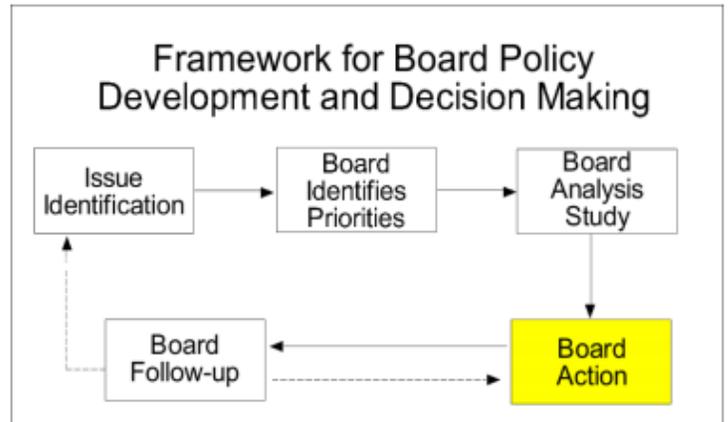


Iowa State Board of Education

Executive Summary

August 5, 2020



Agenda Item: Hawkeye Community College Comprehensive Accreditation Report - Fiscal Year 2020

State Board Priority: Supporting Future Ready Iowa

State Board Role/Authority: Iowa Code section 260C.47(3) grants authority to the State Board of Education to determine whether the programs of a community college shall remain accredited.

Presenter(s): Chris Russell, Consultant
Bureau of Community Colleges

Attachment(s): One

Recommendation: It is recommended that the State Board grant continued accreditation for Hawkeye Community College. A state interim visit will be conducted in fiscal year 2025.

Background: Attached is a report of the evaluation of Hawkeye Community College for continued state accreditation as an associate degree-granting institution. The Department of Education conducted the interview portion of the evaluation on March 29-30, 2020. This report reflects the review team's observations and determinations made during Hawkeye's comprehensive (virtual) visit. As mandated by Iowa Code sections 260C.47, the accreditation team, including two external peer reviewers, assessed Hawkeye's compliance with eight Iowa State Accreditation Standards via a structured process of document review and interviews. The team also reviewed the most recent Higher Learning Commission (HLC) regional accreditation report to ensure that any findings have been addressed. Iowa's process has been designed not to duplicate the HLC accreditation process.

Accreditation Report
Comprehensive State Evaluation

Hawkeye Community College
March 29-30, 2020

FY 2020



**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**
PROSPERITY THROUGH EDUCATION

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Hawkeye Community College
Comprehensive Accreditation Evaluation
FY 2020 (Academic Year 2019-2020)**

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Hawkeye Community College (Hawkeye) Comprehensive State Accreditation Evaluation FY 2020 – Conducted March 29-30, 2020

Purpose of the Evaluation

The purpose of this review was a scheduled accreditation evaluation of Hawkeye Community College by the Iowa Department of Education (DE) as mandated by Iowa Code Section 260C.47.

INSTITUTIONAL OVERVIEW

College History¹

Hawkeye Community College is a not-for-profit, publicly supported institution governed by an elected Board of nine trustees. The college, founded in 1965, was originally named Hawkeye Institute of Technology and the new institute was focused on providing vocational-technical training for the northeast region of Iowa. Hawkeye gained national recognition as a leader in technical education, but by the mid-1980s sweeping economic and structural changes resulted in a national recession that had a profound and prolonged impact on Iowa's economy. The local industrial workforce was downsized, and individuals and families left the state to find work elsewhere. By the end of the decade, enrollment at the college began to decline sharply and the Board of Trustees commissioned a community study to determine support for an expansion of the college's mission to include arts and sciences transfer components. The study results demonstrated strong support for a change in mission. The college sought and received approval for the mission change from the Iowa State Department of Education in 1992. Hawkeye Institute of Technology became the last community college in Iowa to embrace the mission of a comprehensive community college.

