

***Accreditation Report***  
***Comprehensive State Evaluation***  
  
***Eastern Iowa Community Colleges***  
  
***October 29-30, 2019***

***FY 2020***



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

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FY 2020 (Academic Year 2020-21)**

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# **Eastern Iowa Community Colleges (EICC) Comprehensive State Accreditation Evaluation FY 2020 – Conducted October 29-30, 2019**

## **Purpose of the Evaluation**

The purpose of this review was a scheduled accreditation evaluation of Eastern Iowa Community Colleges by the Iowa Department of Education as mandated by Iowa Code Section 260C.47.

## **INSTITUTIONAL OVERVIEW**

### **College History<sup>1</sup>**

EICC, formally Eastern Iowa Community Colleges, was established in 1965 by the Iowa General Assembly as one of 15 community college merged areas. The move combined Clinton Junior College, Muscatine Junior College and the vocational-technical programs of the Davenport schools. The District acquired the former Palmer Junior College in 1979 to make Scott Community College a comprehensive institution. In 2001, it opened the John T. Blong Technology Center providing advanced manufacturing training to hundreds of students every year.

#### **Clinton Community College (CCC)**

Clinton Junior College opened in September 1946 as a division of the Clinton Public School System with 86 students, half of them World War II veterans. Classes were conducted at Clinton High School until 1965 when the college's own building opened. Between 1956 and 1965, enrollment tripled. The college changed its name in 1964 to Clinton Community College (CCC) to reflect its philosophy and comprehensive objectives. In 1966 it became part of EICC. In addition to its main campus, CCC serves students through its Maquoketa Center and CCC Technology Center.

#### **Muscatine Community College (MCC)**

Muscatine Junior College was established in 1929 to provide the first two years of a baccalaureate degree. Additional programs were added as the college expanded to meet the diverse needs of the community and in 1962 the name was changed to Muscatine Community College to reflect its broader mission. The agriculture-business program established in 1965 has since been copied nationwide. The college became a part of EICC in 1966 and is housed on an attractive 27-acre site in north Muscatine. The college has grown to include the Muscatine Industrial Technology Center, the Muscatine Agriculture Learning Center, the Vic McAvoy University Center and one housing complex. In addition, it also serves Wilton and Columbus Junction with satellite centers in those communities.

#### **Scott Community College (SCC)**

In 1966 Scott Community College was formed by an act of the Iowa General Assembly. At that time, it began offering the limited number of career technology programs for adults and high school youth previously held by the Davenport Community School System. It continued to solely offer career programs until 1979 when it added arts and sciences programs through a merger with Palmer Junior College. From an initial enrollment of 240 students, Scott Community College has grown to include the newly opened Urban Campus in downtown Davenport, the John T. Blong Technology Center, the West Davenport Center as

well as the main campus in Bettendorf, situated on 181 acres of land donated by the Aluminum Company of America (ALCOA).

## **Institutional Profile**<sup>2</sup>

EICC is distinct in being one of only two Iowa community college districts operating more than one degree-granting institution. EICC is a public, open-door institution operating CCC, MCC and SCC, semi-autonomous colleges that grant up to two-year associate degrees and enrolls over 12,500 students (3<sup>rd</sup> largest in the state). The EICC units share a common Board of Trustees and Chancellor, with Presidents at each of three campuses. Support functions include economic and workforce development, administrative services, student development, and education and training. EICC also operates the continuing education department, providing non-credit adult education courses and short-term career training programs, as well as training and retraining for business and industry. The EICC region is 11<sup>th</sup> in adult literacy rates, 2<sup>nd</sup> in noncredit student enrollment, and 3<sup>rd</sup> in continuing education contact hours in the state.

