

HAWKEYE COMMUNITY COLLEGE

STRATEGIC PLAN 2006-2008

Building on Success: A Portfolio of Opportunity
Long Version
July 2005

A Strategic Plan Developed in Cooperation with the Center for Community
College Development

HAWKEYE COMMUNITY COLLEGE

CONTEXT: BUILDING ON SUCCESS

Hawkeye Community College has been an integral part of the 10 counties that constitute its service region for nearly four decades. It provides developmental education to prepare students for college, vocational-technical programs that prepare students for the workplace, an arts and sciences program that allows students to transfer to 4-year colleges, and corporate training and continuing and life-long learning opportunities. The College has earned the support of the communities that it serves and is valued as a viable educational alternative and an important contributor to the health and quality of life of the region.

The College faces a difficult challenge in attempting to anticipate and prepare for changes in its service region. There is slow or flat population growth in some parts of the service region. Population projections point to an increasingly aging population with a continued out-migration of youth. Communities within Hawkeye's service region are in the process of establishing new directions. The downsizing of major employers, on whom the communities had relied for many years for secure employment, has left the region in need of transition, but transition to what? Economic development projections do not clearly point to clear replacements for primary industries that are no longer at their peak.

Some significantly large enterprises have moved into the area, such as the Target Distribution Center in Cedar Falls, but it is clear that if the region is to thrive, new business and industry must be attracted to relocate within the 10 county areas. The nature of the businesses and industries to be targeted for "courtship" is subject to speculation among community planners and communities within the service region have yet to reach consensus. It is clear, however, that Hawkeye is viewed as an important factor in attracting new enterprises to the region. Shared concern for economic and workforce development has brought organizations that once worked in relative isolation from one another to work together. Business, government and education in the Cedar Valley are coming together to plan for the future to offset the prospect of a diminished quality of life caused by the loss of major employers.

At the center of this paradox is Hawkeye Community College; an institution uniquely suited to bring all of the pieces together. Hawkeye is viewed as the "common denominator" across all 10 counties and there is an expectation that it could play a pivotal role in overcoming some of the region's historical parochialism. Comprehensive in mission and purpose, focused on the needs of the region, and vigorous in its desire to bring together and work in partnership with multiple stakeholders, Hawkeye Community College could be a major contributor to a network of organizations that would map out and create the

future for Cedar Valley. This plan carves out the role that Hawkeye can play to realize its potential as a key organization in its service region, and beyond.

Four Stage Process

Stage 1 Document Review: In the first stage specific categories of information describing Hawkeye were reviewed to determine

- its resources and capabilities,
- service region characteristics,
- sources of revenue,
- benefits rendered to students and constituencies,
- competitors,
- and other pertinent information.

This information was analyzed to identify external conditions that influence the College, the College's internal capacity (i.e. strengths), and the strategic opportunities available to it.

Stage 2 Campus Visit: A site visit to meet with College staff and community groups for the purpose of gathering first-hand information about Hawkeye's capabilities, its visibility, the value it delivers, and current and potential opportunities. Approximately 150 individuals participated in this phase of the project, representing business, education, community leaders and campus constituencies.

Stage 3 Analysis: Information obtained through the visit was merged with published information identified in the document review to draft a strategic plan.

Stage 4 Comprehensive Report and Strategic Plan: The final stage is this report which identifies key findings related to the College's strategic plan.

- Hawkeye's internal capacity,
- Opportunities to develop capacity,
- the current and potential value the College can deliver.

It proposes what are believed to be the College's strategic opportunities—presenting them as **seven strategic initiatives**. A situation assessment is presented for each initiative as are proposed action steps and specific opportunities.

The College's mission and the values provided the context for the strategic initiatives. These are:

The mission of Hawkeye Community College is a globally informed community of successful lifelong learners.

The College values teaching and learning, student centeredness, responsibility, excellence, innovation, and institutional growth.

Strategic Position of Hawkeye Community College

Hawkeye Community College is in the process of becoming a critical player in the evolution of its service region. Building a College that is at the hub of a dynamically changing spectrum of needs and fast-paced development will require:

- 1) purposeful action with the architecture of the institution—its administrative structure, systems and processes, culture and climate, and technology—to move faster and smarter,
- 2) outreach to new markets and private-sector constituencies to generate new resources, and
- 3) new and intensified relationships with corporate entities, educational institutions, and government agencies to generate support through collaboration.

This task cannot fall to Hawkeye Community College alone. It will need to partner with public and private organizations in the region to find new ways to work together toward a common vision involving enhancement of resources to maximize quality in program and service delivery. To accomplish this, the College community will need to work together on a common path toward achievement of Hawkeye's potential as defined in the initiatives put forward in this plan.

