

DRAFT

**IOWA COMMUNITY COLLEGES
AND
IOWA DEPARTMENT OF EDUCATION**

**Guide
for
State Accreditation
of
Iowa Community Colleges**

Division of Community Colleges and Workforce Preparation

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Preface

The changing role of community colleges in higher education and improving institutional effectiveness led to the passage of legislation in 1990 requiring the development of state accreditation standards for Iowa's community colleges. This legislation outlined requirements for new standards and a new accreditation process for community colleges that addresses issues of quality, access, accountability, and institutional improvement.

In the spring of 1991, Department of Education staff issued a concept paper on community college accreditation and established a cross-departmental work team to coordinate the development of the new process and standards. This team outlined a philosophical framework for the new standards which stipulated that rather than being prescriptive, the new standards should provide directions or goals toward which colleges should strive, including those qualities that characterize the best in community college education. The work team also decided that significant involvement on the part of the community colleges was essential to the success of this project. The Task Force on Accreditation and Program Review (community college chief academic officers) was established to work with the department and the Community College Accreditation Advisory Committee (business, industry, government, community, etc., members) was formed to provide broad community input.

By October 1992, the work team and the task force had reached consensus on a preliminary set of 47 standards. These were developed by subcommittees composed of community college and Department personnel and each was accompanied by rationale to clarify its purpose. Input on these "Preliminary Standards" was sought through 15 open forums conducted across the state in November and December 1992. The work team and task force used the input to make revisions. In order to move away from the concept of minimum accreditation standards and assist in communicating the institutional improvement focus of the accreditation process, the "Preliminary Accreditation Standard" were renamed "State Criteria for Evaluation of Iowa Community Colleges."

During the early stages of this process, one major issue emerged; community colleges were concerned about the duplication of effort in meeting both state and regional (North Central Association [NCA]) accreditation requirements. Amendments to the original legislation were passed in 1993 to address this issue by including the language "*The state accreditation process shall be integrated with the accreditation process of the North Central Association of Colleges and Schools, including the evaluation cycle, the self-study process, and the criteria for evaluation...*" Sec.260c.47.(1) Code of Iowa (1997).

The State Board of Education approved a pilot process and 36 state criteria on June 9, 1994. Information from the pilot process in 1995 and 1996 resulted in a recommendation from community college personnel that the number of criteria be reduced through consolidation of similar criteria. On August 8, 1997, the State Board of Education adopted 18 criteria. The rules for community college accreditation became effective on October 1, 1997.

State accreditation of Iowa's community colleges is a process by which Iowa Community Colleges and the Iowa Department of Education can:

- Improve the quality of post-secondary education to the citizens of Iowa
- Address the economic well-being of Iowa through improved workforce preparation
- Prepare for North Central Accreditation

The development of the Iowa Community College Accreditation Process has been, from its inception, a cooperative effort of the community colleges and the Department of Education; and will continue to be.

Iowa Community College Accreditation: An Overview

Step-by-step Accreditation Process

1. The Department of Education distributes the *Guide for State Accreditation of Iowa Community Colleges* evaluation approximately one year in advance of a comprehensive evaluation visit and/or an interim evaluation visit.
2. The community college identifies to the Department any areas they wish to receive special attention during the visit. The Department determines the makeup of the visitation team based on the size and the needs of the institution.
3. The community college completes the self-study process and prepares the self-study report for submission to the department approximately two months before a comprehensive evaluation visit and approximately two months before an interim evaluation visit. For a comprehensive evaluation, the college also submits a copy of their NCA self-study report, if it is a separate document from the Iowa self-study report.
4. The evaluation team reads the college's report and prepares for the visit. Based on the report, additional Department and/or community college personnel with special expertise may also be added to the team if the team deems it necessary.
5. The evaluation visit is conducted.
6. The team writes a report and makes recommendations concerning continued accreditation, meeting accreditation criteria, and institutional improvement, as appropriate. If formal recommendations are made which require action on the community college's part, the department will specify requirements, including time-lines.
7. The team's evaluation report is sent to the college for review and correction of errors of fact.
8. The team submits its evaluation report to the Director and the State Board of Education for approval.
9. A copy of the final evaluation report is sent to the college. The college may respond to the report.
10. If problems exist which could affect the college's state accreditation status, the Director notifies the college.
11. The Department provides technical assistance to the college in areas where need for improvement is indicated.
12. If a recommendation is for accreditation to be withdrawn if a problem is not satisfactorily addressed, the community college has one year to remedy the problem or lose accreditation for that "program".(see Chapter 260C.47, Iowa Code in the Appendix).

Self-Study Report

In response to the focus on improving institutional effectiveness, the college will conduct an institutional self-study and prepare a self-study report which will be sent to the department two months before the date of a comprehensive visit. The department encourages colleges to submit a single self-study report, assuming that this report addresses the requirements of both NCA and the state. Nevertheless, colleges are free to submit to the state a separately prepared self-study report which addresses all state requirements. The examples of evidence associated with the state criteria for evaluation will guide the development of the self-study report. If a college opts to combine the state and NCA self-study reports, an index will be required to specify where each state criterion is addressed.

The self-study report will be used by the evaluation team to determine recommendations for continued accreditation and/or improvement. Questions, concerns, and areas to verify arising from the report will be investigated during the evaluation visit. The evaluation team will study the report to determine that:

- the self-study process was comprehensive and seriously conducted;
- the self-study process was designed to serve as a basis for institutional improvement, exploring both strengths and weaknesses;
- evidences cited to support compliance with each criterion are convincing;
- the conclusions drawn by the college based on the self-study are valid and appropriate; and
- they concur with the conclusions drawn by the college.

Reports for interim and focus evaluations will be limited to progress/status reports for topics directly connected with that evaluation and will include formal documentation as required.

Comprehensive Evaluation

A comprehensive accreditation evaluation will be conducted in conjunction with the college's NCA accreditation cycle. The evaluation process will include a visit to the college which:

- will last two or more days depending on needs.
- will focus on areas identified through review of the college's self-study.
- may include issues or concerns identified through the program evaluation process.
- may include issues or concerns which the Department has documented.
- may include issues or concerns which the college has identified and wishes to have reviewed.
- may include targeted topics for community college system evaluation. (These would be for purposes of statewide recommendations, guidelines, changes in mandates, proposed legislation, etc.)

Interim Evaluation

As required by the legislation, an interim evaluation will be conducted halfway between comprehensive evaluations. Each interim evaluation will include a visit to the college. Specific requirements will be clearly outlined six months before the evaluation visit and will focus on:

- recommendations made in the state comprehensive evaluation report.
- recommendations contained in NCA's evaluation report.
- documented issues which have arisen since the comprehensive visit.

In addition, the interim evaluation may include:

- issues which may be found to merit evaluation more frequently than the comprehensive evaluations.
- issues or concerns which the college has identified and wishes to have reviewed.
- targeted topics for community college system evaluation.
- issues or concerns identified through the program evaluation process.

Focus Evaluations

Focus evaluations may be recommended by a comprehensive or interim evaluation team, or may be initiated by the Department for one or more of the following reasons:

- a pattern of serious complaints.
- substantial unplanned or unanticipated changes made in the college between scheduled evaluations that were not included in the self-study report prepared for the most recent previous evaluation.
- a violation of rule or law.

