

AQIP PORTFOLIO

NOVEMBER 2011

*From here,  
I can see...*



**HIGHLAND**  
COMMUNITY COLLEGE

*From here, you can  
see anywhere!*

Highland Community College  
AQIP Portfolio  
November 2011

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## INSTITUTIONAL OVERVIEW

### **Vital Characteristics**

Highland Community College began as Highland University in 1858, making it the first college in Kansas. After eight name changes, the College is now in its 153rd year of providing higher education opportunities to the people of Northeast Kansas in a small rural setting. The College has traditionally prepared students to continue their studies at baccalaureate institutions. Studies conducted at the Board of Regents universities in Kansas show that students who begin their college careers at HCC and then transfer do as well or better academically than all other students who transfer to those universities and those who start there. In addition to the campus in Highland, the College offers face-to-face coursework at over 30 locations coordinated through six Regional Centers and has a growing online student population. In July of 2008, the region's technical college merged with the College, allowing HCC to expand its educational services within the nine county service area in Northeast Kansas.

**Governance** The College is governed by a six-member Board of Trustees comprised of residents of Doniphan County, the location of the campus, who are elected for four-year terms. Three members are up for re-election every two years. On the state level, HCC is coordinated by the Kansas Board of Regents (KBOR), which governs the state's six universities.

**Mission** The initial appraisal of our first portfolio resulted in a yearlong strategic planning process. That experience provided the opportunity for the Board of Trustees to revisit and refine the Mission Statement it adopted in 1997. New Mission and Vision Statements were adopted in August of 2009.

### **MISSION STATEMENT**

HCC, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve.

### **VISION STATEMENT**

Highland Community College is recognized as the college of choice in Northeast Kansas.

### **Strategic Planning**

The appraisal of the College's initial portfolio recommended a stronger method of strategic planning to assist not only with planning, but with data collection and the integration of continuous improvement principles into the College culture. Consequently, College officials and personnel contracted with Datatel for a consultant to provide strategic planning training during the 2008-09 academic year. That planning resulted in the creation of a Strategic Planning Council (SPC) which has developed a Strategic Plan that provides direction and support for standing committees, Individual Action Plans, and AQIP Action Projects.

### **1. Goals for Student Learning and Shaping an Academic Climate**

As a comprehensive community college, HCC's goals for student learning are to provide opportunities for associate degree completion, certification completion, and skill enhancement to meet student objectives.

HCC offers five associate degrees: associate in arts, associate in science, associate in applied science, associate in nursing, and associate in general studies; and nineteen certificate programs.

**HCC Program Information**


Associate in Applied Science and Certificate Options – with the intent to seek employment when completed.

- Accounting
- Accounting Specialist-AAS/Certificate
- Administrative Assistant-AAS/Certificate
- Agribusiness

Degrees	Certificates
Associate in Science (AS) Associate in Arts (AA) Associate in Applied Science (AAS) Associate in General Studies (AGS) Associate Degree in Nursing (ADN)	Accounting Specialist Administrative Assistant Automotive Collision Repair Automotive Technology Building Trades Business Information Systems Computer Aided Drafting Computer Support Technology Diesel Technology Early Childhood Electrical Technology Enology Health Science HVAC and Plumbing Industrial Welding Technology LPN to RN Medical Office Assistant Practical Nursing Viticulture

Transfer Programs – with the intent to transfer for a Bachelor’s degree

Associate in Arts with an emphasis in	Associate in Arts with an emphasis in	Associate in Science
Agricultural Economics Agriculture Education Agronomy Animal Science Art Education Art Therapy Computer Graphics Graphic Design Pre-Interior Design Studio Art Accounting Business Administration Business Education Economics English Management Marketing	Finance Foreign Language Journalism Speech Communication Criminal Justice Theatre Elementary Education Physical Education Secondary Education History Mathematics Music-Instrumental Music-Vocal Photojournalism Studio Photography Psychology Social Work	Biology Chemistry Exercise Science Pre-Athletic Training Pre-Chiropractic Pre-Dental Hygiene Pre-Engineering Pre-Forestry Pre-Medicine Pre-Nursing Pre-Optometry Pre-Pharmacy Pre-Physical Therapy Pre-Respiratory Therapy Pre-Veterinary Medicine

Pre-Law Computer Graphics	Sociology	
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The HCC **Key Instructional Programs** can be organized under three headings:

General Education The majority (approx. 70%) of HCC students intend to transfer their coursework to a bachelor degree-granting institution. Consequently, our primary instructional program is designed to be the initial two years (60+ credit hours) of bachelor degree requirements.

Developmental Courses Since approximately 40 percent of each incoming class to the campus requires at least one developmental course, we sought and were able to secure another Title III (Student Support Services – SSS) grant to address this student population. To date, we have addressed these student needs with a variety of instructional techniques, including computer assisted instruction (CAI), staff and student tutors, and faculty/staff workshops on learning styles. Results of that work show that other techniques are needed; a special semester that includes a second orientation to college life is now being conducted that focuses on skills for future success.

Technical/Workforce Training HCC has traditionally had some technical coursework designed to prepare students for vocational careers. With the current emphasis on workforce training and the merger of Northeast Kansas Technical College with HCC, these key programs are receiving even more attention.

Concerning the use of technology within the formal instructional context, delivering educational programs to the College’s entire nine county service area is a priority for HCC. To that end, we utilize technology in the traditional classroom setting, with telephones and faxing capabilities, with e-mail, online, through the Kansas distance learning systemTELENET-2, Interactive Distance Learning (IDL), with Internet access and multimedia capabilities, a growing number of courses offered completely online, and Smart classrooms. An earlier Title III initiative allowed us to make nearly every campus classroom into a Smart classroom. Finally, HCC instructors are supplied with computers, laptops, software, and technical support.

**2. Key Organizational Services, Other than Instructional Programs, Provided to Students and Other External Stakeholders**

In addition to instructional programs, the College provides courses and other opportunities for students to develop and display their talents in art, music, and drama; and provides courses, intramural and intercollegiate athletic competition, and other recreational activities. The College offers members of the community an opportunity for educational development and cultural enrichment by providing:

- a. basic adult education programs and testing for those who have not obtained their high school diploma;
- b. credit and non-credit courses, workshops, seminars, customized training, and other organized learning opportunities as needed or requested by the public or by businesses or industries in the College’s service area;
- c. art shows, lectures, athletic events, musical and dramatic performances for the cultural enrichment of the community; and
- d. facilities that can be available for community use, including a Learning Resource Center and a Wellness Center.

**3. Short- and Long-Term Requirements and Expectations of Student and Key Stakeholder Groups**

Students expect to have their needs met, whether with respect to affordable quality higher education opportunities that accommodate their schedules, degree requirements, or transferability. They may expect a supportive staff and faculty, along with other educational or training opportunities such as continuing education and community development, or the opportunity to pursue personal goals. The expectations and needs of students in these categories can be quite varied, ranging from updated computer skills to a jump start on college transfer hours for high school students taking college-credit courses or complete degree programs. Most class sessions include a mix of students with differing goals.

On Campus Student Needs/Requirements

- Effective teaching/Courses/ Programs
- Financial Aid & Scholarships
- Academic Advisement
- Safety on campus
- Technology/Facilities
- Housing/Food Service
- Activities/Entertainment
- Support Services
- Clear and Simple Admissions Process
- Degree Programs
- Transfer Info/Requirements for Graduation

Off Campus Student Needs/Requirements

- Effective teaching/Courses/ Programs
- Financial Aid & Scholarships
- Access to classes/Convenience
- Tech Support
- Re-training programs

Non-Traditional Student Needs/Requirements

Same as off campus with the addition of childcare and evening and weekend classes.