Patricia Carter & Richard Alfred
Center for Community College Development

Implementation

Building on Success: A Portfolio of Opportunity is presented as seven *strategic initiatives* that have been identified as the areas of greatest potential growth for the College. Within each strategic initiative are *action steps* that further define the area of opportunity for the College and its community. In most instances *action steps* are accompanied by *opportunities* that have been identified over several months by the College's internal and external constituencies. Some opportunities are specific, for example, naming new courses to be developed by the College. Other opportunities are broader, such as, *Encourage experimentation within the curriculum, broaden the pedagogical repertoire of faculty, and increase faculty engagement with one another by empowering faculty to take charge of their professional development*. In every instance, however, each area of opportunity relates to other opportunities within a specific action step, under one of the seven strategic initiatives:

Strategic Initiative
Action Step
Opportunity
Opportunity
Opportunity

The College will select among the most vital action steps to assemble AQIP teams to address the named opportunities as well as unnamed opportunities that may be discovered through the AQIP team approach. The College will have no more than 4-7 Strategic Plan AQIP teams active at any one time. AQIP teams may choose to address a cluster of opportunities under a single action step. Teams may also work cooperatively across strategic initiatives.

As the College develops capacity through addressing strategic initiatives, new AQIP teams will be convened to continue development of the College's service through each strategic initiative. The plan is envisioned to remain relevant for five years with re-enactment of the full planning process in year four. Additions and amendments to the plan may be made throughout the plan's life.

Progress reports will be made by AQIP teams through the AQIP Steering Committee. **Charting of Strategic Initiative achievements and further reporting to the College community will be the responsibility of the AQIP Steering Committee.**

Strategic Horizon

In the short 12 years since it became a comprehensive community college, Hawkeye has become the fourth largest community college in the state and is a critical player in economic development in its service region. It has experienced steady growth in credit and non-credit enrollment, programs and services, technology, and facilities. This has been accomplished in spite of financial limitations which have either capped staffing levels or resulted in staff reductions.

The regional context in which the College is situated and the College's *current and future capabilities* suggest opportunities for Hawkeye Community College in:

- 1. Student Success: Becoming the first choice learning provider in northeast Iowa**, by making client satisfaction and success a top priority in the design of learning and service delivery for key stakeholders;
- 2. Teaching and Learning Excellence: Developing a responsive educational services delivery system** customized to the needs of learners and receiving organizations;
- 3. Economic and Workforce Development Plan: Expanding Hawkeye's role as a critically important participant** in comprehensive regional planning and development for all sectors of the community;
- 4. Workforce Training: Enhancing partnerships with business and industry** through innovative approaches to design and delivery, using the principle of co-creation of opportunity
- 5. Education Linkages: Promoting closer, systematic linkages** with K-12 and University partners to achieve a more seamless pipeline for educational delivery, including curriculum, technology and student support and service delivery
- 6. Institutional Growth: Developing and monitoring projections of optimal size** (the point at which quality and trust begin to decline because rapid growth has changed the value being received by stakeholders) to balance quality and growth in relationship to available resources; and
- 7. Institutional Effectiveness: Pursuing opportunities to increase internal capacity** of Hawkeye to respond to its strategic priorities.

These seven areas represent the strategic opportunities with the greatest return on investment for the College. If Hawkeye can make meaningful progress in each of these, it can expect significant growth in enrollment, delivery systems, operating resources, and political influence and leverage. Operating resources

will grow as new and additional sources of support are forthcoming from collaborating organizations in both the profit and non-profit sectors. And, political influence will grow exponentially through increased visibility and leadership in regional planning for economic and workforce development.

Building on Success: A Portfolio of Opportunity presents these seven priorities, as Hawkeye Community College's strategic initiatives for the next five years. Each priority begins with a brief situation assessment describing forces and trends that make the initiative important, followed by action steps that propose tactics to achieve it.

Strategic Initiative 1

Student Success: HCC will become the first choice learning provider in northeast Iowa, by making **client satisfaction and success** top priorities in the design of learning and service delivery for key stakeholders by providing comprehensive educational programs and services in diverse, accessible formats and locations.

Situation Assessment

Conversations with regional employers, K-12 schools and civic and governmental organizations indicate that HCC has developed a reputation for quality in academic programs and support services. The external community strongly supports Hawkeye and believes that the quality it delivers has improved consistently. **There is strong and vocal support for both the technical and the transfer component of the College's mission.** In addition, the College is viewed as a real asset to the community as leaders view the College as "providing the opportunity to get a quality educational experience at an affordable cost".

As the regional economy enters a new phase of economic development and the size and composition of the population continues to change, Hawkeye's educational programs and services will need to adapt accordingly. Hawkeye will be under pressure to design and carry out new program and service initiatives and will need to follow a **schedule of continuous review of programs and services.** Programs and services with a record of marginal performance on established quality indicators will need to be carefully examined and considered for improvement, modification or retirement. Efforts will need to be made to monitor student/customer/client needs on a continuous basis using a variety of techniques to flag new areas for program and service development. Finally, resource allocation will need to award resources to programs and services based on need and performance.

To establish a "service focus" orientation, student/customer/client-focused **benchmarks and measurements of continuous improvement and enhanced outcomes will need to be identified,** adopted and implemented along with training programs to ensure commitment to a "service focus" philosophy. Continuous assessment and improvement processes linking measurement and action will be systematically carried out with students/customers/clients in academic and non-academic areas. The College's AQIP efforts will provide the structure and coordination for these activities.

