. (SP, p. 1.14)
- 2. Evidence that one or more specified Core Components need organizational attention, but no specific Commission monitoring or reporting.**

- A. Assessment of student learning efforts are very nascent from an institutional perspective. Students who participate in transfer and program level coursework are measured both by the CAAP exit exam and individual course/program instructors. The new annual faculty assessment plan, an outcome of the Assessment Action Project, requires each faculty member to submit an assessment plan for critical program and course objective each Fall Semester. In addition, their student achievement results are to be shared aggregately for the course/program each Spring. This annual data will give each course, program, as well as the college, a measure of student performance which should serve to guide curricular improvement. Implementation of this plan including use of the results to improve student learning will be essential for the institution to provide evidence of student learning and teaching effectiveness. In particular, without institutional results the institution can not assure the effectiveness of learning environments. (SP, 1.17)
- B. CCSSE results show improvement in student engagement measures. However, the MCC campus seems to lag behind the ECC campus. This creates an opportunity for cross-campus collaboration and sharing of best practices. (SP, 1.18)

3. Evidence that one or more specified Core Components require institutional attention and that actions taken and improvements achieved be described in the institution's Systems Portfolio before its next scheduled Systems Appraisal, to permit Commission follow-up.

None.

4. Evidence that one or more specified Core Components require Commission follow-up via declaration of a specific Action Project(s) and the submission of Annual Updates.

None.

Recommendation of the Team

The Criterion is met, and no Commission follow-up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

A. The process for updating the System Portfolio provides a template for identifying specific outcomes, tracking progress, defining success measures, and communicating to the community about the various plans. (SA, p. 14).

B. IVCCD has obtained data from students (CCSSE), faculty/staff (AQIP Examiner and comparative institutions (NCCBP) and incorporates these data in decision making and institutional planning. (SP, p. 6).

C. IVCCD ensures it is a learner-focused institution by involving students as representatives appointed to the Board of Directors and Advisory Boards. The different perspectives bring a richness to the discussions that facilitates an understanding of students academic needs and expectations. (SP, p. 7).

D. IVCCD's emphasis on strategic planning is reflected positively by learning objectives being aligned with mission, vision, and core values. (SP, p. 26).

E. The District acknowledges the importance of professional development to student learning and provides various opportunities to support faculty and staff, including new employee orientation and continued professional development. Faculty and staff receive regular training and development prior to each semester, periodically as needed, and through funding and tuition waivers. This wide range of activities, including individual professional development plans for faculty, offers staff and faculty opportunities that assure IVCCD employees will contribute to the effective functioning of the college. (SA, p. 18).

F. Both of Iowa Valley Community College District's (IVCCD) separate campuses have ensured that the faculty, collectively, develop a common set of learning objectives for students, (SA, p. 21).

G. Access to additional data will assist the District in continuing to determine the scope and depth of academic and student support services needed at each instructional site, in keeping with the mission, vision, values, and goals of the District. (SA, p. 22).

H. The District has made a commitment to collecting, managing, and using information and data to support student learning and the continuous quality improvement process through the acquisition of the Jenzabar EX system. (SA, p. 24).

I. AQIP Examiner results indicate that IVCCD employees perceive the District as achieving the goals of collaborative relationships at a better rate than employees at other institutions perceive their institutions' successes. (SA, p. 29).

2. Evidence that one or more specified Core Components need organizational attention, but no specific Commission monitoring or reporting.

A. Continue to expand efforts to systematically apply improvements to learning processes. (SP, p. 27).

B. Identify more proactive processes to better use data that have been collected. (SP, p. 27).

3. Evidence that one or more specified Core Components require institutional attention and that actions taken and improvements achieved be described in the institution's Systems Portfolio before its next scheduled Systems Appraisal, to permit Commission follow-up.

None.

4. Evidence that one or more specified Core Components require Commission follow-up via declaration of a specific Action Project(s) and the submission of Annual Updates.

None.

Recommendation of the Team

The Criterion is met, and no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

A. Demographics related to ethnic populations vary between the campuses and IVCCD is actively engaged with the community to positively respond to the Hispanic community in ESL, GED and developmental education offerings. (SP, p. 5).

B. IVVCD has applied AQIP continuous improvement principles to successfully effect culture change (SU, p. 4).

C. IVVCD is an open-door institution and views themselves as the bridge between high school education and higher education. (SA, p. 7).

D. The process for updating the Systems Portfolio provides a template for identifying specific outcomes, tracking progress, defining success measures, and communicating to the community about the facilities plan, the communications plan, the leadership succession plan, and improvement of data-driven decision-making. (SA, p. 8).

E. The continuous improvement planning process ensures that each IVCCD unit and department identifies its own individual unit goals, with corresponding sub-unit and individual and individual goals identified at the appropriate level. (SA, p. 13).

F. IVCCD has in place several processes to build and maintain student relationships, including intercollegiate athletics, Phi Theta Kappa, student events, and faculty advising. These processes focus on student relationships in everything they do, from elementary schools through college and beyond. This range of contact offers the District opportunities to identify specific actions to build and enhance relationships. (SA, p. 16).