Taxpayers/Doniphan Co. Residents Needs/Requirements

- Limited or no raise in property taxes
- Continued Career Training
- Cultural Events
- Access to Facilities

Faculty Needs/Requirements

- Fair Compensation
- Access to Technology/Training
- Advancement Opportunities
- Effective Supervision
- Academic Support/Continued Ed.
- Benefits
- Supportive Work Environment

Staff

- \* Fair Compensation
- \*Continued Training
- \*Advancement Opportunities
- \*Effective Supervision
- \*Benefits
- \*Supportive Work Environment

Alumni Needs/Requirements

- Continued Traditions
- Student Success
- Continued Growth – student, faculty, and facility
- Connections with other Alumni
- An Opportunity to give back

Prospective Students Needs/Requirements

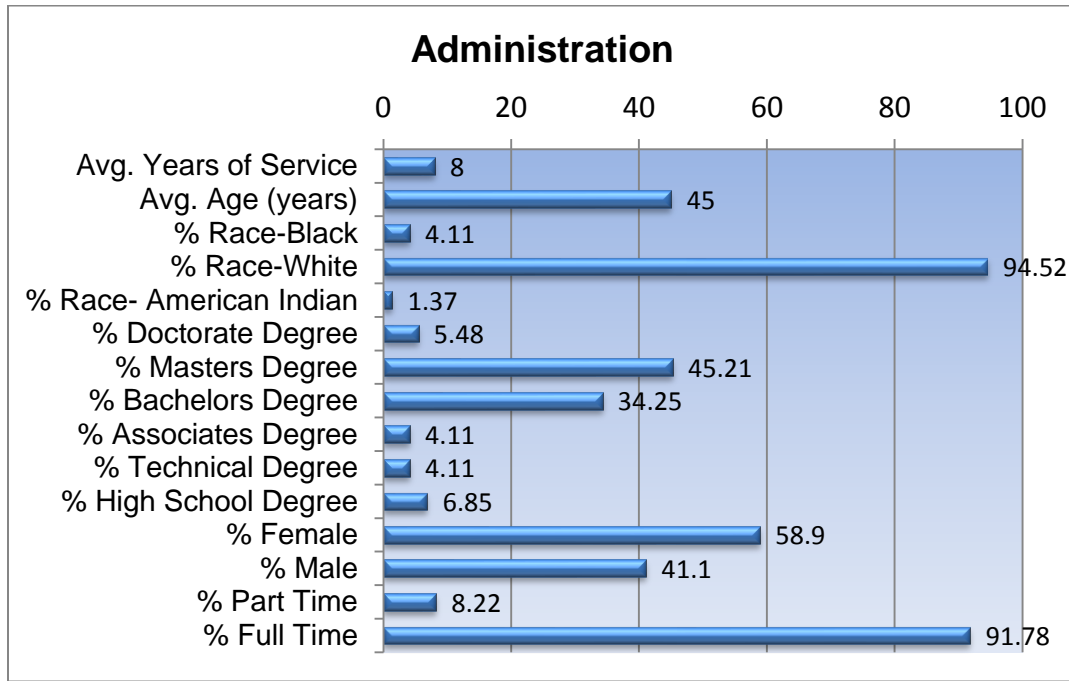
- Scholarships
- Financial Aid
- Academic Programs
- Campus Visits
- Constant Improvement
- Helpful/Friendly employees
- Easy Access to information – Phone, Web Site, High School Visits, College Planning Conferences, Career Fair
- Traditions of proven student success

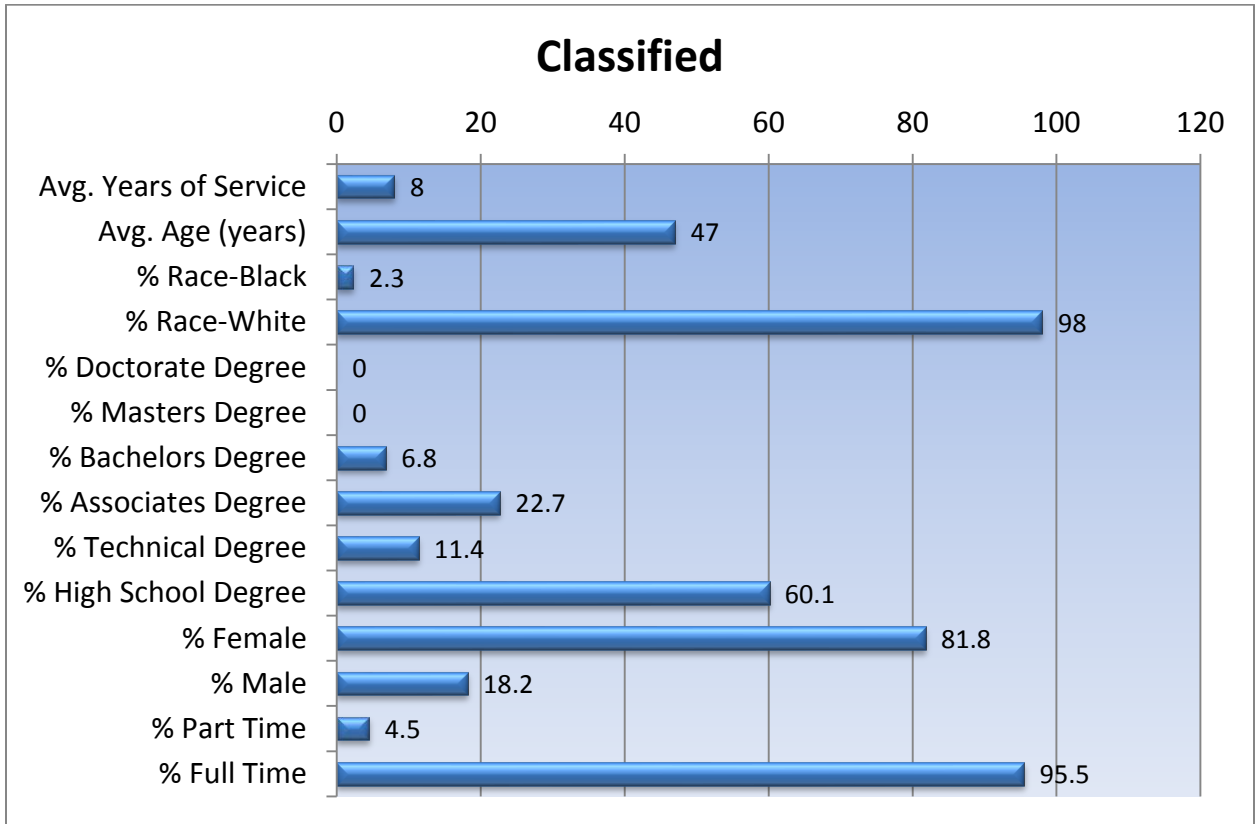
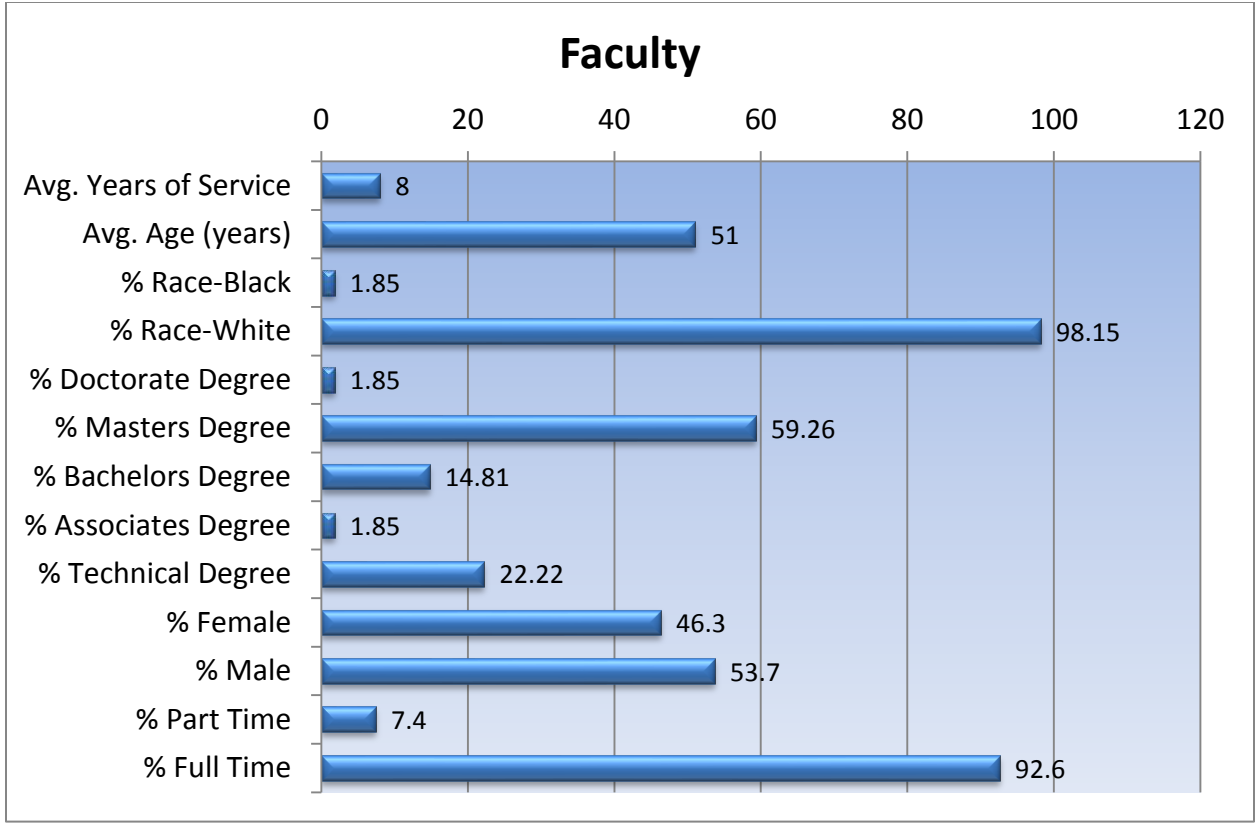
Parents

- Safe Campus
- Financial Aid & Scholarships - affordable
- Responsive to needs

**Competitors** The College has various competitors in serving these groups. The primary competitors for students are other – mostly in Kansas – higher education institutions. Other taxing entities in the state and county vie for our county taxpayer dollars. We compete with other colleges and workforce opportunities for our faculty and staff, other colleges attended by our alumni, and the colleges attended by student siblings for the attention of student parents.