Action Steps Strategic Initiative 1: HCC will become the first choice learning provider...

1A. Ensure student success by delivering programs and services that are unparalleled in quality, scope, and responsiveness using multiple approaches to delivery, customized to learner needs.

Opportunity:

- i. Articulate the plan for implementation of the Stamats recruiting and admissions report recommendations; including shared institutional responsibilities.
- ii. Develop the plan for online degree programs
- iii. Create customized general technology degrees using existing courses to meet student and employer needs.
- iv. Enhance contract and PSEO course delivery.
- v. Systematize minimester course offerings and delivery while pursuing innovation in course packaging and scheduling.
- vi. Plan innovative course/service delivery based on digital upgrading of telecommunications towers and regional wireless networking.
- vii. Define, expand, and upgrade service delivery at off campus sites, including online, contract courses, and academies.
- viii. Articulate innovative class scheduling options to improve course accessibility and timely program and degree completion.
- ix. Strategically address the resources and services needed by faculty and students to support degree completion through online and distance education.
- x. Develop “after hire” courses and training to enhance soft skills.
- xi. Utilize the *learning community* concept to improve curriculum coherence within the general education program, increase the entry and completion of students in targeted majors, and provide an enhanced context for engaged teaching and collaborative learning.
- xii. Infuse skills in writing and speaking across the curriculum to build the higher order thinking essential for success at transfer and in the global information economy.
- xiii. Provide instruction across the curriculum which assists the development of informational literacy skills such as selecting and managing information, evaluation of its reliability, accuracy, authority, point of view, and identification of biases.

Action Steps Strategic Initiative 1: HCC will become the first choice learning provider...

1B. Ensure student academic success by enhancing the quality of learning and incorporating innovative teaching and student services that respond to changing student/customer/client needs.

Opportunity:

- i. Develop a program of pilot projects in support of innovative teaching and learning practices, to be administered by the Center for Teaching and Learning Services.
- ii. Expand capacity of high demand programs, such as nursing, and develop new programming that responds to contemporary student interests.
- iii. Align Quality Faculty Plan with innovative and responsive teaching and learning practices.
- iv. Develop consistent *models* for serving K-12 school districts as the client, e.g. college/high school academies, contract course delivery, at risk students.
- v. Identify the unique needs of students/customers/clients of off campus delivery sites.
- vi. Develop Focus on Friday and other recruiting efforts to target specific populations of learners, e.g. at risk students, non-traditional gender occupations, non-traditional students.
- vii. Use the results of Community College Survey of Student Engagement to identify gaps in teaching and learning service delivery to students.
- viii. Develop curriculum practices that incorporate work ethics and behaviors that contribute to successful workplace behaviors.
- ix. Develop alternate delivery courses for Dev. Studies classes, e.g. self-paced, open entry/exit, online, and alternate delivery through software programs such as PLATO.

Action Steps Strategic Initiative 1: HCC will become the first choice learning provider...

1C. Establish and use consistent ***program/service quality indicators*** to monitor performance on a regular basis.

Opportunity:

- i. Overhaul and deploy the Comprehensive Program Review process for program vitalization, revitalization, and program elimination when necessary.
- ii. Identify quality indicators for each operational unit of the College.
- iii. Identify the quality performance indicators for the College that will be routinely shared with the public.
- iv. Develop quality service standards and implement training on quality service standards for all College employees.
- v. Develop a balanced scorecard and an institutional dashboard.

1D. Articulate the criteria for modifying or retiring programs and/or services which are unable to remediate to meet quality standards.

Opportunity:

- i. Overhaul and deploy the Comprehensive Program Review process for program vitalization, revitalization, and program elimination when necessary.
- ii. Identify quality indicators for each operational unit of the College
- iii. Identify the quality performance indicators for the College that will be routinely shared with the public.
- iv. Develop a balanced scorecard and an institutional dashboard.

Action Steps Strategic Initiative 1: HCC will become the first choice learning provider...

1E. Deliver superior service based on continuous assessment of student/customer/client needs, expectations and satisfaction.

Opportunity:

- i. Redevelop and redeploy the College's formal assessment of student academic achievement: **A Guide to Student Academic Achievement.**
- ii. Analyze the successes of competitors and assess to what degree Hawkeye Community College can emulate these successful practices.
- iii. Summarize and report results of institutional surveys to the college community.
- iv. Utilize the results of institutional surveys in college planning to meet and exceed student/customer/client needs.
- v. Assess student job placement expectations and experiences and plan for improved placement assistance.
- vi. Assess students' transfer experiences and plan for improved assistance to students who are transferring credits to another college.
- vii. Assess students' experiences with Student Development services and plan for continuous assessment and improvement of services.

1F. Deliver continuous, professional, in-house training and support to guarantee faculty and staff commitment to a "service focus" orientation.