G. Analyzing stakeholder needs is done in a variety of ways, including monitoring demographic changes, stakeholder surveys, personal contacts with K-12 districts, program advisory committees, and the use of CCSSE, resulting in a comprehensive picture of which student needs are being met, and which are not being met. Imbedding this task in the performance evaluations of administrators, faculty, and staff underscores this commitment. (SA, p. 16).

H. The wide range of collaborations situates the college well to involve all employees and students in all areas at and at every level. (SA, p. 29).

2. Evidence that one or more specified Core Components need organizational attention, but no specific Commission monitoring or reporting.

A. The GO Bond consumes a great deal of institutional energy and the challenge for IVCCD will be to continue to service current students while improving the abilities to service future students. (SP, p. 19).

B. Expanding stakeholder involvement which would include external stakeholders could strengthen the process for selecting strategies and supporting by in. (SA, p. 27).

3. Evidence that one or more specified Core Components require institutional attention and that actions taken and improvements achieved be described in the institution's Systems Portfolio before its next scheduled Systems Appraisal, to permit Commission follow-up.

None.

4. Evidence that one or more specified Core Components require Commission follow-up via declaration of a specific Action Project(s) and the submission of Annual Updates.

None.

Recommendation of the Team

The Criterion is met, and no Commission follow-up is recommended.

Summary of team recommendations regarding fulfillment of the Criteria for Accreditation

The Criteria are all met, and no Commission follow-up recommended.

III. Participation in the Academic Quality Improvement Program (AQIP)

A. Comments and counsel on specific improvement projects

IVCCD has formally declared seven Action Projects since joining AQIP in 2000. Of these seven Action Projects, four have been completed and retired, and three remain active at this time. The Action Projects have addressed key institutional agendas such as: incorporating vision, mission and core values into leadership and decision-making processes; improving data collection and usability; and assessing effectiveness in student learning and stakeholder satisfaction. The three current Action Projects reflect institutional priorities based on materials submitted in the Systems Portfolio and include the development and implementation of a comprehensive distance education online plan; implementation of a district wide diversity plan; and integrating assessment processes. Analysis of the retired and current action projects reflect that IVCCD is committed to continuous quality improvement. The institution has identified and acted on a wide range of institutional agendas that have resulted in meaningful enhancements throughout the institution.

B. Comments and counsel on key institutional processes and systems

Evidence from the Quality Checkup Visit Report and the Systems Appraisal demonstrates a positive trend in systems relating to AQIP Category 8, Planning Continuous Improvement:

That the college has been able to address each of the fourteen strategic and accreditation issues identified in the Systems Appraisal by the time of the Checkup Visit provides testimony to the strength of planning processes.

As IVCCD continues to leverage the resources provided by the GO Bond, the college will need to continue to effectively leverage its planning processes to maximize the impact of these projects. A critical aspect of this will be ensuring that all projects include an assessment component so that not only can the results of the project be identified but also so that each project will be a learning opportunity for future projects. This approach will also help demonstrate to stakeholders the value generated by the investment in the college.

C. Comments and counsel on the institution's culture of quality and its quality program or infrastructure.

The institution's commitment to building a culture of continuous quality improvement is clearly evident. The Quality Checkup Visit Team noted in their report that "after interviews with elected members of the District Board, the Chancellor, the Academic officers at all levels, faculty and staff, the team is impressed with how much application of AQIP continuous improvement principles has been successful in effecting cultural change" (QCU, p. 4).

The college has three active and four retired action projects. The impact of the retired action projects is clear from the institution's system portfolio. The college has created an infrastructure for collecting and reporting data on institutional effectiveness and performance including core indicators. Collecting the data, though, represents only one step

in the improvement process. The next step is to use the data to identify opportunities for improvement and to set targets for improvement.

One of the challenges for sustaining a quality of culture after a change in senior leadership. In fact, this was an accreditation concern raised in the systems appraisal. However, the Quality Checkup Visit Team felt that the college had resolved these issues and put in place the structures necessary to maintain a commitment to quality improvement (QCU, p. 3).

The college has been active in the development of a network of community colleges involved in AQIP in Iowa. This effort can also help to sustain and strengthen IVCCD's own quality efforts.

Summary of team comments and counsel about the organization's commitment to continuous quality improvement and its participation in AQIP.

Iowa Valley Community College District is clearly committed to continuous improvement. The institution has made great strides in the last seven years since joining AQIP in completing and retiring four (4) action projects and currently undertaking three (3) more. IVCCD used the feedback contained in the systems appraisal report to drive their institutional improvement.

The college's has a strong sense of its mission as reflected in its planning processes. In the majority of areas, the college clearly exceeds the requirements for accreditation. As a result, the institution clearly demonstrates that it meets and in most instances exceeds the criteria for accreditation. In those areas where IVCCD still has opportunity for continued growth, it can be expected that the institution will meet those opportunities head on, just as it has the opportunities raised in the systems appraisal.