The Department will carefully evaluate any of the situations indicated above, including contact with the college involved. Upon the recommendation of the Director, the Department will assemble a focus evaluation team of at least one Department person and one community college person. The focus evaluation may include a visit to the college. Once initiated, a focus evaluation on a specific subject will be conducted annually until problems are resolved or changes are fully approved and implemented. The Department will also be involved in any focus evaluations required by NCA.

Sample Crosswalk: Iowa to NCA Self Study

Community Colleges may develop their own crosswalk. This is an example which is included with permission from Northeast Iowa Community College.

NORTHEAST IOWA COMMUNITY COLLEGE
Calmar/Peosta

NCA Self Study References to Iowa Accreditation Rules

a. Mission and Governance

	Self Study Page #
(1) Have a mission statement which reflects community needs.	4-6, 13
(2) Have an organizational structure which reflects the mission of the institution.	9
(3) Provide broad involvement and participation in the governance of the institution-- a. Provide a current board policy manual as set forth in 21.2(1). b. Document that policies are in place, communicated and implemented as set forth in 21.2(1).	xix, 4-6, 9-11, 33, 39-40, 87, 112, 125 Res Rm Res Rm, Fac Hndbk, Catalog, Student Hndbk, Master Contracts, Staff mtgs
(4) Have policies and procedures which are accessible, revised periodically, communicated on a regular basis, reflect the needs of the constituencies, and serve as a basis for college operations.	Fac Hndbk, Catalog, Student Hndbk, Community Svcs Hndbk, Master Contracts, Staff mtgs
(5) Ensure efforts to make education and services available to all learners as outlined in 260C.48(3).	47, 48, 60, 67, 73, 78-79
(6) Demonstrate awareness and understanding of diverse cultures.	57

b Instruction and Curriculum

(1) Utilize criteria for awarding certificates, diplomas and degrees which includes a general education component in degree and diploma programs as set forth in 21.2(10).	40-41
(2) Meet, to the greatest extent possible, educational opportunities and services, when applicable, but not limited to: a. The first two years of college work including pre-professional education. b. Vocational and technical training. c. Programs for in-service training and retraining of workers. d. Programs for high school completion for students of post-high school age. e. Programs for all students of high school age, who may best serve themselves by enrolling for vocational and technical training, while also enrolled in a local high school, public or private.	36-38, 61 36-39 74, 79 78 42, 69-70, 92-93, 136

f. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.	42, 48, 64
g. Student personnel services.	33-35, 43-46
h. Community services.	67-96
i. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs.	78, 88-89
j. Training, retraining, and all necessary preparation for productive employment of all citizens.	60, 76-77
k. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.	82, 93
l. Developmental education for persons who are academically or personally underprepared to succeed in their program of study (as set forth in Iows Code 260C.1.)	74-75, 80-82
(3) Provide learning resource services which support the instructional and informational needs of the students, staff, college and community as set forth in 281-21.5(260C).	74-75, 80-82
(4) Provide educational services which are responsive to the needs of business, industry, labor, and community.	60, 76-77
(5) Have an articulation process with secondary and post-secondary educational institutions.	42, 49

c. Student Support Systems and Services

(1) Provide a catalog which shall be the official publication of the community college as set forth in 21.2(7).	Resource Room
(2) Follow a defined process for developing and maintaining educational programs including assessing student academic achievement.	36, 46-61
3) Maintain accurate, confidential and accessible student records as set forth in 21.2(11).	34, 44
(4) Provide services which address recruitment, admissions, assessment/placement, advisement, orientation, financial assistance, counseling, records retention and student activities which are responsive to the needs and expectations of students.	43-46
(5) Provide a student-centered environment.	43, 53, 60-61
(6) Provide curricular support services through counseling, academic advisement, and placement transition assistance based on identified needs.	42-46

d. Administration and Human Resources

(1) Demonstrate ethical practices in both internal and external relationships	64, 65, 90-94, 129-132
(2) Utilize a comprehensive, on-going strategic planning process in which staff analyze and evaluate data and information for continued institutional effectiveness.	9-11
(3) Demonstrate effective internal and external communications.	33, 84, 87, 89-92, 112
(4) Employ qualified and appropriately licensed personnel as set forth in 21.3(260C).	31-32
(5) Identify needs and provide opportunities for staff development.	33, 71, 112

e. Finances and facilities

(1) Organize financial resources to support its offerings and services.	97, 99-111
(2) Provide physical resources and appropriate technologies to support its offerings and services as set forth in 281--21.6(260C).	114-121

Iowa Community College State Accreditation Criteria

The purpose of accreditation of Iowa's Community Colleges is to confirm that each college is offering quality programs and services consistent with state standards.

Each community college is subject to accreditation by the State Board of Education, as provided in Iowa Code Section 260C.47. The State Board of Education shall grant accreditation if a community college meets the following established criteria. The criteria, and the rationale and examples of evidence listed with them, were developed by teams composed of department and community college staff. A Sample Criterion Evaluation Team Evaluation sheet is shown on page 35.

NCA Accreditation

In order to be accredited by the state board of education and maintain accreditation status, a community college must be accredited by the North Central Association of Colleges and Schools.

Rationale:

Institutional accreditation provides public confirmation that the educational services provided by the college are of acceptable quality within the higher education community. The accreditation process assists each institution to improve its own activities. Public validation of quality is necessary for the transfer of credits between post-secondary institutions. Many state and federal programs require NCA or similar accreditation as a prerequisite for the awarding of funds to both students and the college.

Examples of Evidence:

- North Central Association accreditation (Required) Official Letter of NCA Accreditation Status

A. Mission and Governance

Criterion A1. The college has a mission statement that reflects community needs.

Rationale:

A publicly stated commitment concerning the institution's mission, its purposes, and the constituencies to be served is essential. A clearly projected mission statement provides the college community with a shared sense of purpose, direction, significance, and achievement. It also provides the frame of reference for determination of community needs.

Examples of Evidence:

- Assessments of the needs of constituents and the community
- Procedure for evaluation and revision of the mission.
- Dissemination processes
- Minutes showing board approval
- Constituents understands the mission statement
- Mission reflects the institutional values and practices.

Criterion A2. The community college has an organizational structure which reflects the mission of the institution.

Rationale:

To be effective and efficient, an organization must have an organizational structure that defines employee's responsibilities and authority. An objective employee evaluation provides the framework for the organization to assist the employee in improving performance and growing within the organization.

Examples of Evidence:

- Staffing and hiring patterns (employee demographics)
- Current organizational chart
- Written human resources policy and procedures
- Employee evaluation
- Affirmative Action Plan
- Job descriptions

Criterion A3. The college is organized to provide for broad involvement and participation in the governance of the institution.

1. Provide a current board policy manual, as set forth in subrule 21.2(1).
2. Document that policies are in place, communicated, and implemented, as set forth in 21.2(1).

Rationale:

Involvement in governance by faculty, staff, students and the community strengthens the institution and contributes to meeting its mission through communication, informed decision making, greater community support, and cooperative problem solving.

Examples of Evidence:

- **Required:** Board policy manual
- Plans/procedures and evidence for involvement of faculty, staff, and students in governance
- Advisory committee input

Criterion A4. The College has policies and procedures which are accessible, revised periodically, communicated on a regular basis, reflect the needs of the constituencies, and serve as a basis for college operations.