EICC offers two types of academic degree programs: career-technical and transfer. The college is 8<sup>th</sup> in transfer rate percentages in the state. Career-technical programs, through which students earn certificates, diplomas, AAS, or AGS degrees, teach specialized vocational and technical skills that prepare students for employment directly after graduation. Transfer programs award AS or AA degrees, which give students the option of either entering the job market after graduation or transferring to a bachelor's degree. The AA credits transfer seamlessly to Iowa's state universities through a statewide articulation agreement, and to most of the private colleges in the state through individual articulations with those institutions. EICC enrolls 9.7% of community college students in the state, and grants credit awards in the highest areas of health sciences, business administration, and manufacturing clusters. They are 8<sup>th</sup> in joint enrollment percentages in Iowa and 11<sup>th</sup> in distance learning enrollment with 52.2% of their students taking at least one online course.

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<sup>1</sup> Information for this section was obtained primarily from the EICC website.

<sup>2</sup> Information for this section was obtained from the EICC Website and the Community College Profile Report.

## Special Topic: Work-Based Learning Program Strategies

EICC requested a review of work-based learning (WBL) strategies employed across the state. These strategies vary from program to program at each of the community colleges. A more consistent statewide approach has been expressed among community college presidents. A state committee has recommended that colleges adopt a new WBL prefix within the common course numbering system for such courses. These courses could be adopted not only within career and technical programs but also within transfer major programs as courses are appropriate and relevant to programs. A good discussion of best practices and some ideas for bringing more experiences into programs were shared by Kirkwood Community College, Northeast Iowa Community College, and Southwestern Community College, and the Bureau of Career and Technical Education (CTE) consultant working with WBL. Some of the questions and conversation centered around best practices in developing WBL courses within college programs. The following issues were identified during the special topic discussion:

1. How do colleges incorporate WBL into programs and utilize them in various ways?
2. Do all programs (CTE and Arts/Science) need to incorporate WBL?
3. What are the benefits of these courses to students and to the college?
4. How do WBL courses work in tandem with the intermediary staff at the college?
5. How do colleges get employers interested and involved in WBL opportunities?
6. How is supervision of WBL experiences documented?
7. What are models for adopting the WBL sequence of courses that have been developed? (e.g. career exploration, employability skills, project-based learning, job shadowing, practicum/field experience, and internships).

Some of the ideas and outcomes of the discussion included: the use of discipline-specific career fairs; building courses into career academy programming; building courses into transfer majors where applicable; incorporating WBL strategies into guided pathways and for students who have not yet chosen a meta-major (undecided populations); utilizing these courses as a high school recruitment tool for career and technical programs; and packaging the WBL courses to match high school Carnegie units of time. Some barriers to solve as a state include: how to integrate WBL efficiently with intermediaries who are already at capacity with secondary programming; aligning teacher availability with the faculty qualifications required for these courses; the use of faculty time for course oversight and site visits to the businesses; and not overpromoting or overpromising students on what can be delivered if capacity has been reached. EICC found the discussion helpful to their decision-making on strategies to employ locally.

## 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. EICC's most recent HLC accreditation letter provided adequate evidence that the college has continuing regional accreditation with no issues, concerns, or findings documented. All HLC criteria (on 21 components) have been met and the college is re-accredited through AY2024-25. The college has incorporated a larger faculty voice into the college culture and decision-making over the past few years. In 2019, they had over 15 academic task forces and committees with 70 unduplicated faculty serving on them. The college has moved to Open Pathways after being on Academic Quality Improvement Program (AQIP) pathway for several years which gave them a chance to study every corner of the institution.

The team **recommends** pursuing the HLC suggestion to incorporate a broader student voice within college strategic planning beyond the student senate. Consider ways to formalize outreach to students and promote student-to-student communication between the campuses. Students are proud to be a part of the EICC community and they want to be engaged and involved in the betterment of the colleges and district.

In addition, the team **recommends** increasing documentation and review of student outcomes measures, particularly in the strategic plan. The proposed action steps of investing in the HLC Assessment Academy over the next four years, assigning a full-time associate dean to oversee outcomes assessment, a half-time faculty member to lead the academic outcomes assessment committee and work with faculty development are important first steps.