Opportunity:

- i. Develop the Center for Teaching and Learning Services as the core planning and development center for faculty and staff development
- ii. Align *Hawkeye Community College Quality Faculty Plan* with all faculty training and development.
- iii. Develop a plan committing the College to providing continuous and ubiquitous experiences in equity and diversity.
- iv. Develop a comprehensive customer service training plan for all college departments and staff of those departments.
- v. Develop the Welcome Center concept for all departments of the College.

Strategic Initiative 2

Teaching and Learning Excellence: Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

Situation Assessment

Hawkeye is now, and will be in the future, looked to as a source of education and training by diverse groups. Learners in the different communities in the service area have different needs and perceptions of Hawkeye, but all agree that it is an important resource. Regional employers agree. As demands for skilled workers with state-of-the-art technology capabilities and strong “soft” or people skills grow, more learners will require access to postsecondary education if they are to qualify for reasonable, financially sustainable employment.

In addition, Hawkeye recognizes that there are other groups, including those who have been distanced from education as a result of the changing economic and workforce bases in the service district, who need specialized educational programs and services. For groups such as low income families, the growing Hispanic and Bosnian immigrant population, rural learners and other socially disenfranchised groups, Hawkeye is a viable option—if not the only option. Concerted efforts to reach out and market its offerings in a manner compatible with the communication preferences of these and other nontraditional learners will be necessary.

At present, Hawkeye has limited capacity to provide the comprehensive services necessary to address all of the needs of the various groups. Collaborative relationships with external partners are in place that provides the opportunity for more substantive linkages with communities, profit and non-profit organizations. It will be important to include representation from special populations themselves in order to be sure that the “voices” of the challenged learners are heard.

Action Steps Strategic Initiative 2: Teaching and Learning Excellence:
Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

2A. Assess the learning needs of different student/customer/client groups, including the disadvantaged or challenged, to determine appropriate delivery strategies.

Opportunity:

- i. Develop an online degree plan for AA, AS, AGS, AAS, AAA
- ii. Provide a coordinated approach to student success in the first year by creating organizational structures and policies that encourage partnerships among academic affairs, student services and other administrative units and support them through ongoing faculty and staff development activities and appropriate budgetary arrangements.
- iii. Plan new delivery strategies for existing programming and apply multiple delivery strategies to new programming during the curriculum development process.
- iv. Apply Strategic Horizons Colleges Client Based Needs Assessment module to discover student/customer/client needs.
- v. Examine and incorporate Community College Survey of Student Engagement (CCSSE) findings into delivery strategies.
- vi. Assess the impact of drop-in child care services on students' ability to attend on-campus classes.
- vii. Assess the unmet scholarship and financial aid needs of students.
- viii. Assess the unique needs of non-traditional learners.
- ix. Develop the College's ability to offer in-depth career assessment services, prior to entry, while attending Hawkeye, and after departure from the College.
- x. Expand availability and the variety of tutoring options, e.g. face-to-face, online, Smarthinking, computerized tutorials [PLATO], peer tutoring.
- xi. Implement required orientation courses for on-line courses.
- xii. Implement mandatory new student orientations.
- xiii. Develop classes for ESL – Developmental ESL for second language students who are developmental in their *first* language.
- xiv. Facilitate communication of Metro options, e.g. ESL, ABE/GED transition to college.
- xv. Advocate and facilitate GED graduate enrollment in on-campus and Metro Center credit classes
- xvi. Recommend assessment alternatives to COMPASS for entering students.

Action Steps Strategic Initiative 2: Teaching and Learning Excellence:
Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

2B. Develop a comprehensive region-wide strategy for service delivery that consolidates, revamps, carefully coordinates and monitors initiatives.

Opportunity:

- i. Implement Welcome Center concept, customer service training, and WorkplaceLean training into all service delivery sites and modes of delivery.
- ii. Coordinate the region wide delivery of business and industry training provided by Center for Business and Industry, Tech Works, employers' places of business, and in the communities of Area VII.
- iii. Apply Strategic Horizons Colleges Client Based Needs Assessment module to discover student/customer/client needs.
- iv. Plan coordinated delivery of services through off campus sites, leading to degree completion. Example: Metro serves 1,200 students with no additional campus based services.
- v. Include job placement and Workforce Development in region-wide delivery of services planning.

Action Steps Strategic Initiative 2: Teaching and Learning Excellence:
Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

2C. Assess and define the respective roles of facilities, technology and collaboration as components of the College's delivery strategy.

Opportunity:

- i. Systematically assess the need for college level credit classes delivered to high schools and plan for effective delivery of courses, including identification of contracted course offerings to be available on an annual basis and how these courses fit degree completion plans.
- ii. Plan for the resources necessary to deliver comprehensive services to distance learning students, including all off campus sites. Include planning for advising, counseling, financial aid, registration, library, and communication and information technology services.
- iii. Assess off-campus facilities' ability to delivery comprehensive teaching and learning services.
- iv. Analyze the College's ability to delivery comprehensive services through its wireless digital telecommunications network.
- v. Plan and recommend an optimum mix of delivery methods to maximize degree completion.
- vi. Evaluate online course offerings relative to degree completion options.
- vii. Assess the competitive delivery advantages of public, private and for-profit education providers.
- viii. Plan and market course and degree completion schedules designed to accommodate working adults
- ix. Identify methods to recruit and make courses and degrees accessible to international students, including online degrees and transfer of credits to senior institutions.
- x. Explore further integration of the College's Tech Works facility with its credit programming.
- xi. Utilize Center for Teaching and Learning Services to develop faculty to effectively use new instructional technology. Provide services to both credit and non-credit faculty.
- xii. Maximize collaborative efforts to provide and market student health services.
- xiii. Collaborate with health care providers to expand access to nursing clinical sites.