Rationale:

Information about and input from a college's constituencies helps assure the development and the implementation of policies, which truly speak to the needs of those constituencies, and sharpens the focus of the institution. To ensure meeting the ever-changing needs of those constituencies, including employees, policies and procedures need to undergo regular review, revision, and communication to those constituencies. The communication of those policies and procedures is critical to fostering the input, which makes review and revision effective.

Examples of Evidence:

- Documentation that institutional policies are in place, communicated and implemented
- Systematic process based on needs identification is in place for review and revision of policies
- Examples of communication of Board policies
- Cyclical review and revision of policies

Criterion A5. The college ensures efforts to make education and services available to all learners, as outlined in Iowa Code subsection 260C.48(3).

Rationale:

Curricula and services must be broad and varied in order to meet the needs of all students and prospective students. To accomplish this a college must be aware of the special needs of all students, not just the traditional recent high school graduates. Additionally, attention must be given to identifying special needs based on gender, race and culture.

Examples of Evidence:

- Recruitment and retention strategies
- Student demographics
- Methods and procedures used to identify and meet student needs

- Plans for improving access
- Recruitment and marketing strategies
- Utilization data for services; numbers and characteristics of persons served
- Market penetration data
- Student satisfaction surveys
- Specific locations where education and services are offered; hours offered
- Evidence of easy access to admission and registration services

Criterion A6. The college demonstrates awareness and understanding of diverse cultures.

Rationale:

As a part of the global community, the college has an obligation to expose students and community members to the diversity of cultures, values, languages and ideas within their communities, the college district, the state, the nation, and the world. This diversity should be reflected in the curricula and through activities sponsored by the college.

Examples of Evidence:

- Staff development programs
- Affirmative Action Plan
- Events scheduled (speakers, workshops, etc.)
- Community partnerships
- Student and staff demographics
- Planning documents (evaluations, etc.)

B. Instruction and Curriculum

Criterion B1. Utilize criteria for awarding certificates, diplomas, and degrees which includes a general education component in degree and diploma programs, as set forth in 21.2(10)

Rationale:

Established criteria consistent with national trends and guidelines are essential for compliance with institutional and statewide articulation agreements. They also communicate the college's expectations to students, thereby ensuring a smoother path to completion of their goals.

General education is intended to provide breadth of learning to the community college experience. General education imparts common knowledge, promotes intellectual inquiry, and stimulates the examination of different perspectives, thus enabling people to function effectively in a complex and changing world. General education is not directly related to an individual student's technical, vocational, or professional field, but prepares a student to meet personal, social, and lifelong learning needs.

Each community college degree and diploma program includes a college level general education component appropriate to the length and purpose of the program. The general education component is developed at the institutional level, using criteria appropriate to the institutions, general education philosophy, state guidelines, and requirements of applicable accrediting bodies. Each community college is responsible for clarifying, articulating, publicizing, and assessing its general education program.

Examples of Evidence:

- Published college definition of "general education," with requirements
- Degree, diploma, certificate requirements
- Program content which shows "general education" component

Criterion B2. The College meets to the greatest extent possible, educational opportunities and services in each of the following, when applicable, but not limited to:

1. The first two years of college work including pre-professional education.
2. Vocational and technical training.

3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age, who may best serve themselves by enrolling for vocational and technical training, while also enrolled in a local high school, public or private.
6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
7. Student personnel services.
8. Community services.
9. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs.
10. Training, retraining, and all necessary preparation for productive employment of all citizens.
11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.
12. Developmental education for persons who are academically or personally underprepared to succeed in their program of study, as set forth in rule 21.5(260C).

Items 1-12 are taken directly from Iowa Code Section 260C.1(1997).

Criterion B3. The college provides learning resource services which support the instructional and informational needs of the students, staff, college, and community, as set forth in 21.5(260C).

Rationale:

Library, media, and information services are an integral part of high quality educational programs. These services should include a range of information, resources, associated equipment, and services. They should be available to students, faculty, staff, and the community.

Examples of Evidence:

- The purpose, responsibilities and functions for the learning resource services are clearly defined and implemented
- User satisfaction surveys
- Collection of materials, equipment, and information which are current and appropriate to the needs of the institution
- Selection of materials based on user input

Criterion B4. The college provides educational services which are responsive to individuals, business, industry, and labor, and community.

Rationale:

In forming the community college system, the Iowa General Assembly provided that all residents of the state would have access to educational services. In fulfilling that concept of citizen services, community colleges have a responsibility to serve beyond the confines of the campus and traditional programming. Creation and retention of jobs, establishment and maintenance of safe workplaces, and development of a highly skilled, productive workforce through opportunities for training and retraining are primary objectives in order to make Iowa business and industry globally competitive. Through establishment and maintenance of ties with community groups, business, and industry, a community college can provide training and services which are critical to accomplishing these objectives.

Examples of Evidence:

- Recruitment and retention strategies
- Characteristics of persons served
- Student satisfaction surveys
- Accessibility studies

- Advisory committees' minutes
- Needs surveys from employers and labor
- Programs offered; location; enrollment
- Evaluation by business, industry, labor
- Documentation of training provided
- Addressing training needs specifically related to 260E and 260F

Criterion B5. The college has processes for articulating with secondary and post-secondary institutions.

Rationale:

In order to fully serve the community, a community college has a responsibility to promote access both to and from their programs and courses through various articulation processes. Some articulation is mandated by law; others reflect long-standing agreements. Additional formal and informal articulation agreements should be pursued and documented as needed to ensure that students receive maximum recognition for courses taken and competencies gained.

Examples of Evidence:

- Articulation agreements
- Transfer statistics
- Institutional procedures for articulation
- Evaluations by students and staff of effectiveness of articulation agreements

C. Student Support Systems and Services

Criterion C1. Provide a catalog which shall be the official publication of the community college, as set forth in 21.2(7).

Criterion C2. The college follows a defined process for developing and maintaining educational programs, including assessing student academic achievement.

Rationale:

Up-to-date, relevant curricula depend upon the regular application of a systematic process that includes the initiation, development, approval, implementation, modification, and deletion of courses and programs. The process should also provide for and respond to input from a wide range of stakeholders, including faculty, administrators, advisory committees, students (both former and current), employers, state agencies, professional organizations, and interested members of the public. In addition, the process needs to assess the students' achievement toward course and program goals and objectives in order to insure that goals and objectives are met.

Examples of Evidence:

- Copies of State Program Review results for vocational-technical programs
- Process for developing, evaluating, and revising programs
- Minutes of advisory committees
- Results of evaluation efforts for arts and sciences programs and components of programs
- Information regarding articulation and student performance follow-up
- Labor market surveys
- Types of student assessment tools, methods used, and results

Criterion C3. The college maintains accurate, confidential, and accessible student records, as set forth in 21.2(11).

Rationale:

Documentation of student accomplishment is critical in today's society. In addition to being safe, secure, and accurate, these records must be readily available to students in order to meet their employment and transfer needs and to comply with their right to information.