## **Compliance with Iowa State Accreditation Standards**

### **Faculty Qualifications**

All community college-employed instructors, who are under contract as of July 1, 2011, and 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 EICC 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 FY 2018 (i.e., fall term 2017 and spring 2018).

Following a thorough review of the 30 random faculty personnel files, members of the DE team met with the EICC director to learn about the college's faculty qualification review process and to discuss a few follow-up questions raised during the review.

The college has many well-qualified faculty teaching both transfer and career and technical courses. The folders from faculty files were well-organized and the college utilized a consistent form to document qualifications. The team **recommends** that the college update the faculty qualification forms regularly to reflect the disciplines (prefixes) and courses taught by each faculty as these areas can grow over time. Also, the college should regularly review that all transcripts are in place to reflect the qualifications for all faculty for these approved disciplines.

**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 EICC provided documentation of their FY 2018 (fall 2017 and spring 2018 terms) teaching loads.

The team reviewed college faculty loads for both adjuncts and full-time faculty in both arts and sciences and career and technical fields. The loads reviewed aligned with state requirements. The form that EICC utilizes to verify and explain loads is unique in that it shows both the scheduled credits of teaching and also the "equated load" credits of teaching which is a helpful document to examine the various loading scenarios such as stacked classes and online sections.

**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 EICC'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 collegewide efforts to create a welcoming environment for all students, provide accommodations for students with special needs, and provide opportunities for underrepresented students in college programs of study. As this was also an equity visit, the college shared several initiatives around serving the needs of a diverse student body. Some of these observed efforts include the following:

- The annual and continuous notices of nondiscrimination were visible and consistent across a large variety of college forms and publications with very few exceptions. Those exceptions seemed to be in older materials such as syllabi from past years and some outdated handbooks.
- A statement of the college's commitment to diversity, inclusion, and equity is in professional standards for all employees.
- Diversity and equity events are a part of many faculty and staff regular professional development and are available in annual opportunities through the college.
- Almost all data gathered by the college about students is sliced by various demographics and student populations to look for gaps in outcomes.
- Several initiatives are in place for veteran students and their families, including a veteran student conference, and feedback suggests that the attention is paying off for those students.
- The college accommodation procedures seem to be very thorough and available across all college sites.
- The college serves students with 20 identified languages.
- The administration continues to explore successes of a hiring process that appears to increase diversity.
- The Retention Initiative with Support and Engagement (RISE) program is a program that helps get at-risk students additional advising help sessions, built-in study times, and more connections to instructors through engagement at CCC and provides services similar to the TRIO Student Support Services program at other EICC campuses. Students involved also get a stipend for books and tuition if they stay in the program.
- With five available foundations to serve the college and students, financial aid opportunities are plentiful for students. To diversify the student body, EICC offers diversity scholarships to recruit students of color - resulting in 15-20% growth of minority students at SCC.
- Recently, the college has undertaken onboarding and advising reforms. They have revamped the new student intake process to be more consistent and to emphasize college readiness, mandated a student orientation, assigned an adviser that they work with throughout their time at the college, required that students see an adviser during the first two semesters, prepared an academic plan,

and established priority dates for FAFSA. The college made a philosophical shift from a student registration process to a student advising process and implemented student deadlines, professional advisors with student development backgrounds, early alert notices, and midterm grades.

- The diversity committee is robustly engaged across the campuses and includes employee input. This input was recently represented by incorporation of diversity-related topics into the annual Staff Development Day program.
- Students discussed their participation in student clubs and diversity committees and the opportunities afforded them to collaborate with students from other backgrounds and cultures. Current and former students would serve as excellent ambassadors and peer mentors to prospective students. Students also reported that community outreach activities from the Black Student Union and LULAC offered student-led leadership opportunities in providing input on campus life and community topics. Students commented that they would like to have more collaboration with clubs at other campuses and to meet on a regular basis to discuss and share initiatives district-wide.