**4. Administrative, Faculty, and Staff Resources**





## **Key Factors in how Human Resources are Organized and Used**

- Area economy
- College budget
- Program needs
- Federal/state/local/accreditation requirements

## **5. Strategies that Align Leadership, Decision Making, and Communication Processes with College Mission and Values, Policies and Requirements of Oversight Entities, and Legal, Ethical, and Social Responsibilities**

The creation of a strategic planning process involving the College's Mission and Vision statements is now embedded in a Strategic Planning Council that continually communicates with all employees. An annual review of Strategic Plan is conducted by College leadership with the Board of Trustees. By state statute, the College is required to create and execute a series of Performance Agreements with the Kansas Board of Regents, which has coordinating authority over Kansas community colleges. The final strategy aligning Leading and Communicating processes is adherence to local/state/federal/HLC guidelines.

## **6. Strategies that Align Key Administrative Support Goals with Mission and Values**

Alignment of our key administrative support goals with the College Mission and Vision is embedded in our strategic planning process.

## **7. How Data and Information Collected and Distributed is Determined**

Within the purview of the Strategic Planning Council, Action Projects, and work teams identify strategies to meet strategic goals. With the assistance of Institutional Research, appropriate data collection and distribution methods are determined and conducted.

## **8. Key Commitments, Constraints, Challenges, and Opportunities with which College's Short and Long Term Plans and Strategies Must be Aligned**

- Local/state/federal/HLC guidelines and partnerships
- Local/state economy and funding sources
- Human resources
- Enrollments

## **9. Key Partnerships and Collaborations (external and internal) that Contribute to College's Effectiveness**

Eight key collaborative relationships have been identified, all of which are directly related to the College mission. Those key relationships center on our educational, coordinating, and economic partners.

**KBOR** – by legislation, the Kansas Board of Regents governs the six universities in Kansas and coordinates the Kansas community colleges and technical colleges.

**USDs** – the unified school districts in our service area are the primary providers of our students.

**Area Articulated Colleges and Universities** – these institutions are the primary receivers of our AA, AS, and AGS students.

**Area Businesses** – our AAS and certificate students are hired by these businesses and the businesses also provide members for our program advisory boards.

**Economic Development** – the College has a strong history of involvement with the Economic Development efforts in our service area

**Community and Professional Organizations** – the College plays a key supportive and participative role in community and professional organizations such as Highland PRIDE, Food Pantry East and West, Doniphan County Chamber of Commerce, Glacial Hills RC&D, Wolf River Consortium, and the School-Business Educational Consortium.

**CATEGORY ONE:  
HELPING STUDENTS LEARN**

**Processes**

*1P1. Common Student Learning Objectives*

During the 2010-2011 academic year, the entire institutional community met in a series of focus groups to arrive at consensus about a list of Common Learning Outcomes (CLOs) for students, faculty, and staff. These CLOs, listed below, will become the expectation for everyone at HCC. We will assess the degree to which all students demonstrate their learning of these CLOs, and we will begin to weave them into the hiring and evaluation processes for all HCC employees.

**HCC Common Learning Outcomes  
Established Spring, 2011**

***Be competent at your work***

Know your area of work or study and consistently perform to expectations and use constructive feedback to improve.

***Communicate effectively***

Create a message – in written, oral, or visual form – that is clearly understood by the intended audience.

***Respect others***

Show respect for other people and be open to perspectives different from your own; treat people with empathy and kindness.

***Think critically***

Apply critical thinking methods to relevant issues and problems – examine assumptions, gather relevant and reliable data and information, make conclusions based on evidence.

***Act responsibly***

Within your role or roles at HCC, meet your commitments and be accountable for your own professional behavior and performance.

***Work effectively on teams***

Contribute productively - as a leader or a member - as part of a team that may have members who are different from you in some significant way.

These CLO's express objectives shared by the entire college community, so they apply to all degree-seeking students. For specific courses and degree programs, both academic and technical, it is the responsibility of the standing committee called Curriculum and Instruction (C & I) to consider and approve course objectives, syllabi, and curricula. This Committee has faculty representation from each of the academic areas, a member who represents technical programs, and other administrative and support staff. See the C & I by-laws with the portfolio materials at [www.highlandcc.edu](http://www.highlandcc.edu); click on General Information, then Accreditation.

According to the C & I process outlined in the by-laws, when a new program is proposed, there is a procedure that must be followed that requires a rationale for the program, the student

learning outcomes (SLOs), and the list of required courses, including the sequence in which the courses would be taken.

For the AS, AA, and AGS degrees, two semesters of College English and a semester of public speaking or oral communication are required as well as a one-credit-hour college orientation class and a 1-3-credit-hour course in computer applications. Each also requires PE, a math class, College Algebra for the AS, College Algebra or Topics in Contemporary Math for the AA, and Beginning Algebra or higher for the AGS.

For each degree, AS, AA, AGS, AAS, there is a Degree Sheet that lists the courses or choices within categories of courses that are required to earn that degree. Any significant changes to the Degree Sheets must go through the C & I approval process.

With regard to student development objectives, a mission, vision, and belief statements were developed in 2006 by members of the Student Services professional staff, led by the Vice President for Student Services.

### **HCC Student Services Mission, Vision, and Belief Statements**

#### **HCC Student Services Mission**

Through dedicated service, we enable students to pursue their educational goals, to practice considerate behavior, and to develop skills to assist them in life-long learning and achievement.

#### **HCC's Student Services Vision**

- HCC offers a variety of educational opportunities on the main campus, at regional sites, and through distance learning for a wide audience.
- Residential students are provided a safe living and learning environment at HCC.
- All HCC students are provided a diversity of programs designed to engage students through social, cultural, and educational activities.
- HCC student services offer counseling, health, and wellness services to all students.
- Students taking classes via distance learning are provided virtual advisors, online tutoring opportunities, and technical support.
- Instructors are highly trained in their areas, foster development of human potential, and are well compensated. Departmental budgets are more than adequate for meeting student needs.
- HCC's facilities are state of the art, utilizing the most up-to-date technology available for a quality classroom experience.
- HCC provides exceptional service in an invitational campus atmosphere.
- All aspects of HCC student services may be accessed 24/7 via the College Web site, including applying, enrolling, and taking classes in the comfort of their own home.

#### **HCC Student Services Belief Statements**

1. HCC should teach its students to take responsibility for their own learning, work cooperatively with others, and think critically to become productive and appreciative members of a diverse environment.
2. A good community college is one that offers an affordable, quality education, embracing the needs of its student body and the community it serves.
3. Successful students are able to advocate for themselves, to organize, learn, and participate academically and socially in a collegiate and community setting.

4. An effective classroom is one in which students and instructors are engaged in a learning process involving quality instruction, appropriate resources, and a personalized setting.
5. A good Student Services staff member is one who is accessible, knowledgeable, resourceful, and provides efficient service in an invitational manner.
6. An effective Vice President for Student Services is one who provides leadership by communicating, creating an equitable and approachable environment, promoting innovation and teamwork, and supporting the development of programs and services to meet student needs.
7. A high-quality instructional program offers a variety of learning opportunities to achieve the greatest degree of success in meeting students' educational needs.

### *1P2. Specific Program Learning Objectives*

HCC instructors and departments have participated in state consortia with other Kansas community colleges and universities, called the Core Outcomes Project, to determine a set of standard learning objectives for each core course and department.

For technical degrees, the Student Learning Outcomes (SLO's) are closely prescribed by the state Technical Education Authority (TEA), a subcommittee of the Kansas Board of Regents (KBOR), for each occupational area. There is currently a TEA curriculum alignment project that is mapping the curriculum for each technical field. See Appendix for examples. The Kansas Board of Nursing defines the SLOs for the LPN and ADN.

Each technical program is mandated by KBOR and the Council on Occupational Education to have program competencies that students are required to meet. Identifying program competencies involves the program instructors, Director of Curriculum, Program Advisory Councils, licensing and certification authorities, and KBOR.

### *1P3. Design of New Programs and Courses*

New programs are initiated by instructors, academic departments, Regional Coordinators, administrators, or some combination of these. New programs are proposed only after extensive study has been conducted and a need has been identified for a specific program. Some technical programs use Program Advisory Councils for input about potential new programs. There is a specific process that must be followed through C & I (see 1P1 and 1P4) and the Kansas Board of Regents – the TEA for technical programs – to establish a new degree program.