The Board of Trustees voted to officially change the name of the college to Hawkeye Community College in 1993. The college adopted its current mission in November 2001. The mission statement is the result of the Board of Trustees decision to formally adopt the Carver Policy Governance® Model in 2002. The Policy Governance model is centered on the achievement of outcomes and oversight of this process is through the Board's annual review of Ends Policies to ensure alignment with the mission, vision, and institutional goals.

Institutional Profile²

Today, Hawkeye Community College is ranked as the sixth largest community college in Iowa with 5,112 students enrolled in credit programming in fall 2019. The college offers more than 45 credit technical programs and transfer education in face-to-face, accelerated, hybrid and online learning formats, including offering a full Associate of Arts degree online. The college ranks 9th in online student enrollment. Classes for high school students offer early college credit. The college ranks 12th in concurrent enrollment in the state. Credit awards include certificates, diplomas, Associate of Arts, Associate of Science, Associate of Applied Arts, and Associate of

Applied Science degrees. The college ranks 9th in credit degrees awarded and 9th in success rate which is a combination of transfer plus graduation. In addition, the college offers adult basic education (ABE), high school equivalency certificates (HiSET), high school credit awards through an adult high school program, English Language Learner (ELL) classes, and U.S. citizenship preparation. The college ranks 6th in non-credit contact hours.

The Business and Community Education (BCE) division offers credit and non-credit educational offerings distinguished by the nature of the business-college contract process that specifies method of delivery, time, and location as well as professional certifications and licenses. Last year, BCE served over 80 businesses and provided educational opportunities to nearly 18,000 students. To best serve college students and stakeholders, the college employs 342 full-time faculty, 270 part-time faculty, 226 full-time staff and 122 part-time staff.

In 2015, the College launched intercollegiate athletics with a strategic initiative to have 13 programs implemented by the fall of 2019. Program offerings include: sports shooting, men's and women's soccer, men's and women's cross country, men's and women's track and field, men's golf, women's volleyball, men's and women's bowling, dance, and Esports. The College is a member of the National Junior College Athletic Association (NJCAA) and the Iowa Community College Athletic Conference (ICCAC), competing at a Division II level.

The service district includes all or parts of ten counties located in a 2,742 square-mile area of northeast Iowa. Nine of ten counties are classified as rural, and the region has a population of around 205,000. The main campus is situated on 320 acres in Waterloo, Iowa, and includes 13 major classroom and administrative buildings, including a farm, its agricultural buildings, and 97 acres adjacent to the College.

In addition, the College also has eight learning centers located in urban and rural settings throughout its ten-county service area that offer a variety of educational and support services to individuals of all ages. Other key resources for students include the following: full-service health clinic, wellness center, student activity center/cafeteria, childcare center, career placement center, library, and academic support and tutoring lab.

¹Information in this section was obtained primarily from Hawkeye's website and HLC accreditation filed documents.

²Information for this section was obtained from the Hawkeye's Website and the Community College Profile Report.

SPECIAL TOPIC SUMMARY – COLLABORATIVE REVIEW

Hawkeye requested a discussion about non-academic program assessment which they locally call, “collaborative review.” Five community colleges also agreed to share the process of how non-academic program review is conducted at their campuses (Indian Hills, North Iowa Area, Northwest Iowa, Iowa Central, and Northeast Iowa). Hawkeye shared their process to document the assessment of various auxiliary departments through their homegrown software, *Proview2*. Each of the other colleges then shared their process, assessment metrics, and communication methods to the college stakeholders.

All colleges agreed on the importance of building a culture change towards assessment within their community, and the importance of establishing a common assessment language. Several shared that colleges should give stakeholders permission to take incremental assessment steps to make progress.

College representatives shared how they have built assessment capacity through defining measurable goals and then adding in the required evidence or artifacts that would document progress being made. Each college also agreed that sharing results with both the assessed departments and with other internal stakeholders is important for fuller buy-in of the process. One of the first steps is to determine the number of departments to assess within the college. The examples shared ranged from five departments with additional sub-areas to 24 departments at one college. Colleges keep track of processes through various software systems (*ProView2*, *WEAVE*, *Improve*, *Brightspace*, etc.). A later step is to determine how often to assess each department area and whether some key metrics should be reviewed annually to stay on top of issues. These decisions are similar to choices for academic program assessment at Iowa’s community colleges. All partners agreed that colleges should seek additional ways to communicate non-academic assessment results to stakeholders in and out of the college.