Based on the review of college materials and through interviews, the Team recommends some updates in the following areas:

- The mandatory online training for all employees covers a wide range of topics, including campus safety, health, diversity, sexual harassment, and more. However, the review of several grievances warrants a more comprehensive approach to training for faculty, staff and administrators to address a trend of complaints of hostile work environments, discrimination, and sexual harassment, for both founded and unfounded grievances. There exists a pattern of retaliation of complainants at the administrative, faculty, and peer-to-peer levels. These groups would benefit from customized long-term and ongoing professional development to promote inclusive working environments free of harassment and retaliation. The District's annual staff development day may provide opportunities to incorporate sessions in these areas for each level of employment.
- Students should be trained on knowing who the equity coordinator is in their district (the person listed on all nondiscrimination statements) and not just having students meet the deans and faculty with whom they work more regularly. Additional training regarding the area of mandatory Title IX reporting is also recommended. This training may be integrated within student activities and outreach through the Diversity Academy, Diversity Council, and student-focused campus committees.
- EICC employs multiple practices in monitoring developmental education practices, assessments, high school connections, and college readiness initiatives. While it is necessary to acknowledge the uniqueness of each campus, it may prove beneficial to streamline the student intake process to meet the needs of incoming and existing students who may be first generation, special needs, or nontraditional. In addition, it is recommended that the advisor-to-student ratio be examined to ensure an equitable distribution of advising services to meet the needs of an emerging student population.
- The visiting team recommends that the plan shared to form an internal group focusing on serving ELL students involve community input that is representative of their backgrounds. This may also be accomplished by utilizing current faculty and staff to provide input from a cultural perspective. The District should strive to examine the changing demographics of its service area and adjust outreach initiatives to better reflect new and emerging immigrant populations and subsequent language acquisition needs. An example of this is the District's response to providing tutoring services to the emerging West African population at the West Davenport campus, which prepares them for transfer to the Belmont campus.
- As EICCD seeks more staff with second-language skills for telephone communications, interpretation, and/or translation services, consider demonstrating the value of those skills by including them in job descriptions (if not there already), rather than relying on current staff to provide these important services in addition to their regular responsibilities on an informal basis.
- When asked what additional services students would like to see offered, they responded:
  - Downloadable and free printed materials versus traditional textbooks
  - Additional offerings for physics at other satellite sites
  - Administrative support for LGBTQ students

- More college prep, i.e., college experience courses for incoming high school students
- Aggregate data on students with disabilities should be collected and shared as a district with appropriate staff and administrators and used as a tool for programming and planning needs to serve this population at each campus (as is done with other demographic data to find campus best practices). While protecting student privacy is key, academic progress (or lack thereof) must be analyzed to ensure that the District is recruiting, retaining, and graduating students with disabilities. In addition, students performing well serve as testaments to good programming and services.
- The Clinton Campus has begun utilizing Zoom for tutoring and should remain cognizant of the digital divide for students with little to no internet access at home. Partnerships should be in place with local libraries, community groups/agencies, and faith-based organizations to assist with IT services and support.

**Finding:** No compliance issues were noted during the evaluation.

## CTE Program Evaluations and Timelines

There are several state standards related to the offering of career and technical education (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 EICC'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 EICC's CTE program review process, comprehensive review manual, four-year schedule, and a random sample of recent CTE program reviews to ensure compliance with the CTE program review standards.

The team found several strengths in the college's program review process:

- Access to all reporting forms, past documentation of the previous cycle, and data is available to all staff and faculty on EICC Connect, an internal database system.
- The form templates are available at every step of the process (documentation, reporting, surveys, and outputs) and allow for consistency in look and questions.
- The comprehensive data collected is focused on student course grade data, program outcomes data, persistence and completion, student demographic profiles, student and alumni surveys, and labor market data.
- The facilities checklist of data is impressive in that many data points are asked in both the self-assessment form and the peer review team report.
- The college holds an orientation prior to the start of the process so staff know where to find everything needed for the report completion. This orientation and other guidance documents also are both helping each review to be more consistent in their depth and in the use of data.
- The peer review reports showed great attention to program details and gave thorough feedback to the program.
- Advisory board members contribute to the review through survey data and program change recommendations.