Examples of Evidence:

- Policies regarding accessibility and retention
- Security measures
- Indication of timely responses to requests

Criterion C4. The college provides services which address recruitment, admissions, assessment/placement, advisement, orientation, financial assistance, counseling, records retention and student activities which are responsive to the needs and expectations of students.

Rationale:

The needs of a well-rounded community college go beyond the classroom setting. Extracurricular activities and interaction with other students reinforce and support formal classroom instruction. A financial aid program which truly addresses the needs of its students is provided with more than just financial resources. Administrative policies and adequate personnel to advise students and facilitate timely processing of applications, etc., are necessary for an effective program. Knowledge of how to be successful in college, what services are available, and what is expected of students once they enroll increases the student's chances for success. Orientation services delivering this information provide the opportunity for effective transition into the college and are particularly important to the non-traditional learner.

Examples of Evidence:

- Orientation process for students
- Publications given to interested and new students
- Effectiveness of orientation plan
- Recruitment information
- Documentation of programs offered
- Information collected is utilized in the decision-making process
- Descriptions and availability of facilities for activities
- Number and kind of financial aid available
- Methods of dissemination of financial aid information
- Local financial aid available and/or granted
- Recruitment and retention strategies
- Student needs/satisfaction survey reports
- Academic entrance competencies for each program
- Documentation of students assessment and placement in courses and programs
- Different types of assessment tools and methods available

Criterion C5. The college provides a student-centered environment.

Rationale:

Student success and learning is facilitated by the creation and maintenance of a college environment that is focused on the student.

Examples of Evidence:

- Student evaluations of faculty, instruction, facilities and services
- Study space
- Extracurricular activities
- Clubs and student organizations

- Access to instructors
- Physical facilities
- Student Center
- Student inclusion in evaluative processes
- Adequate and varied delivery services
- Accessibility of facilities
- Campus safety procedures and reports

Criterion C6. The college provides curricular support services through counseling, academic advisement, and placement transition assistance based on identified student needs.

Rationale:

The "open door" admission policy of community colleges attracts students who need assistance to succeed in post-secondary education. Some students need help in preparing to take college courses (underprepared students) in addition to assistance in succeeding in a course once they are enrolled.

Assessment of students is essential not only to properly monitor their progress, but also to improve and upgrade programs and services. This assessment must be focused on specific programs and on student goals.

Counseling to assist student growth, to optimize academic decision making, to facilitate academic and vocational transition, and to begin the process of resolving personal problems is also critical.

Examples of Evidence:

- Documentation of how student needs are identified
- Student assessment information
- Assistance to under-prepared students.
- Academic entrance requirements/competencies
- Types of assessment tools and methods used
- Exit placement activities/plans
- Staffing and evaluations of effectiveness of services
- Access by students to services

D. Administration and Human Resources

Criterion D1. The institution demonstrates ethical practices in both internal and external relationships

Rationale:

The commitment of staff and students in educational institutions should adhere to ethical practices that are reflected in the institution's mission. It is essential that community colleges adhere to laws and to ethical standards.

Examples of Evidence:

- Practices are consistent with publicly stated policies
- Faculty, staff, and students observe academic honesty
- Publications, statements, and advertising describe accurately and fairly the institution, operations, and programs
- Contractual agreements with other agencies reflect institutional ethical standards

Criterion D2. The college utilizes a comprehensive, on-going strategic planning process in which staff analyze and evaluate data and information for continued institutional effectiveness.

Rationale:

A successful community college in today's society must be a dynamic institution, continually responding to change. A comprehensive strategic planning process based on institutional research and evaluation will help assure that the institution actively anticipates and prepares for continued institutional effectiveness.

Examples of Evidence:

- Strategic plan which includes mission statement, strategic goals, and strategies for addressing goals
- Institutional effectiveness measures have been identified
- Appropriate data is collected and analyzed consistent with strategic goals
- Involvement of staff, faculty, community, students, and trustees

Criterion D3. The college demonstrates effective internal and external communications.

Rationale:

Communication within organizations is often difficult, but is critical to the growth and development of the institution. A community college must have open channels for effective communication with students, employees, and the community to support its mission.

Accessible, current, accurate information about a college's programs and services enables constituents to make informed decisions regarding their educational futures and the opportunities the college provides to help them meet their educational needs.

Examples of Evidence:

- College utilizes various sources of media
- Regular internal and external college communications
- Examples of publications, including college catalog
- Distribution and dissemination processes for publications/information
- Surveys of students, employers, and community for familiarity with college offerings, etc.

Criterion D4. Employ qualified and appropriately licensed personnel, as set forth in 21.3(260C).

Rationale:

Well documented personnel policies covering recruiting, hiring, retaining, classifying, reclassifying or dismissing employees promote a sense of well being, confidence in the equity of the system, and results in commitment to the college from those employees. Clearly defined position qualifications, including licenser requirements, are an integral part of those policies.

Examples of Evidence:

- **REQUIRED:** Review of arts and sciences instructor workload as required by Iowa Code Section 260C.48 (2)(1997):
...the standard academic workload for an instructor in arts and science courses shall be fifteen credit hours per school term and the maximum academic work load for any instructor shall be sixteen credit hours per school term, for classes taught during the normal school day. In addition thereto, any faculty member may teach a course or courses at times other than the regular school week, involving total class instruction time equivalent to nor more than a three-credit –hour course. The total work load for such instructors shall not exceed the equivalent of eighteen credit hours per school term.
- **REQUIRED:** Review of faculty load according to 281Iowa Administrative Code 21.3(2)(b):
Career education. The full-time teaching load of an instructor in career education programs shall not exceed six hours per day, and an aggregate of 30 hours per week or the equivalent. An instructor may also teach the equivalent of an additional three credit hours provided the instructor consents to this additional assignment. When the teaching assignment includes classroom subjects (nonlaboratory), consideration shall

be given to establishing the teaching load more in conformity with that of paragraph "a" of this subrule. (paragraph a: "*College parallel*. The full-time teaching load of an instructor in college parallel programs shall not exceed a maximum of 16 credit hours per school term or the equivalent. An instructor may also have a teaching assignment outside of the normal school hours; provided the instructor consents to this additional assignment and the total workload does not exceed the equivalent of 18 credit hours per school term."

- Job descriptions with minimum qualifications
- Approved personnel, employment, hiring policies with evidence of implementation
- Credentials and transcripts
- Employee agreements
- Faculty demographics

Criterion D5. Identify needs and provide opportunities for staff development.

Rationale:

Continual staff development is critical to maintaining a high level of employee effectiveness and employee satisfaction. An effective plan includes employee input and assessment of employee needs. Such a plan will help ensure fairness and continuity in how staff needs are met, and will provide employees with clear opportunities for involvement. Adequate resources must be allocated to implement the plan.

Examples of Evidence:

- Financial resources committed to staff development
- Plans, including needs assessment
- Results of staff development plans; effectiveness, participation
- Process to review and update staff development activities
- Evidence of faculty and staff involvement in planning

E. Finances and Facilities

Criterion E1. The college organizes its financial resources to support its offerings and services.

Rationale:

Effective organization of financial resources is essential for a college to carry out its mission and to assure its continuing ability to do so. Failure to follow generally accepted accounting principles (GAAP) could adversely affect the college's financial condition.