Action Steps Strategic Initiative 2: Teaching and Learning Excellence:
Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

2D. Support and actively participate in a coalition composed of social service agencies, schools, churches, and agencies of local government to provide a holistic approach to student recruitment and the delivery of support services that ensure student success in response to identified needs.

Opportunity:

- i. Work with high schools and Metro Center to develop career awareness by taking more faculty/staff into the high schools and Metro Center.
- ii. Develop campus visits, staff in-service, and similar events to involve social service agencies, schools, churches, cultural organizations, and agencies of local government in student recruiting effort
- iii. Interface college career and placement services with social service agencies, schools, churches, cultural organizations, and agencies of local government.
- iv. Increase staff and student service to the community through involvement in social service agencies, schools, churches, cultural organizations, and agencies of local government.
- v. Use results of the Community College Cultural Index to assess the College's capacity for collaboration and interaction.
- vi. Integrate various political party representatives into government and history course. Discuss the role of political parties within a democratic society.
- vii. Develop the artist's series as a recruitment tool, collaboration tool, and social service to the community.

Action Steps Strategic Initiative 2: Teaching and Learning Excellence:
Develop a responsive educational services delivery system customized to the needs of learners and receiving organizations.

2E. Ensure that curriculum is “packaged” in ways that provide additional options for degree completion, beyond the traditional academic schedule and progression.

Opportunity:

- i. Provide a coordinated approach to student success in the first year by creating organizational systems and policies that encourage partnerships among academic affairs, student services and other administrative units and support them through ongoing faculty and staff development activities and appropriate budgetary arrangements.
- ii. Develop plans to maximize these niche markets:
 - Contract courses,
 - Online courses and degrees.
 - working adults, 8 week and 4 week courses,
 - minimesters, I
 - international students,
 - Learning after 50.
- iii. Develop and market more certificate programs of four months and less to meet the needs of individuals who need training for immediate employment.
- iv. Develop and market more programs that can be completed in less than two years, such as one year diploma programs.
- v. Create programming that meets the needs of international students, including online course and degree delivery.
- vi. Assess the “packaging” and sequencing of contracted course needs of high schools and their students.
- vii. Develop and market more programs that can be completed in less than two years, such as one year diploma programs.

Strategic Initiative 3

Economic and Workforce Development Plan: Expand Hawkeye Community College's role as a critically important contributor to comprehensive regional planning and development for all sectors of the community.

Situation Assessment

Working with the Greater Cedar Valley Alliance (GCVA), the College intends to establish itself as a major partner in establishing a comprehensive, regional economic and workforce development plan. The GCVA's Competitive Assessment Report for the Cedar Valley Region (May, 2004) has provided the starting point for the development of this regional plan. As HCC becomes more actively involved in the planning initiatives in its communities, it can help to establish a regional vision that minimizes duplication of effort and includes the host of partners interested in the economic development of northeast Iowa and the Cedar Valley region.

Hawkeye has visibility, connections, expertise, and leadership capabilities to contribute to a process that creates a more collaborative, regional working relationship. The College is held in high esteem in the communities that it serves and is viewed as apolitical and oriented toward, and committed to, community development—it is the perfect “common denominator” for a successful alliance.

Action Steps Strategic Initiative 3: Economic and Workforce Development Plan: Expand Hawkeye Community College's role as a critically important contributor to comprehensive regional planning and development for all sectors of the community.

3A. Work with the Cedar Valley Alliance and other planning and economic development groups to design an aggressive economic and workforce development plan based on the Competitive Assessment Report for the Cedar Valley Region.

Opportunity:

- i. Design, articulate, and disseminate the College's role in Cedar Valley Tech Works.

3B. Establish the College as a key partner in regional planning and development in general, and in the leadership in the Greater Cedar Valley Alliance in particular.

Opportunity

- ii. Develop a plan for the College's systematic participation in regional economic planning and development.
- iii. Design, articulate, and disseminate the College's role in Cedar Valley Tech Works.
- iv. Promote the H-TAC/Team Technologies partnership in the context of regional economic development.
- v. Participate in planning a regional legislative agenda for economic and workforce development.

3C. Strengthen business and community partnerships and relationships to increase funding opportunity, sources, support, and collaboration. Develop a plan for the College's systematic participation in the Cedar Valley's key workforce and economic development related educational social, governmental, and cultural organizations, (e.g. Cedar Valley Promise, school districts, universities and colleges, INRCOG)

Strategic Initiative 4

Workforce Training: Enhance partnerships with business and industry through innovative approaches to design and delivery, using the principle of co-creation of opportunity.