- The findings with program plans are presented to the Educational Programming, Policies, and Curriculum (EPC) council and academic leadership council to get feedback. These groups help the program to scale the plan back if necessary or figure a timeline if there are too many goals to pursue.
- There is a yearly check-in plan to follow up on recommendations in the program review action plan.
- There is a College Response to Internal Team Review Report “form” that can be utilized by the program review completer to respond to an issue found.

The team **recommends** that the college help programs with their common goal to get additional nontraditional representation (by gender and ethnicity) into advisory committees. Every program has identified that need and it is a metric included in each review. Because the minutes varied in depth and documentation of key areas discussed, the team also recommends that a common advisory board committee minutes/notes template be included as a part of the process so that there is consistency in topics as well as documentation of recorded voting among advisory members on critical program needs. The use of an advisory committee handbook would also be helpful. One program review that was missed in the past 4 years (hospitality), was explained as being due to low enrollment, and a plan has been put in place to not skip a review of any low enrollment programs in the future.

**Finding:** No compliance issues were noted during the evaluation.

### **Catalog/CurricUNET Review**

The DE quality program consultant conducted a manual comparison of EICC’s approved CTE programs in CurricUNET’s database with those provided in their college catalog. During this comparison, it was found that while a few minor discrepancies remain, the college has done a tremendous amount of work in the past year to align EICC curriculum between the college catalog, the website and the state curriculum workflow database. This has led to increased consistency and compliance for all required programs.

The team **recommends** continued attention to program compliance details during the transition to a new state curriculum workflow system. The college also needs to document their plan to transition from currently published AA and AS concentrations in the catalog to the state-approved transfer majors. The timeline for this transition should be with the next printed catalog that is shared with students. The website should be updated immediately. **Please provide this transfer major transition plan and timeline documentation by March 1, 2020 to the DE. As a follow-up, the DE will review EICC’s 2020-21 catalog for transfer major implementation.**

### **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 EICC’s most recent strategic plan and interviewed selected staff to ensure compliance with this standard. The current five-year plan expires in 2020 and the new plan will start in January 2021. For the current plan, the college had over 25 community and internal group meetings for development. The current plan has several strengths that the team identified:

- All four focus areas, (completion, enrollment, high-performance, and culture), have been set up for the strategies to be measurable by the college.
- Several staff commented in various groups about EICC being “The Communities’ College” and there is evidence through various college outreach examples that this is a strategic and driving force.
- In evaluation processes, several staff, including the chancellor and cabinet members, include the strategic plan metrics in their appraisals. This is not a strategic plan that is put on a shelf.
- The college doesn’t stop on a strategy once it meets the desired metric. It is committed to the strategies long-term.

- The college has aligned its plan with its Quad Cities regional economic action plan called “Q2030” to transform the community and local development. The Chancellor described this plan as its community “north star” and the college understands that by growing the local community, rather than competing against it, the college will simultaneously grow.
- The groups consulted on the current plan include: sector boards, community groups, employee groups, regional planning partnership, high school partners, and five college foundation boards.
- EICC has demonstrated its commitment to culture and diversity through several documented efforts for the current plan. The Team found it admirable that the college has expressed the commitment to emphasize diversity in the next plan as well because their review of data shows gaps in achievement and completion metrics among select demographic groups.

The team **recommends** that for the new 2021 strategic plan, that various keyholder input be gathered again from internal sources, community partners, and students to inform changes and the plan objectives, similar to the engagement undertaken for the current 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 EICC’s facilities plan and interviewed the EICC staff regarding the college’s facility planning process and decision-making structure to ensure compliance with this standard.