From the shared discussion, it is evident that Hawkeye has put much time and effort into constructing a comprehensive planning and documentation system to comprise their non-academic program assessment. The college administration expressed that the discussion allowed them to confirm some process necessities from the other college presentations and that they also gained some new ideas.

ASSURANCE SUMMARY STATE STANDARDS

Compliance with Higher Learning Commission (HLC) Criteria

The Iowa Department of Education’s state accreditation team (DE team) reviewed the most recent report and information from the HLC available at the time of this evaluation. Hawkeye’s most recent HLC accreditation letter provided adequate evidence that the college has continuing regional accreditation with no issues, concerns, or findings documented.

The college is reaccredited by the HLC through 2025-26 and according to the documents provided, has “complied with all respects to HLC recommendations.” The college is moving from the Academic Quality Improvement Program (AQIP) to an Open Pathway now as they have found

that with too many ongoing AQIP projects, they struggled to keep a sustainable focus on all of them.

The college administration understands that the recent work on improving learning outcomes assessment processes should continue to progress per HLC recommendations. They also realize that assessment plays a key role between meeting HLC requirements and the completion of college initiatives within the strategic plan. The college plans to innovate in order to meet the learning goals required both now and in the future.

With recent changes in key leadership positions over the past year, and especially with the recent Vice President of Academic Affairs opening, the college will need to remain self-disciplined to continue moving forward with initiatives such as assessment, guided pathways, and transfer majors.

Compliance with Iowa State Accreditation Standards

In the interim state accreditation report of February 2015, Hawkeye had no interim accreditation findings or recommendations that needed follow-up by the team. Due to the COVID-19 state restrictions, this visit and all the required interviews were handled through online meetings.

Faculty Qualifications

All community college-employed instructors who are under contract as of July 1, 2011, who teach in career and technical education (CTE) or arts and sciences (including adjuncts) are required to meet minimum faculty standards (Iowa Code, Section 260C.48). The DE accreditation team reviewed a random sample of faculty personnel files provided by the human resources office to ensure compliance with this standard.

The DE team provided a random list of 30 faculty members who taught credit courses in the previous year for whom Hawkeye provided personnel files regarding qualifications, with supporting documentation such as college transcripts, employment applications to illustrate related work experience, and third-party licensure/certification, if applicable. Members of the DE team then examined the files to determine whether the qualifications of each faculty member complied with current Iowa Code faculty standards for the courses he or she taught during FY2019 (i.e., fall term 2018 and spring 2019).

Following a thorough review of the 30 random faculty personnel files, members of the DE team met with the associate director of human resources and the program deans who supervise hiring to learn about the college's faculty qualification review process and to discuss a few concerns raised during the review.

Overall, the random sample of reviewed faculty showed a very thorough documentation process with a cover sheet provided for each faculty indicating which hiring resources were reviewed and included to make decisions. Certifications and licensure information was included where applicable. The supervisor sign-off process is clear and consistent. The discussion confirmed that the college administrators have a solid understanding of "recent and relevant work experience"

when hiring career and technical instructors.

On some forms, there was a clear delineation of approved common course number prefix and course options that instructors were allowed to teach, but on some older documentation forms, only the approved discipline name (not prefix or courses) was listed which reduces the clarity and makes it difficult to ascertain which prefixes are approved. The DE team **recommends** that the college take some time to review longtime faculty hires to make sure that courses allowed are clear and updated with all of the 18-credit-disciplines that qualify a faculty for a particular prefix. In some cases, unofficial transcripts for faculty were in the folders, but other documentation was available and aligned with the approved courses. The college should check that official transcripts are always being used when required to qualify faculty for a particular discipline.