Examples of Evidence:

- Annual external audit and management letter
- Cash flow review
- Fund balance analysis
- A pattern of financial expenditures that shows commitment to offerings and services
- Faculty and staff involvement in budgetary process

Criterion E2. The college has physical resources and appropriate technologies to support its offerings and services, as set forth in rule 21.6(260C).

Rationale:

Students and employees, including those with disabilities, must have adequate facilities to meet their needs to learn and work. For students to succeed and develop skills required in today's employment market, adequate and current instructional equipment is necessary. The adaptation of new technologies assists a college and staff in creating and maintaining an effective teaching/learning processes.

Examples of Evidence:

- Short and long range plans reflect needs assessment
- Assessment of student and employee needs
- Allocation of financial resources
- Utilization statistics
- Documentation of improvements and equipment acquisition
- Plans for evaluation and improvement of instructional equipment
- Advisory committee participation.

State Accreditation Team

Team Composition

Evaluation teams will be composed of Department of Education staff, one of whom will be the team leader, and community college personnel. The size of the team will be determined by the size of the institution and the needs of the particular evaluation visit. Community college personnel will include at least one administrator and one faculty/staff member. A process for nomination, selection, and training of team members will be developed and implemented. Team members, other than those from the department, will be compensated by the college being evaluated for expenses incurred. Team members will receive training in state evaluation procedures

Team Selection

The following criteria will be considered in determining team membership:

- Members will be selected from individuals completing the annual state training.
- Community College Faculty representatives will be included on each team.
- All community colleges will be given the opportunity to provide members over a period of two years. Members must meet team selection criteria.
- Individuals with NCA expertise will be included on each team, when possible.
- Team will include members with prior experience on state accreditation teams and team members without prior experience.
- Members will be selected who have interest and expertise in the areas selected by the community college for review.
- Exceptions may be made to the above criteria to accommodate community college accreditation needs.

Team Review procedure:

- Determine qualified potential team members using above criteria
- Create team list and convey names to community college contact (usually the accreditation chair) for review with the Community College President.
- Review the team membership list with the President and Accreditation chair by phone.
- Contact and confirm each team member
- Review with Community College Division Administration

Team Responsibilities

The primary team responsibility of the accreditation team is to determine if the institution meets the requirements as set forth in the Administrative Rules for State Accreditation of Community Colleges.

Individual Team member responsibilities are to:

- read all materials before the visit, determine individual questions and concerns, and identify potential areas of strength, particularly as it pertains to assigned area of responsibility.
- meet with the team at the beginning of the visit to jointly identify questions/concerns and potential strengths for team investigation and to discuss areas of responsibility.
- investigate assigned areas during the visit to determine answers to identified questions/concerns and to gain additional information on strengths.
- meet with the team during the visit to discuss individual views regarding assigned areas.
- participate in final site team meeting to reach team consensus regarding accreditation report.
- attend exit interview.
- write final report with specific supporting documentation for all criteria assigned.
- write individual assignment for the team report and submit to the team leader by the end of the accreditation visit.

The final report, including recommendations for institutional improvement, is written by the team chair. It will be distributed to team members for corrections and comments before other distribution.

The evaluator/consultant role offers the team member an opportunity to share opinions and information with community college personnel as the evaluation visit takes place. Team members should take care, however, not to offer advice which may be construed as team recommendations or requirements. Such recommendations or requirements will be the collective decision of the team and will be made through the formal report process. There is a difference between opinion and advice and the Department will rely on the professionalism of team members to make these distinctions.

Naturally, team members will be expected to demonstrate professionalism in conduct and actions throughout the visit.

All discussions held in team meetings are considered confidential and will not be shared with anyone outside the team except as mutually agreed upon in the report.

Planning Checklist for the Team Chairperson

The Team Chair should:

- Make hotel reservations
- Reserve a team meeting room at the hotel, if possible
- Contact the institution to provide a meeting room for the team on campus
- Provide secretarial assistance or word processing equipment, if possible
- Arrange for meetings during the visit with:
 - members of the governing board
 - representatives other related agencies as appropriate
 - faculty representatives
 - student representatives
 - alumni and community leaders
- Announce the visit and the availability of the team to confer with institutional personnel during "open time"
- Make certain that all key personnel are available during the visit
- Set aside in the team's meeting room on campus necessary materials
- Mail all institutional materials to the team one month before the visit

The Team Chair should contact team members to:

- Welcome any new evaluators and offer to provide additional assistance
- Notify team members of hotel and other arrangements
- Schedule the first team meeting
- Share the preliminary evaluation plan
- Make assignments of areas of special responsibility, including report writing
- Request that they review the *Guidelines for Accreditation* and that they bring it with them to the institution

Schedule for comprehensive and interim site visit

The State Accreditation Chairperson will work with the Community College Chairperson to plan the schedule.

COMPREHENSIVE VISIT:

The comprehensive visit is generally two and one-half days in length, with a minimum of two days allocated. The comprehensive visit length will depend upon several factors:

- Number of campus sites to be visited by the team
- Number of team members
- Size of the community college system

INTERIM VISIT:

The interim visit is generally two and one-half days, with a minimum of two days allocated. But the length of the visit could vary depending upon several factors, including the following:

- Number of campus sites to be visited by the team
- Topics selected by the Community College for review by the State Accreditation Team
- Number of team members

Team member time during the on-site interim and comprehensive visit includes the following:

- Review of resource room materials
- Unscheduled blocks of time to conduct interviews and collect data on assigned criteria. The validity of the final team report depends upon quality research and inquiry by each team member
- Independent time for review of findings and preliminary report writing
- Meetings
 - Introductory team meeting with community college personnel
 - Prearranged group meetings regarding identified topics
 - Prearranged individual team member meeting with individual or small group
 - Meetings scheduled during the visit by team members
 - Team meetings

Trained State Accreditation Evaluators

Lee Alderman	Iowa Western Community College
Evelyn Anderson	Department of Education
Jim Athen.....	Department of Education
Charlene Balmer	Western Iowa Tech Community College
Dr. Robert Boes	Iowa Lakes Community College
Bonnie Brands	Northwest Iowa Community College
Doris Bratcher	Northwest Iowa Community College
Carol Brobst.....	Hawkeye Community College
Dwight Carlson.....	Department of Education
Cyndi Chen.....	Western Iowa Tech Community College
Lee Crawford	Department of Education
Diane Edwards.....	Iowa Central Community College
Tom Flagge.....	Iowa Central Community College
Tucki Folkers	North Iowa Area Community College
Dr. Glenda Gallisath.....	Western Iowa Tech Community College
Jolyne Ghanatabadi.....	Des Moines Area Community College
Tom Grimm.....	Department of Education
Tom Haas.....	Southeastern Community College
Bill Hitesman.....	Indian Hills Community College
Ruth Hobson	Northwest Iowa Community College
Deb Jones	Iowa Lakes Community College
Dr. Edith Jones	Ellsworth Community College
Richard Klaessy.....	Marshalltown Community College
Noel Koranda.....	Southeastern Community College
Robert L'Heureux.....	Iowa Lakes Community College
Jan LaVille.....	Des Moines Area Community College
Becki Lynch.....	Kirkwood Community College
Steve Mahr.....	Department of Education
Terry Miller	Iowa Western Community College
Mike Morrison.....	North Iowa Area Community College
Steve Norton.....	Scott Community College
Colleen Peltz.....	Iowa Lakes Community College
Dr. Daniel Phelan	Southeastern Community College
Gary Phillips.....	Iowa Lakes Community College
Karen Pierson	North Iowa Area Community College
Jon Robinson	Des Moines Area Community College
Rebecca Rump.....	Southeastern Community College
Philip Rusley	Ellsworth Community College
Nancy Schendel	Iowa Lakes Community College
Sandy Seabold	Southeastern Community College
John Sorenson.....	Hawkeye Community College
Jim Stuart.....	Iowa Central Community College
Alethea Stubbe.....	Northwest Iowa Community College
Lisa Thompson	Iowa Central Community College
Mike Tripolino.....	Hawkeye Community College
Fidelis Ubadigo	Department of Education
Roger Utman	Iowa Western Community College
Pam Van Ast.....	Des Moines Area Community College
Catherine Vance	Northeast Iowa Community College
Barb Vredeveld.....	Iowa Western Community College
Mike Walters	Southeastern Community College
Don Wederquist.....	Department of Education
Lois Weihe.....	Western Iowa Tech Community College
Anita Weston	Southeastern Community College
Ann Wimmer	Iowa Lakes Community College
Darrell Zoch.....	Northwest Iowa Community College