The EICC campus tour was highlighted by the virtual reality lab at the SCC Urban campus that opened in 2018. The lab has allowed EICC to become a leader in augmented and virtual reality training. The equipment is partially funding by a United States Department of Labor (USDOL) grant awarded to Iowa’s community colleges.

The college has identified an ongoing list of facility projects and a five-year (2019-2024) capital plan approved by the Board which includes sustainability and safety measures. EICC actively monitors and plans for facilities maintenance and upgrades through regular information and feedback gathering from each campus in a Year 1, Year 2, Year 3 schedule. The college has conducted three ADA audits over the past ten years to find any outstanding and self-identified issues and address them in a timely manner.

The team **recommends** that the college utilize a formal measure to gather input from students on campus facilities, security, and safety. A campus climate survey could provide useful information about unknown student and staff concerns. For instance, a topic raised by students during an interview session was evening courses and student discomfort in walking through campuses after dark. In addition, more communication between the director of human resources (in charge of college safety) and the college presidents would help resolve any disconnects on whether student survey or other student input is informing district policies on safety.

**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 EICC’s QFP and interviewed members of the QFP

Committee to ensure compliance with this standard.

EICC's QFP was last approved by the Board in April 2019 and the QFP committee meets regularly as evidenced by the committee minutes and activities. Currently, the committee does not have the required balance between CTE and A/S faculty, but this is due to faculty retirements and resignations and will be fixed in the next year when the committee goes back to 12 members. The 3-year verification form utilized for documenting faculty activities and 45 hours of development is a well-developed, thorough and useful form which may be a best practice instrument.

Another best practice appears to be a year-long new faculty development course that includes a mentor program which helps new faculty become oriented. New faculty receive a class release which is appreciated by those faculty. A nine-month diversity academy is another opportunity for faculty, with hours of participation contributing to QFP requirements. All activities are documented in an internal electronic tracking system, EICC Connect, which links to employee records and where the faculty member can record his/her professional development. Adjuncts are a part of the QFP with a requirement of six hours of development every three years, and a position is designed to work half-time with adjunct instructors to help them have a more inclusive EICC experience. This user-friendly system allows faculty to have the option to see a full report of development done for the year or for three years. Faculty use this information for their reviews and for goal setting. The college has moved 23 faculty to "distinguished faculty award" status which gives them an additional title, more professional development and the ability for sabbatical. The college has moved more faculty to utilize engaged and collaborative teaching styles. The faculty orientation system, including mentoring, was lauded by the faculty and may be a best practice for the state.

The team **recommends** that the QFP handbook outline which staff (i.e. advisors, media specialists, counselors) are not included due to the structuring of these college staff positions and to update the membership of CTE and A/S faculty with the IDOE in the upcoming year. Faculty should be selected by the bargaining unit of the college.

**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 EICC's accreditation status with NACEP, interviewed selected staff, and reviewed documentation to ensure compliance with this standard.

EICC's concurrent enrollment program is named College Connections and the resources available for students, concurrent enrollment instructors and administrators are helpful and organized. The student procedures include placement assessment information and access to college resources and programs such as accommodations. The EICC Memorandum of Agreement (MOA) with school districts is thorough in outlining faculty, college, and district expectations, and could serve as a best-practice for other colleges.

The college has achieved NACEP re-accreditation through 2025-26 and there is evidence that EICC is acting on the information gathered through that process to better engage the concurrent enrollment adjunct faculty throughout its program. The college is intentional in partnering with school districts to provide beneficial pathways for students and provide targeted opportunities to show students from all backgrounds a pathway to a college degree. High schools get a data book about their students and outcomes regularly and EICC concurrent enrollment advisors are placed in the high schools.

The team **recommends** that the administrative procedures handbook include the notice and process of

requiring the school district to handle the instructor background check. The College Connections handbook should also include the nondiscrimination statement as outlined in the special needs section.

**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 Eastern Iowa Community Colleges. A state interim accreditation evaluation is scheduled for FY 2025 (i.e., Academic Year 2024-2025).