Establishing a new course within an established program begins at the program instructor/advisory committee level. Steps in the process include identifying the need to add a course, then discussing the need with the Director of Technical Education and/or the VP for Academic Affairs. If it is agreed there is a need for the course, the lead instructor of the course develops a syllabus, and the course is submitted to C & I, which processes the request. KBOR has granted C & I the authority of final approval on new classes. On approval, the proper paperwork is submitted to KBOR for their records. Once all the documentation is in place, the course is added to the catalog listing and is entered in the course schedule in the usual way.

#### 1P4. Responsive Academic Programming

Academic programming is generally originated and designed at the departmental level where instructors have contact with students, businesses, and/or transfer institutions and are therefore at the forefront of student career needs and the marketplace. As noted in 1P1, the standing committee that has the responsibility to consider and approve new academic programming is the C & I Committee.

According to the C & I process outlined in their by-laws, when a new program is proposed, there is a procedure that must be followed that requires a rationale for the program, the student learning outcomes (SLOs), and the list of required courses, including the sequence in which the courses would be taken. This procedure documents that the new program is responsive to a market need, there is sufficient student interest to meet that need, and there is an anticipated market value of the program.

Departmental faculty leaders consider the use of Program Advisory Councils essential to align their programs with workplace needs. For example:

*I have found the Advisory Council to be very important with regard to the Graphic Design program. We have utilized people from a variety of occupations, including employees of design firms, academic institutions, and screen printing and sign design companies. The Council has been very helpful in evaluating our offerings, as well as helping us see the practical side of business operation. One specific example is that although Web design should be offered, it might not be useful to teach in depth, since many companies choose to outsource their Web sites. [Members of our council] stressed having our students take some business classes, which historically I haven't pushed my students toward, but I see how they could certainly be useful for prolonged success. I tried to make my schedule compatible with certain business classes so that students could take advantage of those.*

—Matt Leahy, graphic design instructor

Instructors in technical programs also must take an active role in curriculum design. They must be aware of industry trends, new skills and techniques in the field, future student needs, technology, and local employment needs. Balancing these constant changes can be very challenging for instructors but is necessary in order to keep our programs competitive and on the leading edge academically. The TEA program alignment project plays a vital role in academic programming by establishing standardized curricula for specific technical programs.

It is vital to keep informed about local, regional, and national trends in each program area. The technical Program Advisory Councils are composed of people who are currently working in the program area and who share observed trends with educators on a regular basis. Advisory Council members have a vested interest in our students who may someday become their employees. The instructors in each program area understand the career ladder in their individual programs, having taken their own steps up that ladder. They are in unique positions to advise students about their career goals based on personal experiences and from interactions with Advisory Council members and their instructor colleagues.

1P5. Preparation Required of Students

HCC is an open-admission public institution, so we accept some students for admission to the College who are not prepared for college work in specific areas, most notably reading and basic mathematics. We have established entrance score requirements for acceptance and placement into both our academic and technical programs. These placement scores have been established through consultation with other community and technical colleges in the state and based on our own data about student ability to succeed in college-level courses.

The specific requirements for entering a technical program vary. Some programs require students to be in the process of completing their high school diploma or GED while others may require additional post-secondary college credit hours prior to entry. Work Keys placement tests are also given to determine student’s reading and math skill levels. Each technical program refers to its minimum math and reading level, which are published by ACT Testing Company, the parent company for Work Keys. This minimum level is re-evaluated regularly with instructors and Program Advisory Councils to see if the levels are appropriate for admitting students who have the academic skill base for their desired program.

**Example:** The PN nursing program is surveyed every five years by the Board of Nursing for re-approval. Every change made to this program is approved by the Education Committee of the Board. The education specialist regularly attends meetings of the Kansas Council of PN Educators. There is frequent communication among the PN program administrators so that we know what works for the admitted student. One change was to require applicants to PN programs to have a Certified Nurses’ Aide certificate, 5 credits of Anatomy and Physiology and 3 credits of Human Growth and Development prior to starting the nursing courses. These courses have contributed to a stronger academic base for the nursing students.

HCC’s placement guidelines for various courses and programs are included below. Through the C & I process, specific prerequisites are approved for individual courses.

High School Transcript Placement

Subject	Score	Placement
English	Cum. GPA of 2.74 or below	Fundamentals of English (no college credit) or Writing Sample
English	Cum. GPA of 2.75 or above	College English I

ACT Score Placement

Subject	Score	Placement
English	0-17	Fundamentals of English (no college credit) or Writing Sample
English	18-36	College English I
Reading	0-16	Reading Skills I (no college credit) or Placement Test
Reading	17-36	Adequate Reading Skills
Math	0-15	Fundamentals of Math (no college credit) or Placement Test

Math	16-18	Beginning Algebra or Placement Test
Math	19-21	Intermediate Algebra or Placement Test
Math	22-36	College Algebra or higher

Compass Score Placement

<b>Subject</b>	<b>Score</b>	<b>Placement</b>
Writing Sample	0-4	Fundamentals of English (no college credit) or Writing Sample
Writing Sample	5-8	College English I
Reading	0-80	Reading Skills I (no college credit) or Placement Test
Reading	81-100	Adequate Reading Skills
Math (Pre-Algebra)	0-43	Fundamentals of Math (no college credit)
Math (Pre-Algebra)	44-100	Beginning Algebra
Math (Algebra)	0-25	Fundamentals of Math (no college credit)
Math (Algebra)	26-40	Beginning Algebra
Math (Algebra)	41-60	Intermediate Algebra
Math (Algebra)	61-100	College Algebra or higher

Asset Score Placement

<b>Subject</b>	<b>Score</b>	<b>Placement</b>
Writing	23-38	Complete a writing sample
Writing	39-54	College English I
Writing Sample	N/A	Graded and recommendation given by faculty
Reading	23-39	Reading Skills I (no college credit)
Reading	40-54	Adequate Reading Skills
Numerical Skills	23-39	Fundamentals of Math (no college credit)
Numerical Skills	40-53	Beginning Algebra
Elementary Algebra	23-29	Take Asset Numerical Skills Test
Elementary Algebra	30-35	Beginning Algebra
Elementary Algebra	36-45	Intermediate Algebra
Elementary Algebra	46-55	College Algebra or higher

Highland Community College Technical Center  
**Work Keys Informational Guide**

Work Keys is a national system for teaching and assessing workplace skills that connects knowing with doing and learning with earning. Work Keys also enables education and business

to work together to strengthen achievement of workplace skills. For additional information about the Work Keys assessment system, please visit [www.act.org](http://www.act.org)

All potential students seeking admission to Highland Community College Technical Center will be tested using the Work Keys Reading for Information and Applied Mathematics assessments.

Potential students are reminded that this is not a pass/fail test and that they are not competing against anyone. Reading for Information and Applied Mathematics scores are reported on a scale from 3 to 7; Level 3 is the least complex and Level 7 is most complex. Level 3 is established at the point where a business would begin to show interest in assessing individuals.

### **Reading for Information**

Thirty-three multiple-choice questions that increase in difficulty. Test time is 55 minutes.

### **Applied Mathematics**

Thirty-three multiple-choice questions that increase in difficulty. Test time is 55 minutes. Students can bring their own calculator or a calculator will be provided to use when taking the Applied Mathematics assessment.

Potential students need to inform testing staff when making their assessment appointment if they are/were ever on an Individual Education Plan (IEP) or considered for Special Educational Services while attending K-12. These students will be given special time consideration.

### **Work Keys Placement**

<b>Program</b>	<b>Math Level</b>	<b>Reading Level</b>
Accounting Specialist	4	4
Administrative Assistant	4	4
Auto Collision Repair	4	4
Automotive Technology	5	5
Building Trades	4	4
Computer Aided Drafting	5	4
Computer Support Technology	5	5
Diesel Technology	5	5
Electrical Technology	5	5
HVAC	5	4
Industrial Welding Technology	4	4
Medical Office Assistant	4	5
Practical Nursing	5	6

For HCC courses offered at area high schools for which students use the college course to satisfy high school requirements (called “concurrent” credit in Kansas), the Concurrent Course Regulations, most of which are dictated by the Kansas Board of Regents and include placement

test scores for specific HCC courses, are available by going to the College Web site at [www.highlandcc.edu](http://www.highlandcc.edu), click on Why HCC?, then General Information, and then Accreditation.

#### 1P6. Communicating Required Preparation

A student searching for a range of choices, or for a general introduction to one program, would find that information in the catalog or the appropriate section of the HCC Web site. Other sources of information include flyers, course bulletins, student/parent orientation, and the first semester orientation class.

The following media communicate necessary information to students in the greatest detail:

- HCC Student Handbook (can be found on Web site under Student Services, then Handbook)
- catalog (now primarily on the Web only, hard copy on request)
- Web site ([www.highlandcc.edu](http://www.highlandcc.edu))
- program-specific brochures
- discussions with Admissions Representatives

The Student Resource Center arranges Career Fairs for the benefit of both college and high school students.