Finding: No compliance issues were noted during the evaluation.

Faculty Teaching Load

The teaching loads of full-time instructors must not exceed the faculty load limits set forth in Iowa Code. This is the case for CTE instructors, as well as for college parallel (arts and sciences) instructors (Iowa Code, Section 260C.48). To check compliance with this standard, the DE accreditation team reviewed the instructional loads of a random sample of 30 faculty members for whom Hawkeye provided documentation of their FY 2019 (fall 2018 and spring 2019 terms) teaching loads.

The overload process at the college is clearly documented by forms, contracts, and load reports. No issues of load non-compliance were observed in the random sample and the signoff by faculty and college for approved overload is evident. The load forms show both credit hours and contact hours and therefore allow faculty to see the benefit of each method of remuneration.

Finding: No compliance issues were noted during the evaluation.

Special Needs

Community colleges shall provide equal access to the full range of program offerings and services including, but not limited to, recruitment, enrollment, and placement activities for students with special education needs or protected by state or federal civil rights regulation. Students with disabilities shall be given access to the full range of program offerings at a college through reasonable accommodations (Iowa Administrative Code 24.5(3)), with information regarding how to access such accommodations provided in a disability statement. In addition, community colleges shall have nondiscrimination statements ensuring access to educational programs and employment for state and federally protected classes. This nondiscrimination statement must list all state and federally protected classes; provide the name/title and contact information of the person(s) designated to coordinate equity, Title IX, and Section 504 compliance, and provide contact information for the Office for Civil Rights (OCR) in Chicago, Illinois. The nondiscrimination and disability statements may be separate, or the college may choose to combine them.

The DE accreditation team conducted a desk review prior to the onsite visit in which they reviewed the college's Americans with Disabilities Act (ADA) and nondiscrimination policies, statements,

and practices in marketing and recruitment publications, handbooks, the college catalog, the college website, and sample course syllabi. During the onsite visit, the team reviewed additional documentation and conducted interviews with faculty, students, and staff associated with disabilities services to ensure compliance with this standard.

During the onsite visit, the DE team saw evidence of numerous college-wide efforts to create a welcoming environment for all students, provide accommodations for students with special needs, and provide opportunities for underrepresented students in diverse programs of study. Some of these observed efforts include:

- The documented accommodations process is helpful and thorough for college credit, non-credit, and high school students. Several stakeholders praised the work of an energetic staff member who leads the department.
- Services such as mental health counseling, health center visits, employee assistance program, employment placement help, and other services are ready and able to help students, staff, and faculty.
- Current and future strategic plans include a big focus on diversity and inclusion. A faculty fellow has been assigned to a diversity position with release time to help spark ideas for faculty in the classroom.
- There is a planned implementation of a summer bridge program grant for African-American students to build college outreach and enrollments in that demographic.
- Interesting collaborations are underway to meet the needs of identified populations. The testing office has found ways to provide better services for students with testing needs. A national conference about ESL students' needs brought back ideas that were implemented on campus. An initiative to provide resources with universal design across the college is making different handouts and information to students more accessible.
- The college regularly emphasized the importance of ADA compliance across different DE team interviews that demonstrates the importance that they place on this issue.
- Hawkeye has a systematic approach (plans, staffing, support resources) for meeting the diverse needs of students and staff.

In general, the nondiscrimination statement is consistently and broadly used within major college publications and program recruiting materials. However, the Office of Civil Rights (OCR) contact information was missing in the standard statement. Additional publications should be reviewed to add the statement such as the advisory committee application form. An updated statement should be utilized in the senior year plus handbook as an older version was noted.

The DE team **recommends** that prior to an equity visit, Hawkeye review both complaint and grievance processes to make instructions clearer to staff and students and to distinguish each process with relevant forms. In some interviews, Hawkeye staff appeared to be hesitant as to where to direct students for assistance with complaints or grievances. The college might also consider a concentrated effort to highlight and promote the equity/grievance contact person.

