QUALITY CHECKUP REPORT

Kirkwood Community College

Cedar Rapids, IA
September 19-21, 2012

Quality Checkup team members:

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Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission’s Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission’s Criteria for Accreditation, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization’s online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.

2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);

3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);

4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and

5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization’s last Systems Appraisal Feedback Report and the Commission’s internal Organizational Profile, which summarizes information reported by the institution in its Annual Institutional Data Update. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution’s CEO and AQIP liaison. The Commission retains a copy in the institution’s permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.
Review of the organization’s quality assurance oversight of its distance education activities.

In the team’s judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission’s standards and expectations.

The college is currently focusing on improvement of its existing online offerings. However, there appears to be some ambiguity regarding the academic oversight of distance education courses. The distance education has dedicated faculty, and the lines of responsibility to the deans and academic departments were unclear to the team. While institutions can create a dedicated online faculty and academic leadership structure or integrate online offerings within existing academic departments, Kirkwood seems to be mixing these two models.

Review of the organization’s quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)

In the team’s judgment, the institution has presented satisfactory evidence that its distributed education activities (operation of multiple campuses, additional locations, off-campus course sites) are not acceptable and do not comply with Commission’s standards and expectations.

The college has several regional centers that appear to be moving in the direction of independent branch campuses. The college needs to communicate with the Department of Education and the Commission on whether it is necessary to submit appropriate change requests. There appears to be ambiguity regarding academic oversight for the additional locations. The site administrators believe that the Deans provide instructional oversight through faculty evaluations and syllabi reviews, but it is not clear that this monitoring is occurring. The college uses faculty to serve as course leaders, and the college may want to formalize and extend this process to ensure that adjunct faculty have a contact for questions regarding courses.

Review of specific accreditation issues identified by the institution’s last Systems Appraisal

No accreditation issues were identified in the Systems Appraisal.

Review of the institution’s approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.
In the team’s judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution’s approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP’s expectations.

The College has demonstrated strengths and opportunities across each of the nine AQIP categories.

In AQIP Category One: Helping Students Learn, the College has demonstrated an institutional commitment to student learning and success. The “Program Effectiveness and Efficiency Review (PEER)” policy, which includes defined assessment criteria and annual evidence of progress indicators, begins Fall 2012 provides a solid foundation from which to support assessment of student learning. The College provides two days each year for faculty “Collaborative Learning Days.” The College has recently eliminated late registration based on student retention and success data. The faculty in general education courses are working on a set of common rubrics to enable assessment of general education outcomes.

Each department has faculty champions and lead faculty to lead assessment and informally mentor adjuncts on assessment. The primary opportunities for the College center on executing the initiatives that are planned for implementation in 2012-2014 through the Learner Success Agenda (LSA). The College also has the opportunity to develop processes to allow reporting of results from PEER to stakeholders, perhaps including high level, aggregate indicators. The College also appears to have an overreliance on the Deans to review syllabi from all locations and modalities to ensure consistency. Not only does this cause a potential bottleneck on this process, but it also reduces faculty ownership of curriculum. The College uses an informal practice of lead faculty who provide support to adjuncts for specific courses. This role could be formalized and expanded and perhaps supported through release time to allow faculty time to provide oversight for courses and actively participate in assessment activities. Finally, the College should consider whether the existing structure provides enough capacity to build and sustain an assessment program.

In AQIP Category Two: Other Distinctive Objectives, the College has a diverse portfolio of activities beyond academic credit programs. One of the strengths of the College is the alignment of these diverse programs to support student learning. For example, the College hotel offers opportunities for students in the culinary and hospitality programs to gain applied knowledge and experience while pursuing their degrees. One opportunity that the college has is to leverage its success with non-credit programs and regional centers through closer integration with the rest of the College.

In AQIP Category Three: Understanding Students and Stakeholders, the College is accomplished at understanding the needs of students and other stakeholders through a variety of means. Opportunities
exist to further integrate these into the PEER process. One of the most significant challenges that the College faces is enrollment management. With the recession receding and high school populations decreasing, the College will need innovative strategies to replace lost enrollments. The College has an opportunity to broaden scope of who their students could be and how to engage students other than through their traditional high school pipeline. One tactic might be the formation of an integrated enrollment team for planning and operations related to enrollment, including new students and retention of existing students. The College has a high percentage of students who matriculate from high school programs at county/regional centers, but it is unclear how many non-credit students enroll in credit courses or programs.

In AQIP Category Four: Valuing People, opportunities exist to develop a program for succession planning. The success of the college largely rests on the efforts of key leaders in staff, faculty, and administration, but the College does not appear to be prepared for departures of key leaders. Effective succession programs require years of planning, and the College would be well served by beginning such activities soon. Another opportunity is to consider the policy on full-time faculty office hours. Faculty are unclear on the purpose of the office hours given that adjunct faculty are not required to conduct office hours for classes they teach and that office hours do not take into consideration presence at regional centers and online. Making the purpose of these office hours explicit would enable evaluation of the effectiveness of the requirement, or modifying the requirement would free up faculty time for assessment and other activities. The College has a strong Center for Excellence in Learning and Teaching (KCELT), which is actively being used to orient new probationary faculty to the College. There is an opportunity to engage post-probationary faculty in professional development through KCELT similar to the 3-year program for new faculty. The College has an additional opportunity to improve processes by which college leaders gather and understand employee concerns and communicate back to stakeholders how concerns are addressed.