One result of open admissions, intensified by the current economic downturn, is the number of students who find themselves unprepared for the academic environment and the intellectual focus of college. These students require remediation, sometimes struggle with college coursework, and often fail, even though educational opportunities can offer them unexpected occupational preparation that they might appreciate later in life.

Hoping to identify these at-risk students who might benefit from clearer occupational goals, as well as those who might find more fulfillment in one of the technical fields, starting in January 2011 the Retention Committee at HCC instituted a special intervention program for students who do not show adequate academic progress during their first semester.

Under this new intervention program, we identify probationary students using a measure of “Satisfactory Academic Progress” that compares credit hours attempted with credit hours earned and the resulting GPA. Probationary students must sign a “performance agreement” to continue school at HCC, requiring them to:

- attend HCC’s career fairs
- visit the HCC Technical Center and become familiar with technical program offerings
- complete a class called “Career and Life Planning” (COL160) aimed at raising the students’ awareness of opportunities and challenges in school and the workplace, and preparing them to meet those challenges with competence and confidence

### 1P7. Helping Students Select Programs of Study

Advisors discuss with the students their interests and review their incoming scores at enrollment to address academic needs. Students may be sent to specific program directors to discuss their interests and abilities in greater detail.

Later, during College Success and Orientation class and in further sessions with their assigned academic advisor, students participate in career exploration, study their own learning styles, and take personality inventories to understand how best to approach college tasks.

Placement tests are used initially to determine student reading and math skills when considering aptitude for various academic or technical programs. Based on the scores of their placement tests, students may be advised about programs that might correspond to those scores. Once a student starts a program, instructors and students may decide the program is not best-suited to the student's skills and interests and may decide to try program changes to meet the student's career goals.

### 1P8. Dealing with Underprepared Students

At the Tech Center, students who score below the minimum on the WorkKeys exam may be provisionally accepted into a program with the understanding that they will have to meet the minimum before they can graduate. Students enter technical programs at multiple academic levels and abilities. Technical instructors must assess each student's academic learning level to determine if additional academic assistance will be needed to be successful in their programs. This additional assistance is given by the program instructor(s) through a variety of methods such as non-class instruction time, computerized remedial training, additional review worksheets and assignments, or by partnering students.

When a student scores below the required level for a specific program, they are offered exam study guides, the use of the "Key Train" computer-based study program, and the services of a tutor to help them prepare to retake the test. Students are then allowed to take another version of the test to try to get the required score. We counsel students who are unable to meet the minimum score to see if they would be interested in enrolling in a different program that has lower entrance requirements.

Campus students whose scores on the ACT or COMPASS are below the minimum in math, reading, or writing (we do a writing sample that is scored by the English faculty) are placed in the appropriate developmental courses: Fundamentals of Math, Fundamentals of English, and Reading Skills. They are limited to a maximum load of 12 credit hours and their advisors help them select a course load that focuses less heavily on the areas in which they have a deficit.

Analysis of correlations for reading test scores with final grades for selected General Studies classes identified several courses that have low correlations and therefore seem more suitable for students with lower reading scores.

In the fall of 2010, the College piloted a program in which students with low math test scores were encouraged to delay taking math until their second semester. Preliminary results indicate these students are more likely to return for a second semester and have higher first semester GPA's than students with similar scores who attempted math during their first semester.

The Student Resource Center on the Highland campus provides tutoring to any student who seeks it. There are certain times of day, or by appointment, when on-campus tutors are available to students at our Regional Centers through Skype. We are also part of a Student Support Services grant through which we employ math and English specialists who tutor students who qualify to be included in the grant program. Student Support Services (SSS) is a federally funded TRiO program under the Department of Education. The goal of this program is to increase the retention and graduation rates of participants and help students make the transition from one level of education to the next. SSS is designed for students whose socioeconomic backgrounds, educational experiences, and personal situations suggest they may experience challenges at the postsecondary level that can be alleviated with the assistance of SSS. Opportunities available to SSS program participants include: academic tutoring, career planning and exploration, financial planning and FAFSA assistance, peer mentoring, counseling, transfer advising, social activities, and more. To be eligible for SSS, a student must be first generation, low income, and/or have a disability.

#### 1P9. Differences in Students' Learning Styles

In both “College Success and Orientation” and “Career and Life Planning” classes, instructors help students to identify their preferred learning style or preference. Students are encouraged to capitalize on their learning style preference and taught how to adapt to teaching styles that might not match with their most comfortable ways of receiving and processing information.

Several years ago as part of a Title III grant, HCC provided seminars for instructors that addressed learning and teaching styles. Some instructors regularly take into consideration student learning styles and preferences and adjust their teaching accordingly.

Some instructors at the Tech Center use learning style assessment tools to assist students in identifying their preferred learning style during individual program orientations. Other techniques include observation, asking students how they learn best, and using varied curriculum delivery methods to accommodate multiple learning styles.

#### 1P10. Special Needs of Student Subgroups

Students are given the opportunity to complete a form at enrollment on which they can self-identify regarding a disability. These forms, and accompanying documentation, are reviewed by HCC's Disabilities Coordinator, who alerts instructors of appropriate accommodations for individual students. Regional students are instructed to contact the Regional Coordinator who provides them the necessary form and puts them in touch with the Disabilities Services contact person in the Region.

HCC accommodates students with disabilities in various ways, depending on need:

- readers and/or note takers, scribes
- alternate media (*i.e.*, textbooks on tape)
- use of tape recorders for lectures and classroom activities
- extended time on testing
- quiet setting for testing
- accommodations to the physical spaces to allow for classroom access

Students taking online classes may either complete a Disabilities Self-identification online form ([https://secure.highlandcc.edu/Site/Student\\_Life/Disabilities\\_Online\\_Self-Identification.php](https://secure.highlandcc.edu/Site/Student_Life/Disabilities_Online_Self-Identification.php)), print and fill out a paper form (also available online), or contact the Disabilities Coordinator for information and assistance.

All of our facilities are accessible to a person in a wheel chair or someone with impaired mobility or sight.

Most of the students who take the majority of their classes on the campus are residential students – we have 475 beds in 19 apartment-style residence halls. Conversely, all students who attend the Regional Centers and the Technical Center are commuters. We have personnel, in addition to instructors, at the Regional Centers after regular business hours so that students who work during the day can get assistance in the evening.

To keep all of our students informed of important information, we use e-mail and a system called “Scottie Alerts,” which are text messages sent to all students or are location-specific (such as weather cancelations). Students voluntarily sign up for this alert system.

#### *1P11. Expectations for Effective Teaching and Learning*

As noted in 1P1 and 1P4, HCC has recently established a list of Common Learning Outcomes for the institution which includes our expectations for teaching and learning.

The expectations for faculty are described in the Master Contract, which describes the obligations for faculty for teaching and service and outlines both the responsibilities and the evaluation process. Inherent in the evaluation process is communication of expectations for effective teaching and learning and steps that can be taken to meet those expectations. Full-time faculty are evaluated each year for the first three years. The VP for Academic Affairs observes at least one class session during the academic year and completes an observation form that is reviewed with the faculty member, who may add written comments to those of the VP before they both sign the form. In addition, students complete a course evaluation in each of the faculty members’ classes for the first three years. Faculty who are hired for their fourth academic year, are considered to be on “continuing contract” and get evaluated as described above every three years.

Additionally, student rating of instruction is done on a rotation schedule according to discipline. Using the IDEA Center Student Rating system, students rate all courses within a given discipline each semester on a three-semester rotating basis. This includes sections taught by adjunct faculty at our Regional Centers and through HCC Online. For classes within those disciplines, we get individual reports from IDEA on each class as well as a group report in which the ratings from all classes within that discipline are aggregated. Faculty members receive a copy of the student ratings report for each of their classes along with the original forms on which students wrote comments. A copy of the report is put into the personnel file of the faculty member. The VP of Academic Affairs may discuss these student ratings with a faculty member and suggest strategies to improve teaching performance in the future.

In addition to the evaluation of specific faculty, our Course Review Committee conducts a survey of instructors of classes each semester on the same discipline schedule as the IDEA student ratings. In this process, all instructors who teach those courses in a given semester are

asked to reflect on the course SLOs, instructional materials, textbooks, and instructional support.

For students, the HCC Student Handbook explains all HCC policies and procedures such as our attendance policy, academic honesty, academic probation, and student complaints, as well as information about resources that they can use to facilitate their learning, for instance, the Student Resource Center and the HCC Library.

The syllabus for each course lists the SLOs so that students understand the knowledge and skills they will be expected to demonstrate. Syllabi are approved by C & I and if there are significant changes made in the SLOs or the content of the course, it is brought back through the C & I approval process.

As part of graduation requirements, AA, AS, and AGS students take four of the CAAP modules (critical thinking, math, reading, and writing skills). AAS students take the WorkKeys test. Students in technical programs must score at industry-set minimum levels on the WorkKeys to receive their degree. The results of these exams become part of the Assessment Report and are discussed by the Assessment Committee.