Diversity of the students and staff is a stated area of growth for the college as some student demographics are below benchmarks established by the college. The DE team **recommends**

continued actions to reach out to various community populations similar to the effort made with the Adult Learning Center expansion in downtown Waterloo that now serves 840 ELL students.

Finding: The continuous and annual non-discrimination statement should be revised to include the OCR contact information including address, phone number, fax number and email. The IDOE will follow up with Hawkeye on updated statements in **October 2020**.

Career and Technical Education (CTE) Program Evaluations and Timelines

There are a variety of state standards related to the offering of CTE programs included in Iowa Code, Chapter 258, 281—IAC 46.7(4), and 281—IAC 24.5(4). These standards include numerous requirements related to program and award length, program content, labor market demand, articulation, advisory committees, and more. All CTE programs (including new programs and changes to existing programs) must be approved by the DE. Standards for CTE programs are included in the *Program Approval: Guidelines for Iowa Community Colleges* and in the *State Accreditation Guide* on the DE website.

The DE utilizes a web-based platform (CurricUNET) for its CTE program approval process and maintains a database of approved programs and courses. This platform performs compliance checks on all CTE programs offered by each college. The DE accreditation team reviewed this compliance check for Hawkeye's CTE programs to ensure compliance with the state program standards. For the standards regarding program advisory committees' composition, roles, and responsibilities, the DE team reviewed a random sample of CTE advisory committee membership lists and meeting minutes to ensure compliance.

Additionally, community colleges are required to review at least 20 percent of their CTE programs annually, standards for which are provided in the aforementioned program approval guideline on the DE website. The DE team reviewed Hawkeye's CTE program review process, schedule, and a random sample of recent CTE program reviews to ensure compliance with the CTE program review standards. Several initiatives show excellent processes in place regarding this component:

- The documented process for academic programs to complete the 5-year review is clear and concise and has been helpful in increasing student retention for programs.
- Hawkeye has developed a helpful advisory committee handbook to use with all program committees.
- The college has recently reviewed 10 low-retention programs and paired each with high-retention programs to share a best practices treatment. The process involved 19 separate initiatives with 38 faculty, and the struggling programs saw increases in retention on all the key metrics followed. As a high-quality impact process, this process will be replicated at Hawkeye for other programs.
- The use of a homegrown *Proview2* assessment system for program reviews (academic and non-academic programs) is a strength. The software system documents key program information, and is color-coded, well organized, and affords consistency of review across diverse programs.

- Support for professional development (such as conference attendance by faculty and staff) is strong.
- The use of a consistent template for advisory committee meeting agendas and minutes is effective. The use of “summary recommendations” within the template, and which are reviewed and documented at end of meetings, is a great practice,
- Student outreach to various student groups to increase those who may be underrepresented in programs is evident with examples of the nursing student organization and the marketing organization reaching out to students through Junior Achievement USA.
- The committee has made recommendations to regularly improve the program process for evaluation and has worked to balance the number of programs assessed each year. The process includes mentor/mentee discussions to help new faculty understand the system. As an example, understanding the annual program report (APR) presents a steep learning curve and is an area for the mentors to help.

There are some program review areas where Hawkeye could make continuous improvements. The DE team **recommends** a review of the advisory board membership, member expectations, and the advisory handbook by both faculty and administrators to enhance advisory board meetings. Advisory committee membership seems to be limited in number due to making sure membership is representative of underrepresented groups. The college should continue to pursue demographic diversity of the advisory council membership and clearly document strategies to achieve this end, while also ensuring robust membership consisting of individuals with expertise in the occupational field. In addition, faculty requested more input on the process for selecting members for the advisory committees. Advisory board members could also have more input into the program review development process beyond surveys.

The DE team also **recommends** tying the program review process into the strategic planning process as the new plan is completed later in 2020. As a part of this, more consideration of financial aspects of programs is warranted in the reviews to determine if support services and facilities are sufficient. In their recent reviews and in the DE team interviews indicated a few programs’ facility needs are lacking and the component of program costs/sustainability is challenging because the process does not include program income data. The DE team **recommends** refinement of the evaluation process for program leads to address the required component of cost/revenue proportionality.