APPENDIX

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Frequently Asked Questions

What is the reason for state accreditation of community colleges?

State accreditation of community colleges creates a process by which Iowa community colleges and the Department of Education can assure a quality educational system for the citizens of Iowa.

What are the five North Central Accreditation (NCA) criteria?

- Criterion 1: The institution has clear and publicly stated purposes consistent with its Mission and appropriate to an institution of higher education.
- Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish purposes.
- Criterion 3: The institution is accomplishing its educational and other purposes.
- Criterion 4: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.
- Criterion 5: The institution demonstrates integrity in its practices and relationships.

Can the community college submit the NCA self-study report for the state accreditation?

Absolutely. Just reference the places within the NCA report, by page and paragraph, where the evidence for the state criteria can be found. A sample is supplied in the Appendix. When the NCA self-study does not address the criteria, additional information will need to be presented.

Will the NCA and state accreditation teams visit at the same time?

The community college has the prerogative to schedule the visits however they choose. Eventually, the interim visit, which occurs 5 years before the NCA visit, will assist the college to prepare for the NCA and state comprehensive accreditation.

Should the answer format for all criteria be the same?

No. Criteria C1, under Student Support Systems and Services, is an example of one criteria which can be answered with yes or no. Either there is a current catalog or there is not a current catalog. Other responses will be detailed and may include charts, narrative or a variety of data presented in a method which will best demonstrate the evidence.

Why are there so few "required" examples of evidence listed under the state accreditation criteria?

The state accreditation process is designed to move away from the concept of "minimum accreditation standards." Therefore, there are few required examples of evidence since that might imply that "required" examples of evidence are adequate to meet the criteria. In some cases, items such as the community college catalog and the board policy book are examples of single methods to provide evidence.

Which of the examples of evidence should we use?

Examples of evidence are only suggestions about what might be included. The community college has the discretion to create a body of evidence within the self-study to demonstrate, both to itself and to the state, that it meets the criteria. The self-study may include items listed in the Guide as examples of evidence and/or other items not listed in the Guide.

How are state accreditation team members chosen and trained.

Community college presidents recommend personnel for state accreditation training and different teams are selected from this group for each accreditation visit. Each team is designed to meet the needs of the assigned accreditation with attention given to balancing team member areas of expertise and experience.

Who pays the expenses for the accreditation team?

The Department of Education pays for their employees and the community college that is being visited pays for other team members expenses at their standard rate. No reimbursement will be made for expenses unrelated to accreditation activities.

Will other state visits be held simultaneously with state accreditation visits?

The Department of Education believes the focus should be on state accreditation during the first year of implementation. Incorporation of other state visits into the accreditation process can be discussed in the future.

Sample Timeline/Iowa Comprehensive Evaluation Process
 (Based upon NCA's timeline)

Assuming all visits will be scheduled September through May

Months Prior to the visit (if known)	Month(s) By:	By:	Action:
26-36	July	Department	<ul style="list-style-type: none"> sends an official notice to the institution of the scheduled evaluation
		Institution	<ul style="list-style-type: none"> initiates planning the integration of Iowa evaluation components into their NCA self study process
25-35	August (Annually)	Department	<ul style="list-style-type: none"> sends notification of Iowa Annual Meeting seeking input for topics
22-32	November	Institution	<ul style="list-style-type: none"> notifies the Department of its Self-Study Coordinator and its preferred dates for the visit
20-30	January (Annually)	Department	<ul style="list-style-type: none"> sends Iowa Annual Meeting information and registration packets to institutions
17-27	April/May (Annually)	Institution	<ul style="list-style-type: none"> participates in Workshops and other programs at the Iowa Annual Meeting
14-24	July	Department	<ul style="list-style-type: none"> sends one-year reminder letter to institution and confirms dates of visit
13-23	August (Annually)	Department	<ul style="list-style-type: none"> sends notification of Iowa Annual Meeting seeking input for topics
5-15	April/May (Annually)	Institution	<ul style="list-style-type: none"> participates in Workshops and other programs at the Iowa Annual Meeting
6		Institution	<ul style="list-style-type: none"> sends Department information on special areas/topics to be covered in the evaluation
		Department	<ul style="list-style-type: none"> sends Institution information on specific expectations for the evaluation visit
5 1/2		Department	<ul style="list-style-type: none"> sends a list of proposed team members to institution
5		Institution	<ul style="list-style-type: none"> sends comments on proposed team to Department
4		Department	<ul style="list-style-type: none"> invites team members

Months Prior to the Visit (if known)	By	Action
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4	Department	<ul style="list-style-type: none"> • notifies institution and team that team is complete • finalizes specific team assignments
3-4	Team	<ul style="list-style-type: none"> • team chair contacts institution to make preliminary arrangements for evaluation visit; facilities, materials available, tentative schedule, etc.
2-2.5 (or 1.5-2)	Institution	<ul style="list-style-type: none"> • sends one complete set of evaluation materials to each member of the evaluation team and to the Department
	Department	<ul style="list-style-type: none"> • sends to team and institution materials for the visit
1	Department	<ul style="list-style-type: none"> • contacts institution to finalize visit details; schedule changes, materials to be on hand based on review of self-study

ACCREDITATION VISIT OCCURS

Months After the Visit (if known)	By	Action
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1 Week	Team	<ul style="list-style-type: none"> • team member reports completed and submitted to team chair
1	Team	<ul style="list-style-type: none"> • team chair completes draft of Report and circulates it first to team members and then to the institution and the Department for corrections of errors in fact
1.5	All	<ul style="list-style-type: none"> • institution, team members, and Department staff respond to draft Team Report
2	Team	<ul style="list-style-type: none"> • finalizes Team Report based on comments received
	Department	<ul style="list-style-type: none"> • duplicates Team Report and sends copies to the institution and the team
2.5	Institution	<ul style="list-style-type: none"> • sends formal response to Team Report to Department and team
3	Department	<ul style="list-style-type: none"> • submits report and recommendation to State Board for action
4	Department	<ul style="list-style-type: none"> • notifies institution of State Board action, recommendations, etc.