HCC participates in the National Community College Benchmarking Project (NCCBP), through which we compare our processes and results with our peer institutions on critical aspects of teaching and learning.

#### *1P12. Effective and Efficient Course Delivery System*

At the Technical Center, instructors in each program area design an effective and efficient course delivery system that meets program needs and requirements. These delivery designs may vary and are approved by the Director of Technical Education and Student Services staff person. Instructors in technical programs employ traditional classroom practices, hands-on activities, projects, lab/shop time, and clinicals. Some Technical Center students are on an individualized delivery system due to attendance requirements such as half-time and high school students. To accommodate students who only attend the morning or afternoon sessions each year, the program curriculum delivery times must be adjusted so students can receive the required amount of instruction.

The more experience an instructor has, the more likely that instructor can become efficient and flexible to meet student needs. New instructors are mentored by the more experienced instructors in delivery of instruction, evaluation of students, and curriculum development.

On campus, we deliver the “usual” array of courses that are needed for the majority of students whose goal is to transfer to a four-year school after a year or two at HCC. We do have technical programs on campus – Agriculture, Business, Commercial Photography, Criminal Justice, Early Childhood Education, Graphic Design, Media Technology -- and the appropriate courses and experiences are offered within those programs. Because about 40% of our on-campus students are involved in athletics, the majority of our courses are offered weekdays between 8:00 am and 2:00 pm to allow for afternoon practice time and the use of facilities.

Issues of effectiveness and efficiency are more significant challenges in our six Regional Centers, where most of the classes are offered in the evening when students who work are

available. To illustrate the attention to student needs that characterize these Centers, we have included the following from four of our Regional Coordinators:

“I believe that communicating with the student and instructor on a continual basis is of utmost importance. I ensure that classes start and end on time by evaluating the courses regularly. I see that First-day Handouts are distributed to students on the first night of class and I review course syllabi to confirm that course content is consistent with the master course syllabus and that competencies are being met. Textbooks are disbursed the first day/night of class for easy access. I provide tutoring information to all students. I ensure that the classroom is clean, well lit, heated and cooled to provide a suitable and comfortable learning environment. Computers are available at all times for the use of students and instructors. I also provide a list of instructional tools readily available for the instructor. I am available as needed for any additional assistance the instructor or student may need.”

“Courses are available at night, through distance learning during and at high schools in the Marysville Region. I try to build a course schedule to meet student needs, although I do have limited resources, instructors, and student population. If students are close to graduation, I make a special attempt to ensure that the courses are available so that they can meet graduation requirements.”

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“To address both the student needs and our needs, HCC needs to be knowledgeable regarding area universities and programs. For example, only the Perry Center has a class called “Readings of Western Civilization.” This class is a graduation requirement at The University of Kansas so there is a high demand at Perry. This course also meets the HCC humanities requirement.”

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“One of the important tasks in providing an effective course delivery system is how we offer our courses. We provide courses at the local high schools as well as at the Perry Center that are scheduled to work with the high school schedules. Courses are also offered in area communities so that individuals who live nearby can take a college course offered at night. In addition, several courses are offered via Interactive Distance Learning (IDL), such as Human Growth & Development, Sociology, Lifetime Fitness, College Algebra, several Early Childhood Education courses, and others that are deemed necessary in the Region at the time the schedules are put together. Being able to reach several students throughout the region like this is a perfect example of efficiency because the IDL course allows up to four locations to receive the course taught by one instructor at the same time. Coordinators work together to determine where the course is needed most by the students in the area, and put a schedule together accordingly.”

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“We also work with the high school students by delivering HCC courses that serve both as high school and college credit, allowing students the opportunity to complete key general education classes before they graduate from high school. This is especially helpful to students in rural areas who do not have access to a college or university without travelling long distances.”

In our online course delivery system, we have a Course Quality Review process through which courses are evaluated each semester and rated on the extent to which best practices are being used in the design and delivery of the course. The HCC Online Advisory Council uses the results of these Quality Reviews to work with instructors on the quality of their courses. For the 2011 Semiannual Quality Review Report, go to the College Web site at [www.highlandcc.edu](http://www.highlandcc.edu), click on Why HCC?, then General Information, and then Accreditation.

#### *1P13. Up-to-Date Programs and Courses*

For technical programs, we have Program Advisory Councils that advise faculty on current best practices and industry standards. Pass rates on licensing and certification exams and job placement indicate student readiness upon completion of our programs. We have articulation agreements with high schools within the Kansas Career Clusters model to encourage students to get on a career path early.

For academic programs, we communicate continually with 4-year schools in Kansas and establish articulation and transfer agreements with them. Data on transfer student performance at 4-year schools gives us some sense of how prepared our students are for further study after their first one or two years at HCC. We participate with other Kansas 2- and 4-year schools in the Kansas Core Outcomes project, which defines common learning outcomes in the general education classes and specific discipline areas that include anthropology, biology, computer science, English, history, mathematics, philosophy, psychology, sociology, speech, and theatre. For additional information about the Core Outcomes Project, go to <http://www.kansasregents.org/resources/PDF/1244-CoreOutcomesReport2010-2011.pdf>

#### *1P14. Change or Discontinue Programs and Courses*

We have specific processes for changes to programs and for program discontinuance, which are outlined in the C & I by-laws (go to the College Web site at [www.highlandcc.edu](http://www.highlandcc.edu), click on Why HCC?, then General Information, and then Accreditation).

#### *1P15. Learning Support Needs*

We conduct the Noel-Levitz Student Satisfaction Survey (SSI) in the Fall and the Community College Survey of Student Engagement (CCSSE) in the Spring. Relevant results from these surveys are shared with the appropriate units at the institution.

On the SSI, students are asked to rate the importance of and their satisfaction with various aspects of HCC. The analysis provides “gap scores” that identify areas in which students report that the item is important and that their satisfaction is less than we would like. For those areas in student services for which the gap score was higher than one, staff are asked to make an action plan aimed at closing that gap. The Wamego Action Plan (go to the College Web site at [www.highlandcc](http://www.highlandcc), click on Why HCC?, then General Information, and then Accreditation) is an example of a report for one of our Regional Centers and shows the actions that the Center staff took to address the areas of concern.

From the Director of the HCC Library about how the learning support needs of students and staff are determined and addressed:

- Attending C & I meetings that yield an overview of HCC curriculum, departments, business, and course offerings.
- Having frequent conversations with faculty about classroom operations and assignments, plus what learning materials are being most utilized.
- Familiarity with HCC’s textbooks helps identify what supplementary materials might be useful.
- Observing student material requests and assessing these requests for coverage and currency. Also, collecting class assignment and checking these against the collection to see if we have the information needed.
- Considering all Interlibrary Loan requests to determine some items that should be purchased for HCC’s collection.
- From book catalogs and faculty conversations, assessing interest levels in various items being added to the collection.

All direct requests for items and materials deemed potentially useful must fit into the overall plan of the Library (to support the needs of faculty, students and staff) and fit into the Library budget.

Faculty have several ways to make their support needs known, which include faculty meetings, department meetings, supply budgets, open bookstore purchases, IT Track-It system, textbook change process, specific requests outside of their program budgets, and requests for travel for professional development.

Entering students have early contact with the Learning Resources Center (LRC) for placement testing. The Director of the LRC is very close to the testing process so has timely knowledge of the kinds of academic help students need to get “up to speed” for college work. Student tutors are hired and tutoring services are maintained in response to student requests for help in specific courses or in specific academic areas like English, writing, and math.

#### *1P16. Co-Curricular Development Goals and Curricular Learning Objectives*

In 1P1, we included the Student Services Mission, Vision, and Belief Statement. It is clear from that statement that our student services goals and values align well with our goals for academic achievement. Now that we have adopted Common Learning Outcomes for students and employees, we have the opportunity to be even more specific in identifying the ways in which student affairs activities and services align with our learning goals.

Professional skills and behavior, like portfolio and resume development, attendance, dress, teamwork, professional development, and attitude are incorporated into the course evaluation process. Students are also given opportunities to participate in extra-curricular activities such as Business Professionals of America (BPA), Skills USA, and Student Senate as opportunities to embrace leadership and skill development.

Technical programs have professional competencies that students must demonstrate. To assist students in understanding the importance of these professional competencies, program instructors establish and communicate professional behaviors for their students to maintain while in their programs. Additionally, students are often given exposure to real-world situations, chances to engage with key members of the community, and public relations opportunities, all of which enhance their educational experiences.

### *1P17. Learning and Development Expectations*

We are currently developing embedded assessments of our CLO's which will enhance the determination that all students are meeting our learning and development expectations. In the meantime, the determination of the extent to which students have met our expectations at the point they receive a degree varies across our degree and certificate programs. A "grad check" (graduation materials from potential graduates are submitted to and reviewed by the Registrar) is conducted each Fall and Spring.