Finding: No compliance issues were noted during the evaluation.

Catalog/CurricUNET Review

The DE quality program consultant conducted a manual comparison of Hawkeye’s approved CTE programs in CurricUNET’s META database with those provided in their college catalog. During

this comparison, it was found that there were few discrepancies between program catalog and the META database. There were a few name changes to programs and some deactivated programs still listed in the database. Hawkeye has already checked on all compliance issues and found all to be errors in META and not in the college's programs. The college has an automated system for matching META with the catalog. All stakeholders are able to see the information. Hawkeye has already placed the recently approved transfer majors in the college catalog. The DE team **recommends** that the college review the catalog and the website for any mention of the terms: "program," "AS," or "AA" for disciplines where a transfer major has not been completed.

Strategic Planning

Community colleges are required to update their strategic plans at least every five years as a guide for the community and its decision-making (Iowa Code section 256.31(4)(a)). The DE accreditation team reviewed Hawkeye's most recent strategic plan and interviewed selected staff to ensure compliance with this standard. The college is winding down the current plan while starting the process to build a new plan.

Hawkeye has put together an excellent leadership team that understands the importance of planning for the future. The college documented that the strategic plan is undergoing expansive external group input and that there is "community ownership of the plan." One area the college has said they want to emphasize more in the new plan is minority recruiting and more services for minorities, which can be a large growth area for the college. The DE team found through both desk review and group interviews that the college has several promising initiatives to increase diversity, equity, and inclusion.

In 2019, the new college president found that Hawkeye had not updated the mission and vision for quite some time. The college has started outreach to external audiences to get input into the mission and vision, as well as to plan construction. The DE team **recommends** the college regularly get internal buy-in also for these components (perhaps through iterative spot checks) before the final unveiling of the strategic plan in fall 2020. The DE team also **recommends** that Hawkeye clarify in both the current and future strategic plans which actions and outcomes are expected of faculty and staff at the individual or department level, so that each employee sees directly how they fit into the plan. This will also develop internal buy-in for the plan.

Finding: No compliance issues were noted during the evaluation.

Physical Plant and Facilities

Each community college must present evidence of adequate planning, including a board-approved facilities plan. The community college's plan must meet state and federal requirements as outlined in the state accreditation guide. The DE accreditation team reviewed Hawkeye's facilities plan and interviewed the facilities, technology, and safety staff regarding the college's facility planning process and decision-making structure to ensure compliance with this standard.

Due to the COVID-19 travel restrictions, a campus tour was not available. After an equity review

five years ago, the college conducted additional ADA reviews with its insurance company to help keep it current on updating facilities in key areas. A list of all projects and campus equipment needs is regularly maintained for completion with either plant levy funds or other resources that become available, and the college has a good system to prioritize needs for facilities and equipment. When leadership determined in 2019 that facility management was “a weaker part of our planning,” they brought in fresh eyes to start this process from ground zero as an important first step. They hired a consultant to update their facilities plan due to a remodel of a building for the health/science programs. The facilities staff and leadership recognize the need and importance of a new facilities plan which is to be completed in fall 2020.

The college communicates in many ways with regard to safety issues including Hawkeye Alerts, *Alertus*, a central court speaker system on campus, regular trainings, classroom notices, and safety committee initiatives. The DE team found that Hawkeye has planning and systems in place to keep students, faculty, and staff safe (e.g. lockdown doors, etc.)

The use of *Hippo CMMS* software helps the college manage asset inventory and tagging and track equipment costs, age and failure rates, and energy needs. It is also a system to collect and prioritize all work orders and maintenance management across the college.

Some staff indicated that there was a weaker link than desired between the emerging facilities’ master plan and the coming strategic plan. With the advantage that both processes are being finalized for fall 2020, the DE team **recommends** that staff take sufficient time to align both plans. That may result in choosing whether a 3-year or 5-year facilities plan will best help the college be responsive to stakeholders’ needs.