In AQIP Category Five: Leading and Communicating, the College uses a variety of methods to support leading and communicating. The College uses a philosophy that anyone who is interested can be involved in improvement projects and that information is widely available. However, communication may still be insufficient for an institution as large and distributed as Kirkwood. Also, the College may wish to consider new structures to support shared governance between faculty, staff, and administration. The College has received feedback in the past that planning processes are top-down, and without creating a structure to address this concern, volunteerism will be insufficient to alleviate this concern. The College has an opportunity to leverage the strength of its KCELT department to focus on leadership development,
which would also assist with the succession planning opportunity referenced in category 4, above. The College has an additional opportunity to examine processes that build broader employee, especially faculty, engagement and involvement in the decision-making process.

In AQIP Category Six: Supporting Institutional Operations, the College has great facilities and is continuously expanding and improving on existing physical resources.

In AQIP Category Seven: Measuring Effectiveness, the College has undertaken a major project to improve the data entered into the student information system. The investment in developing standard operating procedures in relation to data collection, storage and use will create a foundation for better data analysis in the future to support measuring effectiveness. The College has adopted a strategic approach to prioritizing IT projects to ensure transparency and accountability.

In AQIP Category Eight: Planning Continuous Improvement, the Learner Success Agenda provides a structure and focus for the College’s planning efforts including alignment with continuous improvement goals and initiatives. The breadth of membership on the tactics teams of LSA is a strength that embeds the principles of continuous quality improvement across the institution. The alignment of KCELT within Institutional Effectiveness is an additional strength of the College in that it can lend active support to planning by aligning the professional development needs of employees to the college’s strategic goals. An additional strength in this area is the existing culture of risk taking and innovation, which assists success across the remaining eight categories.

In AQIP Category Nine: Building Collaborative Relationships, the College has demonstrated relationships with employers, local school districts, universities, and local communities. One of the strengths of the College is the size of its endowment, which supports a substantial number of students with scholarships each year.

**Review of organizational commitment to continuing systematic quality improvement**

*In the team’s judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution’s approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP’s expectations.*

The College is well aware of the on-going nature of continuous quality improvement and is making good strides in process improvement. The Learner Success Agenda (LSA) provides the framework and
structure for ongoing quality improvement at Kirkwood. The LSA is organized around seven initiatives---Instructional Innovation, Program Effectiveness, Educational Delivery, Regional Leadership, Market Intelligence, Operational Excellence, and Information Excellence. Individual Cabinet members own each initiative with tactic teams guiding and implementing improvements by faculty and staff. Each tactic is explicitly sequenced through performance milestones and a highly visible and monitored progress communications process. Progress on these initiatives is a standing agenda item on every Cabinet meeting, the central topic of regularly scheduled employee town hall meetings, visible via a public website, and a topic of every speech the President gives. Six administrative and tactic leader training sessions per year are conducted to advance improvements at division, department, and program levels on LSA-related topics. Emphasis on change and project management competencies (e.g. communicating why the change is occurring, what is changing, impact on the College and the region, coaching individuals, resolving conflicts, managing resistance, etc.) support progress. These strategies have been implemented in part through appraiser feedback from two AQIP categories--Category 5: Leading and Communicating and Category 8: Planning Continuous Improvement. The quality check-up visit was also structured around these seven initiatives and allowed for collaborative interactions with each of the teams leading the initiatives. With all of the work in these seven initiatives, there is an opportunity for the College to celebrate the milestones it reaches along its journey to help strengthen commitment and morale and maintain enthusiasm.

Other AQIP issues

The Systems Appraisal did not identify any processes as significant opportunities, and the College has aggressively worked to address opportunities provided by the feedback of the appraisal team.
Appendix A

Worksheet for The Evaluation Team on Federal Compliance Requirements

*Instructions: The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of this AQIP Quality Checkup Report. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.*

**Institutional Materials Related to Federal Compliance Reviewed by the Team:**

- Credit Hour Policy
- Fall 2011 Course Schedule
- Student Complaint Policies
- Student Complaint Files
- Verification of Student Identity Policy
- Title IV Program and Related Responsibilities Disclosures
- Default Rate Reduction Plan
- Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
- Satisfactory Academic Progress Policy
- Attendance Policy
- Advertising and Recruitment Materials
- Public Notification of Comprehensive Evaluation Visit and Third Party Comment
- Course Syllabi

**Evaluation of Federal Compliance Program Components**

1. **Credits, Program Length, and Tuition:** The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

- **X** The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.
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_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has in place internal reviews to ensure adherence to its credit hour policies.

Additional Monitoring, if any: None.