In our technical programs, students must pass a series of skill-based assessments in which they demonstrate their ability to accomplish certain specific tasks. At the Tech Center, the Testing Center offers all of the required tests for the various programs, listed below.

### **HCC Technical Center Tests and Assessments**

Work Keys: Reading, Math, and Locating Information (applicants, HCC AAS graduates, high school students, adult GED students, Kansas Works clients)

Asset Tests: Reading, Writing, Numerical Skills, Elementary Algebra

Test of Essential Academic Skills (TEAS) Version 4.0 – LPN applicants

Test of Essential Academic Skills (TEAS) Version V – RN applicants

Specialized Testing to Evaluate Preparedness (STEP) practice test – RN applicants

Specialized Testing to Evaluate Preparedness (STEP) test – RN applicants

Certified Nurse Aide (CNA) state certification

Certified Medication Aide (CMA) state certification

Home Health Aide (HHA) state certification

Test of General Education Development (GED)

Kansas Vocational Scholarship Test

Anatomy and Physiology (to see if nursing students need to retake the class)

Microbiology (to see if nursing applicants need to retake the class)

Industry certification tests:

EPA 608 – Heating Ventilation & Air Conditioning (HVAC)

Industry Certification Exam (ICE) – HVAC

National Occupational Competency Testing Institute (NOCTI): Diesel,

Accounting, Administrative Assistant, Computer Aided Drafting,

Carpentry (Building Trades Technology), Electrical Occupations

National Automotive Student Skills Standards Assessment

(NA3SA): Painting and Refinishing, Structural Analysis, Brakes

and Engine Performance, Heating and Air Conditioning,  
 Suspension and Steering, Engine Repair  
 Solidworks: Computer Aided Drafting (CAD)  
 Autodesk: CAD

Proctor college exams for students taking online classes  
 Proctor Assessment Technologies Institute (ATI) tests for nursing students  
 Work Keys practice tests for students needing tutoring

Excluding students who receive AAS degrees, about 60% of the students who graduate from HCC with an associate degree continue their educations at baccalaureate institutions, as shown in Table 1.1

Table 1.1

<b>Transfer Rate by Associate Degree 2005 - 2010</b>			
<b>Degree</b>	<b># Graduates</b>	<b>#Transfer</b>	<b>% Transfer</b>
<b>AA</b>	653	400	61.26%
<b>AAS</b>	148	30	20.27%
<b>AGS</b>	113	69	61.06%
<b>AS</b>	203	117	57.64%
<b>Overall</b>	1117	616	55.15%
<b>Overall Minus AAS</b>	969	586	60.47%

Because of this, we place a significant focus on the general education courses that students need to transfer to four-year programs. HCC states the following learning goals in general education.

Highland Community College graduates will be prepared through the general education and specialized programs to:

1. demonstrate the oral and written communication skills to express themselves in a meaningful and understandable manner;
2. demonstrate the mathematical skills needed to pursue career and life choices;
3. demonstrate an understanding of the psychological, social, political, and economic environments of the world;
4. demonstrate an understanding of the physical environment and the living organisms that make up the world;
5. demonstrate an appreciation and understanding of art; music; drama; and literature;
6. demonstrate critical thinking skills in order to make more informed decisions in the world;
7. demonstrate the ability to access information by a variety of means including books, journals, computer networks and databases.

To assess learning in these broad general education areas, we have made it a graduation requirement for all AA, AS, and AGS students to take four modules of the CAAP exam, writing skills, reading, math, and critical thinking.

More relevant for graduates of many of our programs are the performance-based assessments that are part of courses within the major. For instance, students in all of our visual arts

programs are required (for AAS) to build a portfolio of their work that demonstrates the progress of their work across their art courses. In theatre and music, student performances are assessed consistently as they move through the skill-building courses. Programs such as Athletic Training and Personal Training require clinical or field experience in which students must demonstrate their ability to perform critical skills.

#### *1P18. Processes for Assessing Student Learning*

Many of our assessment processes are “designed” for us in the form of requirements associated with most of our technical programs (see the list of assessments in 1P17). For general education learning outcomes, the Collegiate Assessment of Academic Proficiency (CAAP) exams have been used for years, which give us data across graduating classes. Of course, CAAP scores are very general, but they do provide us with a gross barometer that would alert us of any significant changes in student performance.

We have an Assessment Committee, which is one of our standing committees. It is chaired by a faculty member and consists of faculty, support staff, and representatives from our Regional Centers. One of its major functions has been to conduct a survey of instructors of all classes, selected on a rotational basis – many of whom are adjunct instructors in our Regional Centers or in our Online program – through which the instructor reflects on the relevance and appropriateness of the course learning outcomes, the efficacy of the instruction and course materials for accomplishing student learning, and relates needs for support to help them to be more effective instructors. Although not a direct measure of student learning, this survey is very useful as a way to have faculty systematically reflect on the courses that they teach and provide feedback and input into the teaching of the course.

Having just gone through an institution-wide process of identifying Common Learning Outcomes, we will be designing a set of assessments to be used with both students and employees.

### **Results**

#### *1R1. Measures of Students' Learning and Development*

##### **Direct Measures:**

- WORKKEYS assessment for all AAS degree candidates
- Collegiate Assessment of Academic Proficiency (CAAP) battery for Writing, Reading, Critical Thinking and Math for all AA, AS and AGS candidates
- Educational Gains & Completions for GED

##### **Indirect Measures:**

- Comparative first semester academic performance reports (Term GPA, Hours Attempted/Earned) for HCC students who transfer to public four-year schools in Kansas
- Persistence, transfer and graduation/completion rates
- Grade distributions for core college level courses
- Grade distributions for all college level courses

- Advancement and persistence rates and grade distributions for developmental courses and subsequent college level courses in the respective areas

Specifically, common student learning objectives include the items measured on the CAAP test. The CAAP is an ACT standardized assessment program used by postsecondary institutions to assess and enhance general education. The test allows us to compare our results with others in the nation. The tests include **Writing Skills, Mathematics, Critical Thinking, Reading, and Science**. The results are used to identify opportunities to enhance student learning. Additionally, results show “value added” to the student while attending HCC.

In addition to the general learning objectives, every course has identified course objectives and assessment measures that are listed on the standard course syllabus. Many of these objectives have come from the state-wide Kansas Core Competencies Project where lead instructors from across the state have come together to agree on the competencies for each course. These objectives are listed on the KBOR Web site. All HCC instructors have included computer skills and writing skills as objectives. The twelve courses that fulfill the social and behavioral sciences requirements for an associate degree also have a diversity competency. All graduates must take a minimum of two of these courses. Some Technical Program Coordinators align competencies with specific industry standards.

In addition to these formally stated learning objectives, some informal or common-sense learning objectives are also expected of our students: the acquisition of study and academic comprehension skills, civility and respect for others, celebration of diversity, life skills, social responsibility, sense of ownership of self, and formal language acquisition. These objectives are accomplished through both formal and informal student activities and programs.

### 1R2. Performance Results for Common Student Learning and Development Objectives

The CAAP battery (developed and administered by the ACT Corporation) provides norm-referenced measures of basic academic skills. Typically, the test is administered near the end of the sophomore year. For the past ten years, our students have performed near the national average in most categories, slightly below in Critical Thinking and slightly above in Science. All students taking the test do the Writing Skills, Math and Reading segments. Prior to 2009, only the A.S. and A.A.S. majors took the Science portion while other majors took the Critical Thinking test. Since then, we have dropped the Science test and require all degree-seekers to complete the Critical Thinking unit as well as the core segments. A CAAP score history is shown in Table 1.2

Table 1.2

CAAP Scores: 2001-2010											
YEAR	n	Writing Skills		Math		Reading		Critical Thinking		Science Reasoning	
		HCC	Natl	HCC	Natl	HCC	Natl	HCC	Natl	HCC	Natl
YR-01	146	61.6	62.6	56.5	56.3	59.0	61.0	58.4	61.1		
YR-02	106	62.5	62.6	57.5	56.3	60.0	61.1	58.5	61.0	62.3	58.9
YR-03	113	62.6	62.5	56.4	56.0	60.2	60.9	59.9	60.7	61.4	59.0
YR-04	125	62.0	62.5	55.8	56.2	59.6	60.6	58.3	60.5	61.1	59.0
YR-05	119	61.7	62.3	55.9	56.1	60.5	60.4	59.5	60.5	61.8	59.0
YR-06	162	60.7	62.3	55.7	56.1	59.3	60.4	58.9	60.7	58.9	59.0
YR-07	117	61.9	62.2	56.0	56.1	59.3	60.5	59.4	60.9	61.9	59.1

<b>YR-08</b>	119	63.1	62.1	56.5	56.2	60.2	60.5	60.1	60.9	60.9	59.2
<b>YR-09</b>	159	62.3	62.0	56.2	56.2	60.9	60.4	60.3	60.8		
<b>YR-10</b>	155	61.3	62.0	57.0	56.1	60.0	60.4	59.4	60.7		
<b>10-Yr Avg*</b>	132	61.9	62.3*	56.3	56.2*	59.9	60.6*	59.3	60.8*	61.1**	59.0**
*assumes consistent number each year for national average, which may not be a valid assumption											
**7-year average											

We are in the process of identifying/developing assessments for the CLO's that were identified last year.