Months After the Visit	Month (if known)	By	Action
5		Institution	<ul style="list-style-type: none"> submits plan for correction of deficiencies indicated by State Board, and for addressing other recommendations, comments, etc. contained in the Final Team Report. (According to 260C.47(3) "The deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the onsite visit of the accreditation team.")
Before June 30, next FY		Department	<ul style="list-style-type: none"> revisit the institution to determine correction of deficiencies
The following July		Department	<ul style="list-style-type: none"> submits report and recommendation to State Board for action (further actions should the State Board not grant full accreditation will follow 260C.47(5-7))
5 years following the visit		Department	<ul style="list-style-type: none"> conducts Interim visit, of which one purpose is to follow up on recommendations, suggestions, etc. from the comprehensive visit (timeline separate)

Iowa Code 1997: Section 260C.47

1. The state board of education shall establish an accreditation process for community college programs by July 1, 1997. The process shall be jointly developed and agreed upon by the department of education and the community colleges. The state accreditation process shall be integrated with the accreditation process of the north central association of colleges and schools, including the evaluation cycle, the self-study process, and the criteria for evaluation, which shall incorporate the standards for community colleges developed under section 260C.48; and shall identify and make provision for the needs of the state that are not met by the association's accreditation process. If a joint agreement has not been reached by July 1, 1997, the approval process provided under section 260C.4, subsection 4, shall remain the required accreditation process for community colleges. For the academic year commencing July 1, 1998, and in succeeding school years, the department of education shall use a two-component process for the continued accreditation of community college programs.
 - a. The first component consists of submission of required data by the community colleges and annual monitoring by the department of education of all community colleges for compliance with state program evaluation requirements adopted by the state
 - b. The second component consists of the use of an accreditation team appointed by the director of the department of education, to conduct an evaluation, including an on-site visit of each community college, with a comprehensive evaluation to occur during the same year as the evaluation by the north central association of colleges and schools, and an interim evaluation midway between comprehensive evaluations. The number and composition of the accreditation team shall be determined by the director, but the team shall include members of the department of education staff and community college staff members from community colleges other than the community college that conducts the programs being evaluated for accreditation.
 - c. Rules adopted by the state board shall include provisions for coordination of the accreditation process under this section with activities of accreditation associations, which are designed to avoid duplication in the accreditation process.
2. Prior to a visit to a community college, members of the accreditation team shall have access to the program audit report filed with the department for that community college. After a visit to a community college, the accreditation team shall determine whether the accreditation standards for a program have been met and shall make a report to the director and the state board, together with a recommendation as to whether the program of the community college should remain accredited. The accreditation team shall report strengths and weaknesses, if any, for each program standard and shall advise the community college of available resources and technical assistance to further enhance strengths and improve areas of weakness. A community college may respond to the accreditation team's report.
3. The state board shall determine whether a program of a community college shall remain accredited. If the state board determines that a program of a community college does not meet accreditation standards, the director of the department of education, in cooperation with the board of directors of the community college, shall establish a plan prescribing the procedures that must be taken to correct deficiencies in meeting the program standards, and shall establish a deadline date for correction of the deficiencies. The deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the on-site visit of the accreditation team. The plan is subject to approval of the state board. Plans shall include components which address meeting program deficiencies, sharing or merger options, discontinuance of specific programs or courses of study, and any other options proposed by the state board or the accreditation team to allow the college to meet the program standards.

4. During the time specified in the plan for its implementation, the community college program remains accredited. The accreditation team shall revisit the community college and shall determine whether the deficiencies in the standards for the program have been corrected and shall make a report and recommendation to the director and the state board. The state board shall review the report and recommendation, may request additional information, and shall determine whether the deficiencies in the program have been corrected.
5. If the deficiencies have not been corrected in a program of a community college, the community college board shall take one of the following actions within sixty days from removal of accreditation:
 - a. Merge the deficient program or programs with a program or programs from another accredited community college.
 - b. Contract with another educational institution for purposes of program delivery at the community college.
 - c. Discontinue the program or programs which have been identified as deficient.
6. The director of the department of education shall give a community college which has a program which fails to meet accreditation standards at least one year's notice prior to removal of accreditation of the program. The notice shall be given by certified mail or restricted certified mail addressed to the superintendent of the community college and shall specify the reasons for removal of accreditation of the program. The notice shall also be sent by ordinary mail to each member of the board of directors of the community college. Any good faith error or failure to comply with the notice requirements shall not affect the validity of any action by the director. If, during the year, the community college remedies the reasons for removal of accreditation of the program and satisfies the director that the community college will comply with the accreditation standards for that program in the future, the director shall continue the accreditation of the program of the community college and shall transmit notice of the action to the community college by certified mail or restricted certified mail.
7. The action of the director to remove a community college's accreditation of the program may be appealed to the state board. At the hearing, the community college may be represented by counsel and may present evidence. The state board may provide for the hearing to be recorded or reported. If requested by the community college at least ten days before the hearing, the state board shall provide for the hearing to be recorded or reported at the expense of the community college, using any reasonable method specified by the community college. Within ten days after the hearing, the state board shall render a written decision, and shall affirm, modify, or vacate the action or proposed action to remove the college's accreditation of the program. Action by the state board is final agency action for purposes of chapter 17A.

Definitions Relating To Accreditation

Access

The right of all individuals to educational opportunities, regardless of obstacles that may impede their success, including, but not limited to, geographic; financial; academic; physical; social; economic; and other institutional barriers. Access preserves and clarifies the concept of the "open door" upon which community colleges were founded, but places the responsibility to provide educational opportunities that enable students to succeed on the community college and on the State.

Accreditation

The approval process that confirms that standards established by the State Board for community college functions have been met.

Achievement

The measurable progress made by an individual in meeting his/her educational objective(s) and those established by the community college.

Administration

Management and supervisory activities that support services necessary for the direction and control of an institution.

Approval

A formal action by the State Board to grant a community college the authority to continue to carry out functions.

Articulation

The process of mutually agreeing upon courses and programs earned at a sending institution which are transferable between secondary or post-secondary institutions for credit or advanced placement at a receiving institution.

Assessment

Any practice or procedure used in evaluating individuals, programs or functions.

Community

A group of individuals with common interests. Within the context of a community college, this refers to any "community," from the classroom to the entire college district.

Constituent

A individual residing within the college district.

Developmental Education

A series of instructional and support services designed to provide opportunities for each student who requires assistance to successfully meet a career goal through post-secondary education. Developmental education assumes that each student has the ability to succeed in his or her program of choice, given the needed support and/or assistance.

Diversity

The wide range of individual differences (such as race, ethnicity, beliefs, values, customs, social, economic background, skills, culture, ability, age, gender) present in a community.

Function

Those programs, activities and services that comprise all aspects of a college relevant to fulfilling its mission.

General Education

That portion of an instructional program designed to impart common knowledge, promote intellectual inquiry, and stimulate the examination of different perspectives.

Governance

The manner and method of administering the affairs of a community college.

Graduate

A person who has fulfilled all the requirements of a program and has earned a certificate, diploma or degree.

Institutional Effectiveness

The level at which a community college meets the needs of its constituents.