Situation Assessment

As part of its role as a major contributor to, and partner in, regional economic development, Hawkeye has the opportunity to work with new and smaller employers, as well as larger ones, to address their training needs. Workforce preparation needs of regional employers are common across employment fields and categories of employers. Consistent with findings obtained through published reports, focus groups and informal meetings, employers identify deep and continuing needs for training in basic skills, workplace ethics, skills of persuasion, writing and speaking skills, critical thinking, communication, information technology and support for entrepreneurial initiatives. Employers who are familiar with Hawkeye Community College's programs and services hold favorable views of its performance in workforce preparation. Those employers who are less aware of what the college can offer need to be reached with information about the availability of workforce training locally to develop skilled workers within the communities.

The already strong relationships with business and industry can be enhanced through intensive collaboration and resource sharing to meet future workforce needs. Systems for information sharing, faculty and staff exchanges with external partners, collaborative planning and forecasting are recommended as vehicles for aligning Hawkeye and corporate resources. Hawkeye can develop approaches to program and service development that operate on a **mutual benefit principle** with collaborating organizations—involving them from the ground up in the design, development, implementation and assessment of programs that are of interest to multiple parties.

Action Steps Strategic Initiative 4: Workforce Training: Enhance partnerships with business and industry through innovative approaches to design and delivery, using the principle of co-creation of opportunity.

4A. Become THE place to go for corporate and community training.

Opportunity:

- i. Apply Strategic Horizons Colleges Client Based Assessment survey model to existing and potential business customers to determine met and unmet needs.
- ii. Use the leadership of Workforce Development to identify and deliver training needs, including soft skills and employment seeking skills.
- iii. Develop a marketing portfolio of the full range of workforce development opportunities offered by the College. Develop a marketing plan for distributing the portfolio.
- iv. Identify key skills necessary for employment and incorporate them across the curriculum.

4B. Enhance already strong partnerships with business and industry through faculty exchange programs, technology and information sharing systems, and collaborative planning and forecasting as a means to design curricula and workforce development programs to meet future training needs.

Opportunity:

- i. Examine existing partnerships and job training agreements as models for exploring faculty exchange programs, technology and information sharing systems, and collaborative planning and forecasting.

4C. Develop incentives to attract credit and non-credit faculty involvement in working more directly with business and industry to deliver workplace training.

Opportunity:

- i. Articulate a comprehensive educational services plan for Tech Works.
- ii. Examine existing partnerships and job training agreements as models for introducing faculty to the benefits of working directly within business and industry to develop and deliver workplace education and training.

4D. Implement program and service development practices that are mutually beneficial to the College and to the collaborating organization(s).

4E. Expand professional development among educational and community partners for opportunities to incorporate new technology and learning techniques in the classroom.

Strategic Initiative 5

Education Linkages: Promote close and systematic linkages with K-12 and University partners to achieve a more seamless pipeline for educational delivery, including curriculum, technology and student support and service delivery.

Situation Assessment

Information gathered through focus group meetings and internal assessment revealed extensive needs of K-12 school districts for laddering and seamlessness in the organization of curricula, technology and support services between different levels of education. They also revealed extensive opportunities for Hawkeye to collaborate with K-12 schools and regional colleges and universities and to take a leadership role in bringing the various parties into related conversations. Hawkeye has the opportunity to strengthen its relationships with schools through more systematic partnering on curriculum development and laddering, articulation, and outreach. Attention will be directed to ensuring that all school districts receive equally high levels of attention and service and that close relationships with Hawkeye are developed and maintained.

Current resource limitations, and future resource realities, create a very receptive climate for multiple forms of collaboration, including sharing faculty and facilities, joint research, and other mutually-beneficial and community-beneficial initiatives. By expanding its outreach and collaborative efforts with K-12 schools and University partners the College will also be able to contribute to efforts to encourage persistence in primary and secondary education and to provide seamless access to postsecondary education.

Action Steps Strategic Initiative 5: Education Linkages: Promote close and systematic linkages with K-12 and University partners to achieve a more seamless pipeline for educational delivery, including curriculum, technology and student support and service delivery.

5A. Promote a “P-20” mindset among K-12 and 4-Year educational partners by taking the leadership in exploring opportunities to create the smooth and supported transition of properly-prepared students throughout an educational pipeline.

Opportunity:

- i. Use the Stamats recruiting and admissions report results to identify opportunities to develop a plan for improved intake of students and transfer of students.
- ii. Develop and articulate a portfolio of contract course opportunities and goals to meet the needs of school districts.
- iii. Develop Hawkeye Community College as the host site for K-12 events, such as faculty and staff in-service and student career exploration workshops.
- iv. Use the College’s business connections to facilitate career exploration by linking schools and area businesses to explore high wage careers and their requirements for successful entry.
- v. Plan for expansion of the Grad Connection program.
- vi. Expand role and capacity of Independent Learning Center at Metro Center to serve high school students.
- vii. Identify current college processes that contribute to “smooth and supported transition of properly prepared students. Plan improvements in those processes
- viii. Partner with schools for career interest inventory at 8th and 10th grades.
- ix. Develop 2+2+2 programs for high school students as a means of career explorations and accelerated career education, including school/college academies and expanded Tech Prep programming
- x. Provide tutor training in subject specific areas
- xi. Cooperate with area schools and business to promote workforce skills development and career goal development.