Finding: No compliance issues were noted during the evaluation.

Quality Faculty Plan

Iowa law establishes the process for community colleges to plan for the hiring and professional development of faculty. Institutional quality faculty plans (QFP) are required to meet the standards of 281-IAC 24.5(5). The DE accreditation team reviewed Hawkeye’s QFP and interviewed members of the QFP Committee to ensure compliance with this standard. The college’s QFP was last approved by the college’s Board in August 2019 and there is evidence of regular Board engagement with the plan. There is a balance of career/technical and arts and science faculty as well as a developmental education faculty which helps to represent that department in the plan. The DE team agreed that the college’s process had several robust and effective elements:

- The plan includes a thorough mentoring program and an in-depth new faculty orientation.
- The plan has three required components: teaching and learning; contribution in/out of the college; and professional development, each of which are clear and informative in expectation for the faculty.
- The process to collect evidence to support faculty adherence to QFP is systematic.
- Professional development opportunities are plentiful and flexible by discipline and based on faculty needs. Faculty receive broad support from a well-run Brobst Center for Teaching and Learning.
- Adjuncts and concurrent enrollment instructors were provided meaningful professional

development and the process for those groups to meet requirements is streamlined and easy to understand.

- Each faculty develops a teaching philosophy as a key component of faculty development and their growth over time. This requirement appears to be a high-impact practice.
- CTE faculty indicated they receive what they need to keep up with program technology. Each of the college's deans is budgeted \$7000 for their respective CTE areas and faculty receives \$2000 for professional development.
- The college has started to track professional development through a standard form which will help with making institution-wide decisions and investments where necessary.

The DE team **recommends** that the college consider connecting individual professional development plans and opportunities to strategic plan outcomes. The DE team also **recommends** that the committee determine if peer review of professional development would enhance the quality of the process. The portfolios put together by faculty make the professional development process more helpful and comprehensive but some of the portfolios are only available in hard copy and are maintained by either faculty or the dean. The college should consider if portfolios should be connected to the faculty evaluation process, and whether the documentation should be included in their human resources personnel file.

Finding: No compliance issues were noted during the evaluation.

Senior Year Plus Programs

There are a variety of requirements for Senior Year Plus (SYP) programs offered to high school students jointly enrolled in Iowa's community colleges. These requirements are included in Iowa Code chapter 261E. Currently, the DE utilizes the National Alliance of Concurrent Enrollment Partnership's (NACEP) accreditation process to ensure compliance with many statutory requirements (legislated Postsecondary Course Audit Committee). The DE accreditation team reviewed Hawkeye's accreditation status with NACEP, interviewed selected staff, and reviewed documentation to ensure compliance with this standard.

Hawkeye's concurrent enrollment program is named *College Credit in High School* and serves 25 school districts. The college has recently received full re-accreditation for seven years from NACEP. Many quality initiatives were shared through the interviews with the DE team for this component:

- Composition instructors in both concurrent enrollment sections and college sections are completing 'grade norming' activities in a useful and efficient manner.
- The use of OER materials is benefiting school districts and students and saving Hawkeye \$200,000 for the communication courses alone.
- Professional development is regularly scheduled in spring semester with a day reserved for CTE disciplines and a day reserved for arts and science disciplines.
- The interplay and coordination between the college's high school relations department and academic departments is working through regular discussions, and the mutual desire for continuous improvement is evident in the smooth NACEP accreditation re-approval.

The college is working on a recommendation from NACEP to move to a concurrent faculty group orientation rather than individual orientations and the DE team **recommends** that Hawkeye continue work on a solution to this issue.

Finding: No compliance issues were noted during the evaluation.

Compliance with Non-Accreditation State or Federal Requirements

Finding: No non-accreditation compliance issues were noted during the evaluation.

Evaluation Team Recommendation

The Iowa Department of Education community college accreditation team recommends continued accreditation for Hawkeye Community College. A state interim accreditation evaluation is scheduled for FY 2025 (i.e., Academic Year 2024-2025).