2. Student Complaints: The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

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_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The review of the formal complaint process and files shows that the college tracks complaints and address them appropriately.

Additional Monitoring, if any: None.

3. Transfer Policies: The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:
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Comments: The Team reviewed the college catalog and found the transfer policy clear and well documented.

Additional Monitoring, if any: None.

4. Verification of Student Identity: The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.

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Comments: The college uses secure logins and password for students to access the learning management system.

Additional Monitoring, if any: None.

5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program.
- **General Program Requirements:** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements:** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.

- **Contractual Relationships:** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (The institution should review the Contractual Change Application on the Commission’s Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)
**Consortial Relationships:** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (The institution should review the Consortial Change Application on the Commission’s Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

**X** The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.

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_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has worked with the Department of Education to address issues related to ESL courses. An agreement has been reached including return of Title IV funds. The college has formal partnerships with many school districts for dual enrollment programs. The Team is concerned that this represents several contractual agreements that the college has not disclosed to HLC and recommends institutional follow-up.

Additional Monitoring, if any: Follow-up on contractual agreements with HLC.

**6. Institutional Disclosures and Advertising and Recruitment Materials:** The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

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The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The Team had no concerns about the materials that it reviewed.

Additional Monitoring, if any: None.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

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The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The Team found no issues related to this area.

Additional Monitoring, if any: None.
8. Public Notification of an Evaluation Visit and Third Party Comment: The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

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_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College made appropriate efforts to solicit public and third party feedback.

Additional Monitoring, if any: None.
Appendix B
Credits and Program Length

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

A: Answer the Following Questions

Institutional Policies on Credit Hours

Ø Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   Yes  No
   Comments: Policy was clear and appropriate.

Ø Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

   Yes  No
   Comments: The expectation is that the work is equivalent to a traditional class.

Ø For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

   Yes  No
   Comments: Courses and outcomes are equivalent across delivery and format.

Ø Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   Yes  No
   Comments:
Application of Policies

Ø Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No
Comments: The College follows state regulations.

Ø Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

Yes No
Comments:

Ø If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

Yes No
Comments: The College offered 16 accelerated sections and 269 online sections in Fall 2011. This included 15 different accelerated courses and 114 different online courses.

Ø If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No
Comments: Online courses are not accelerated. Accelerated courses are typically one-half a semester and provide sufficient time for students to be successful at achieving the outcomes.

Ø Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No
Comments: The review of course syllabi provides a mechanism for ensuring consistency across delivery formats.

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
### Accelerated Courses (reduced seat time)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC-152</td>
<td>Financial Accounting</td>
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<td>BIO-154</td>
<td>Human Biology</td>
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<td>BUS-185</td>
<td>Business Law I</td>
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<td>CLS-151</td>
<td>UC: Latin America</td>
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<td>ENG-105</td>
<td>Composition I</td>
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<td>ENG-108</td>
<td>Comp I: Technical Writing</td>
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<td>ENV-115</td>
<td>Environmental Science</td>
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<td>HIS-152</td>
<td>U.S. History Since 1877</td>
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<td>HUM-105</td>
<td>Working in America</td>
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<td>LIT-225</td>
<td>Lit Themes: Beyond Bartleby</td>
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<td>Music Appreciation</td>
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<td>PSY-121</td>
<td>Developmental Psychology</td>
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<td>REL-101</td>
<td>Survey of World Religions</td>
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<td>SDV-175</td>
<td>Tools for Life Seminar</td>
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### Online Courses

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<td>ACC-156</td>
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<td>ADM-257</td>
<td>Professionalism in Workplace</td>
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<td>AGA-114</td>
<td>Principles of Agronomy</td>
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<td>ANT-105</td>
<td>Cultural Anthropology</td>
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<td>ART-101</td>
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<td>BCA-189</td>
<td>Microcomputer Literacy</td>
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<td>BIO-104</td>
<td>Introductory Biology w/Lab</td>
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<td>BIO-161</td>
<td>Basic Anatomy and Physiology</td>
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<td>BUS-102</td>
<td>Introduction to Business</td>
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<td>CLS-190</td>
<td>Culture and Technology</td>
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<td>CRJ-141</td>
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<td>Introduction to Sociology</td>
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<tr>
<td>SPC-101</td>
<td>Fundamentals of Oral Comm</td>
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</table>

**C: Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes  No

Rationale: The College does not focus on entirely online or accelerated programs. The offerings are designed to provide options to students and are consistent with traditional courses.

Identify the type of Commission monitoring required and the due date: None.

**D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

None.
October 18, 2012

Dr. Mick Starcevich
President
Kirkwood Community College
P.O. Box 2068
6301 Kirkwood Blvd SW
Cedar Rapids, IA 52406

Dear President Starcevich:

Attached is the report of the team that conducted Kirkwood Community College’s Quality Checkup site visit. In addition to communicating the team’s evaluation of your compliance with the Commission’s Criteria for Accreditation and the Commission’s Federal Compliance Program, the report captures the team’s assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institutions for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution’s permanent record.

Sincerely,

[Signature]
Stephen D. Spangenberg
Vice President for Accreditation Relations