Action Steps Strategic Initiative 5: Education Linkages: Promote close and systematic linkages with K-12 and University partners to achieve a more seamless pipeline for educational delivery, including curriculum, technology and student support and service delivery.

5B. Engage in collaborative, multi-party grant seeking.

Opportunity:

- i. Provide leadership to a team of K-12, community college, college and university representatives to identify areas of common interest that can be served through the grant process.

5C. Explore other opportunities for collaboration (such as shared faculty, dual credits, shared facilities, etc.)

Opportunity:

- i. Develop a Career Academy model for school districts throughout Area VII.
- ii. Identify existing partnerships and strengthen these. Define the qualities of effective partnerships.
- iii. Develop and articulate a portfolio of contract course opportunities and goals.
- iv. Offer career planning courses to middle school and high school such as introduction to construction, machining, plumbing, business, etc.
- v. Adapt or create new sections of Introduction to College, Career Exploration, College Study Skills, to be offered in the high schools.

5D. Use the opportunities afforded by emerging technologies to design collaborative approaches to curriculum design and delivery with K-12 and four-year educational partners.

Opportunity:

- i. Design a wireless digital network to deliver curriculum throughout Area VII.
- ii. Connect college/high school academies through the wireless digital network.

Strategic Initiative 6

Institutional Growth: Develop and monitor projections of optimal size in order to balance quality and growth in relationship to available resources.

Situation Assessment

The multi-county region served by Hawkeye Community College is diverse in demography, zoning and land use, economy and the labor market, and quality of life. This is both a blessing and a liability—the College is obligated to serve all of its service area and has enormous opportunities to do so, but lacks the resources to provide full service in every community that would prefer to have a local HCC presence.

Hawkeye will also need to pursue a course of “smart growth” by developing and implementing a comprehensive strategy for service delivery. Population statistics and projections for the region show the magnitude of the task: growth is not likely to accelerate, yet diversity according to age, race and ethnicity will increase thereby putting pressure on Hawkeye to perform more roles and provide more services. By 2010, the differences are projected to be so great that demand for service could reach significantly beyond College capacity unless growth and resources are carefully monitored.

A multidimensional plan capable of responding to the needs of different types of learners in different settings using a variety of delivery strategies will be essential. **How should Hawkeye deploy its resources to develop and deliver programs and provide services and opportunities in a service area marked by profoundly different needs?** To answer this question, the College will need to address the issue of optimal size and its relationship to quality and resources. **At what point do size and number of locations begin to impinge on the level of quality in programs and services for which have been the hallmarks of the College’s success?**

Action Steps Strategic Initiative 6: Institutional Growth: Develop and monitor projections of optimal size in order to balance quality and growth in relationship to available resources.

6A. Identify short- and long-term assumptions which will guide the development of enrollment projections between 2005 and 2010 for different delivery sites and mediums in the service region.

6B. Develop low, moderate and high 2005-2010 enrollment projections for the total institution and different delivery sites and mediums.

6C. Develop five-year (2005-2010) financial projections based on enrollment.

6D. Develop five-year (2005-2010) facility and technology projections based on projected enrollment.

6E. Use the projections to establish Hawkeye's optimum size.

Opportunity:

- i. Establish team(s) to systematically address each of the five action steps.

Strategic Initiative 7

Institutional Effectiveness: Pursue opportunities to enhance the internal capacity of Hawkeye Community College to achieve its strategic initiatives and other important goals.

Situation Assessment

The fundamental strengths of Hawkeye Community College are its dedicated faculty and staff, its high level of quality instruction, and its willingness to respond to the needs of its multiple communities. These community needs have continued to grow, while resources have been reduced, challenging the College's ability to keep pace with change. A number of internal issues will need to be explored in order to increase or maximize the College's capacity to provide additional service to its various constituencies. In addition, Hawkeye needs to increase its institutional capacity if it is to be a position to take advantage of the strategic opportunities open to it.

Some areas for further discussion and action include:

Doing "more with less" has become common place at Hawkeye as it has at most community colleges in today's environment. It is important for an institution to consider what it can discontinue, as well as add, to the ever increasing list of systems and services that consume time. Individuals within the College are, understandably, tired, stretched and frustrated as funds have become more and more limited and individuals have had to carry multiple roles. The College community needs time for consolidation or to "catch up" with changes but time is not always available. **A thorough systems and processes review could determine where streamlining might lead to elimination of obsolete practices that would free up more time for other important tasks.**

The College has used technology to address a number of opportunities to streamline systems, but many other opportunities for using technology in service delivery may be possible.