Learning Resources

Library, media and information services which include a range of information sources, associated equipment, and services accessible to students, staff, and the community.

Program

Instructional program; a grouping of courses leading to a degree, diploma or certificate.

Criteria

The requirements necessary for accreditation as established by the State Board.

Underprepared

Lacking the background and experiences which would provide a student or potential student with the basic skills necessary to succeed in post-secondary education.

GUIDE TO MATERIALS IN THE RESOURCE ROOM

1. EICCD MISSION, QUALITY VISION STATEMENT, PHILOSOPHY AND BELIEFS
2. CHANCELLOR AND BOARD OF DIRECTORS
3. EICCD ORGANIZATIONAL CHARTS
4. EICCD BOARD POLICY MANUAL
5. EICCD ADMINISTRATIVE PROCEDURES MANUAL
6. EICCD BOARD POLICY REVIEW PROCESS
7. EICCD BOARD OF DIRECTORS MEETING MINUTES
8. EICCD PERSONNEL HANDBOOK
9. EICCD PERSONNEL HIRING POLICIES/PROCESS/GUIDES
10. EICCD AFFIRMATIVE ACTION PLAN
11. EMPLOYEE DEMOGRAPHIC INFORMATION
12. EICCD EMPLOYEES AND FACULTY EVALUATION PROCESS
13. EICCD MASTER CONTRACT WITH FACULTY BARGAINING UNIT
14. FINANCIAL REPORT
15. EXTERNAL AUDIT
16. TRAINING AGREEMENTS FORMED RELATED TO 260E AND 260 F
17. EICCD CATALOG
18. INTERNET HOME PAGES OF DISTRICT, COLLEGES AND EXAMPLE OF INSTRUCTIONAL PROGRAM
19. CREDIT CLASS SCHEDULES
20. NONCREDIT CLASS SCHEDULES
21. STUDENT HANDBOOK
22. SYNOPSIS OF CONTINUOUS QUALITY IMPROVEMENT
23. CONSENSUS – DISTRICT-WIDE NEWSLETTER
24. GUIDE TO MASTER PLANNING PROCESS
25. EICCD MASTER PLAN AND STRATEGIC PRIORITIES – FY1997 – FY2000
26. INSTITUTIONAL EFFECTIVENESS INDICATORS REPORTS

27. INTERNAL CLIMATE REPORTS
28. EXTERNAL CLIMATE REPORT
29. ENVIRONMENTAL SCANS (EXAMPLES 1997-1998)
30. INFORMATION TECHNOLOGY PLAN AND BUDGET
31. VOCATIONAL-TECHNICAL TECHNOLOGY IMPROVEMENT PLAN
32. EICCD ADMINISTRATIVE COUNCIL MINUTES
33. COLLEGE COUNCILS MINUTES
34. EICCD STUDENT DEVELOPMENT COUNCIL MINUTES
35. DISTRICT ADVISING PLAN
36. DISTRICT RETENTION PLAN
37. COLLEGE RETENTION PLANS
38. DISTRICT MARKETING AND RECRUITMENT PLAN
39. DISTRICT STUDENT FINANCIAL RESOURCES PLAN
40. DISTRICT QUALITY SERVICES PLAN
41. STUDENT SATISFACTION INVENTORIES
42. DISTRICT STUDENT ASSESSMENT COMMITTEE MINUTES
43. EVALUATION OF ENTRY-LEVEL ASSESSMENT TESTS
44. TRANSFER ADVISING GUIDE
45. STUDENT TRANSFER DATA
46. EICCD INSTRUCTIONAL LEADERSHIP TEAM
47. ARTICULATION AGREEMENTS – HIGH SCHOOL AND SENIOR COLLEGES
48. EDUCATIONAL SERVICES AGREEMENT BETWEEN EICCD AND BLACK HAWK COLLEGE
49. PROGRAM DEVELOPMENT AND APPROVAL PROCESS AND SCHEDULE
50. PROGRAM EVALUATION PROCESS FOR VOCATIONAL-TECHNICAL PROGRAMS
51. FOUR-YEAR SCHEDULE FOR PROGRAM EVALUATION
52. COMPARISION OF EICCD PROGRAM EVALUATION PROCESS AND STATE

PROGRAM REVIEW AND EVALUATION SYSTEM

- 53. TIMELINE FOR EVALUATING PROGRAMS
- 54. LABOR MARKET ASSESSMENTS OF PROGRAMS
- 55. RESULTS OF 1997 PROGRAM EVALUATIONS
- 56. EXAMPLE OF IMPROVEMENT PLAN RESULTING FROM PROGRAM
EVALUATION
- 57. PRE AND POST ASSESSMENT INSTRUMENTS AND SCORES FOR
VOCATIONAL-TECHNICAL PROGRAMS
- 58. RECOMMENDATONS FOR GENERAL EDUCATION REQUIREMENTS
- 59. GENERAL EDUCATION REVIEW COMMITTEE

BUSINESS EDUCATION ACTION TEAM (SCHOOL-TO-WORK/TECH PREP)

Iowa Accreditation Visit Schedule

Comprehensive State Accreditation Visits
Based on N.C.A. 10 year cycle

COLLEGE	Fiscal Year													
	96	97	98	99	00	01	02	03	04	05	06	07	08	09
I Northeast														
II NIACC														
III Iowa Lakes														
IV Northwest Iowa														
V Iowa Central														
VI Iowa Valley														
VII Hawkeye														
IX Eastern Iowa														
X Kirkwood														
XI DMACC														
XII Western Iowa														
XIII Iowa Western														
XIV Southwestern														
XV Indian Hills														
XVI Southeastern														

Interim State Accreditation Visits

Fiscal Year

COLLEGE	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10
I Northeast															
II NIACC															
III Iowa Lakes															
IV Northwest Iowa															
V Iowa Central															
VI Iowa Valley															
VII Hawkeye															
IX Eastern Iowa															
X Kirkwood															
XI DMACC															
XII Western Iowa															
XIII Iowa Western															
XIV Southwestern															
XV Indian Hills															
XVI Southeastern															

NOTE: Interim visits scheduled for 2006-2007 school year and beyond differ from previous versions.

This is a sample page used by the team members during the comprehensive accreditation visit to collect data for each of the criterion.

Date: _____
Community College: _____ Site: _____
Accreditation Team Member: _____

A. Mission and Governance

A1. The college has a mission statement that reflects community needs.

Rational: A publicly-stated commitment concerning the institution's mission, its purposes, and the constituencies to be served is essential. A clearly projected mission statement provides the college community with a shared sense of purpose, direction, significance, and achievement. It also provides the frame of reference for determination of community needs.

Examples of Evidence:

- Assessments of the needs of constituents and the community
- Procedure for evaluation and revision of the mission.
- Dissemination processes
- Minutes showing board approval
- Constituents understands the mission statement
- Mission reflects the institutional values and practices.

Summary of findings from review of materials, interviews, and observations: (Brief; e.g. Outline to be reviewed in team meeting and used in the final report. You may use the back of this sheet or additional pages.)

1. Strengths:

2. Concerns:

3. Comments/Suggestions:

***Please sign this summary sheet and return it to the Accreditation Team Chair during the last team meeting while at the Community College.*

SIGNATURE: _____ DATE: _____