The culture of the College mirrors its community's, appearing to be most comfortable with a predictable and stability-based mindset. Many "pockets of innovation" can be found across Hawkeye but change and innovation need to be more visibly supported and encouraged. The entrepreneurial efforts of the college, as it engages in more outreach and partnership, will require that the internal community needs be "brought along". In addition, as the college moves to a more participatory environment, the fact that this has not necessarily been a part of its history needs to be factored in. This lack of experience suggests that multiple, explicit conversations need to take place about new expectations, assumptions and responsibilities that come with shared governance

The initiative included in this strategic plan will place significant additional demands on the College's institutional research and assessment functions. Additional resources will need to be allocated to it to ensure that reliable data are readily available to support decision-making. In addition, a systematic review and updating mechanism will need to be put in place, along with monitoring and evaluating progress against the College's initiatives to ensure that the plan is indeed a "living" document that remains relevant and useful. These activities will be critical to the success of the strategic plan.

Action Steps Strategic Initiative 7: Institutional Effectiveness: Pursue opportunities to enhance the internal capacity of Hawkeye Community College to achieve its strategic initiatives and other important goals.

7A. Critically examine internal processes, systems, and policies and redesign and streamline them to eliminate unnecessary effort, improve efficiency and effectiveness, and to identify students/customers/clients as the primary focus.

Opportunity:

- i. Implement WorkplaceLean training throughout the college to eliminate waste and add value to the customer experience.
- ii. Share the results of the Community College Culture Index with all employees and convene a team to make recommendations for pursuing a preferred institutional culture.
- iii. Apply the college improvement modules of Strategic Horizons Colleges to the processes of Hawkeye Community College.

7B. Share the College's technology plan and use it to optimize use of technology in addressing academic and administrative challenges.

Opportunity:

- i. Plan technology training based on the technology plan. Address on-campus and off-campus sites. Include all staff.
- ii. Assess current technology needs of all areas of the College and upgrade and amend the technology plan as needed, i.e. scanning of documents, digital archives, wireless access) Differentiate the technology needs of faculty, students, staff, customers and clients.

7C. Use the College's AQIP initiatives, to learn to work as more of a learning organization, emphasizing continuous innovation, teamwork and empowerment.

Opportunity:

- i. Use AQIP team methodology to carry out the action steps of strategic planning.
- ii. Provide additional AQIP training to new employees and to refresh current employees.

Action Steps Strategic Initiative 7: Institutional Effectiveness: Pursue opportunities to enhance the internal capacity of Hawkeye Community College to achieve its strategic initiatives and other important goals.

7D. Re-examine and revamp the college governance and decision-making structure and processes to provide for more substantive participation and clarity in how decisions are made within the college. Examine developing a more participative budgeting process and clarifying assumptions, expectations and responsibilities.

7E. Design and implement a comprehensive human resource plan that:

- Addresses current and future human resource needs
- Identifies creative strategies to maximize the use of the existing internal talent
- Identifies redeployment strategies and practices
- Provides consistency in employee orientation
- Delineates job descriptions and performance assessment practices
- Includes a College-wide staff development program to equip faculty and staff with the skills needed to work in a collaborative environment with diverse people and organizations inside and outside of the College.

Opportunity:

- i. Develop a comprehensive succession plan for the College.
- ii. Identify human resource processes that promote a culture of inclusiveness, participation, collaboration and mutual respect.
- iii. Hold forums with new staff and faculty to assist in designing a solid employee orientation.
- iv. Identify the processes that lead to creation of a service-oriented institutional climate.
- v. Deliver cross-functional communication, training, and education to improve institutional understanding and teamwork.
- vi. Develop and implement methods to improve identification and distribution of information to employees, including “nice to know” and “essential to know.”
- vii. Develop a staffing pattern of part time employees or “substitutes” that college departments can call upon when staff shortages occur to meet both short term and longer term needs.
- viii. Encourage experimentation within the curriculum, broaden the pedagogical repertoire of faculty, and increase faculty engagement with one another by empowering faculty to take charge of their professional development.
- ix. Conduct an audit of existing positions to assess the College’s vulnerability and resiliency during staff absence and turnover. Consider these questions:
 - 1) How many people in your department are cross-trained to do your work?

- 2) Who performs your work when you are absent for scheduled leaves (vacation, personal days, short term disability)?
- 3) If you were absent for a lengthy illness, is someone identified to take on your job responsibilities?
- 4) Can your immediate supervisor or an immediate subordinate perform your essential job functions?
- 5) How many days of training would it take for a new person to learn your job?
- 6) For a new person in your job, what is the chief source of information about performing your job? Does your job include a job manual of essential functions?

7.F. Examine alternative ways of structuring staff roles and responsibilities to achieve a configuration suited to a fast pace of change.

7.G Use the strategic plan as a device for stimulating institutional change to remain abreast of needs in the service region.

Opportunity:

- i. Develop methods to encourage and reward visionary thinkers and risk takers to use the Strategic Plan as the source of their inspiration.

7.H. Use the strategic plan to integrate all planning processes of the College and to drive the allocation of resources and establish associated Academic, Financial and Human Resources Plans.

Opportunity:

- i. Develop the Hawkeye Community College Strategic Planning cycle using a Baldrige best practices model.