1R3. Performance Results for Specific Program Learning Objectives

Performance results for graduates of specific technical programs are shown in Table 1.3.

Table 1.3

<b>Tech Programs: Percentage Employed in Field</b>			
<b>FIELD</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Accounting	100.00%	50.00%	86.00%
Administration	75.00%	83.30%	60.00%
Auto Collision Repair	100.00%	100.00%	73.00%
Automotive Technology	100.00%	100.00%	100.00%
Building Trades	100.00%	66.67%	75.00%
Computer Aided Drafting	100.00%	100.00%	75.00%
Computer Support Technology	75.00%	80.00%	67.00%
Diesel Engine Repair	90.00%	100.00%	100.00%
Electrical	100.00%	100.00%	100.00%
Heating, Ventilation, Air Conditioning & Plumbing	100.00%	100.00%	69.00%
Industrial Welding Technology	91.67%	66.67%	75.00%
Medical Office Assistant	69.23%	75.00%	75.00%
Nursing	68.00%	93.30%	80.00%

**Adult Basic Education:** Highland Community College's service area includes all four of the Native American reservations in the state of Kansas. In 2009, we approached the Kickapoo Nation to discuss ways that we might work with them. After a series of meetings between HCC staff and tribal leaders, including their Education Director, and after the Nation surveyed its members, they decided that the best service at this time would be to provide an on-site ABE program. The Nation provided and remodeled classroom space and agreed to use their funds to pay a teacher. We provided the supervision and learning materials. During the first year, the Kickapoo Nation GED program enrolled 14 participants in multiple sessions for a total of 238 participations. The successful results of that program were verified, when, In the spring of 2011, the Pottawatomie tribe contacted our GED director and requested that we develop an on-site program for them.

In a related note verifying the success of our GED program, Highland had the distinction of having the highest rated GED program proposal in the state of Kansas for the 2010-2011 funding year.

Our ABE/GED results for the past three years are shown below in Table 1.4.

Table 1.4

<b>Adult Basic Education Program</b>			
<b>Year</b>	<b>Number of Students</b>	<b>Students Reaching Educational Gains</b>	<b>GED Completers</b>
<b>2008</b>	161	114	72
<b>2009</b>	170	124	44*
<b>2010</b>	164	124	53

\*Previous director left during year, program changeover

**1R4 –Evidence that Students Have Acquired Knowledge and Skills**

We get data from the Kansas Board of Regents (KBOR) comparing our transfers with those of other two-year Kansas colleges and of students “native” to Kansas universities, as shown in Table 1.5. Typically, HCC students perform as well or better than native students. At K-State, to which the largest proportion of our students transfer, our students rank near the top with regard to average first semester GPA and proportion of students passing all classes attempted. At KU, which garners the second largest share of our transferring students, we rank in the middle.

Table 1.5

<b>Comparison Based on Selected Academic Data from First Term (Three Year Average 2007-2009)</b>								
<b>School</b>	<b>Average number of annual transfers</b>	<b>HCC Transfer Rank*</b>	<b>1st Semester Average GPA at Univ</b>	<b>HCC GPA Rank*</b>	<b>% Passing 100% of Attempted Credits</b>	<b>HCC Pass 100% Rank*</b>	<b>% passing 50% or less of Attempted Credits</b>	<b>HCC Pass 50%/Less Rank*</b>
<b>Emporia</b>	22	2/8	2.55	7/8	57.7	4/8	12.2	3/8
<b>Ft Hays</b>	14	7/9	2.67	2/9	60.8	7/9	17.4	5/9
<b>K-State</b>	61	1/12	2.56	3/12	66.2	2/12	11.0	5/12
<b>KU</b>	36	2/14	2.41	8/14	55.4	7/14	20.4	8/14
<b>Washburn</b>	40	2/3	2.75	1/3	74.8	1/3	11.1	1/3

\*Rank shows HCC position out of total number of schools in each comparison. Comparison group includes up to 13 other Kansas Community Colleges (public) in rural settings similar to ours with an average annual transfer of at least ten students to the specific institution.

In a measure of stakeholder assessment of our programs and courses, other colleges and universities continue to contact us to create articulation agreements. We currently have 17 agreements in place and three in process.

For our technical programs, job placement is the primary barometer of successful training. Based on data reported for the Perkins program, shown in Table 1.6, employment in related field has held above 80 percent over the past three years, reaching a high of 91% in for 2009 graduates. The Tech Center is planning to begin collecting employer ratings on former students to strengthen our assessment in this area.

Table 1.6

<b>Employment Rates for Tech Center Graduates 2008-2010</b>			
<b>Technical Area</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Accounting</b>	100.00%	50.00%	86.00%
<b>Administrative Assistant</b>	75.00%	83.30%	60.00%
<b>Auto Collision Repair</b>	100.00%	100.00%	73.00%
<b>Auto Repair Technology</b>	100.00%	100.00%	100.00%
<b>Building Trades</b>	100.00%	66.67%	75.00%
<b>Computer Assisted Drafting</b>	100.00%	100.00%	75.00%
<b>Computer Support Technology</b>	75.00%	80.00%	67.00%
<b>Diesel Mechanics</b>	90.00%	100.00%	100.00%
<b>Electrical Technology</b>	100.00%	100.00%	100.00%
<b>Heating, Ventilation, Air Conditioning and Plumbing</b>	100.00%	100.00%	69.00%
<b>Industrial Welding Technology</b>	91.67%	66.67%	75.00%
<b>Medical Office Assistant</b>	69.23%	75.00%	75.00%
<b>Practical Nursing</b>	68.00%	93.30%	80.00%

1R5. Performance Results for Learning Support Processes

**Advising**

At each enrollment session, students are asked to rate their advisors on eight items, using a five-point scale with five being the highest. Annual and five-year performance results, Table 1.7, indicate a consistently high level of excellence in the advising services provided to students at their initial enrollment. These are shown below.

Table 1.7

<b>Advising Evaluation Summary 2006-2010</b>						
<b>Survey Item</b>	<b>Year &amp; Number of Evaluations</b>					<b>5-Year Avg</b>
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	
		142	248	200	292	233
<b>Has discussed my academic goals and progress toward those goals.</b>	4.71	4.78	4.70	4.70	4.75	4.73
<b>Is knowledgeable about college policies, regulations, programs and procedures.</b>	4.68	4.82	4.68	4.73	4.78	4.75
<b>Has given advice about relevant career opportunities.</b>	4.65	4.63	4.54	4.66	4.62	4.62
<b>Has referred me to proper support services (financial aid, records office, business office) when necessary.</b>	4.70	4.67	4.67	4.68	4.71	4.68

<b>Has assisted me with educational decisions.</b>	4.86	4.88	4.76	4.81	4.88	4.84
<b>Has had a constructive and positive attitude.</b>	4.91	4.96	4.88	4.84	4.95	4.91
<b>I have received clear instructions on follow-through with Financial Aid, On-Line Enrollment Drop/Add Process, and a Hold(s) on my record.</b>	4.68	4.77	4.69	4.67	4.70	4.70
<b>Overall, the quality of my advisement has been:</b>	4.82	4.89	4.84	4.80	4.87	4.84

**Library and Tutoring Services**

- For the past three years, the library has averaged 21,269 patrons per year, including students, staff and community members.
- Thirty-three eligible students utilized tutoring services through the Student Support Services (SSS) grant.

*1R6.* How Results Compare

Please see 1R2 for how our CAAP score results compare to the national average.

For the past several years now, the National Community College Benchmarking Project (NCCBP) has collected data from schools across the country. In 2007, the first year of our participation, 177 institutions submitted reports to the project. Last year's total of 268 schools was subsequently eclipsed by the 280 participating in 2011. It is not known to what degree that shift has affected comparative rankings. Table 1.8 shows our results for our three most recent years of participation in the NCCBP:

Table 1.8

<b>NCCBP Results: Persistence, Completion &amp; Transfer Rates</b>										
Category	Item	HCC Percentages			HCC Rank with KS Peers			HCC Rank with National Peer Group		
		2007	2010	2011	2007	2010	2011	2007	2010	2011
<b>Persistence</b>	<b>Fall-Fall</b>	29.6	33.3	24.5	6/6	8/10	10/11	46/46	57/58	58/60
	<b>Next-Term</b>	57.9	58.9	59.5	6/6	9/10	10/11	39/45	50/57	53/60
<b>Completion w/in 3 Yrs</b>	<b>Full-Time</b>	7.3	32.2	24.9	6/6	6/10	7/11	46/48	18/58	33/62
	<b>Part-Time</b>	2.8	7.0	0.6	3/4	4/8	9/9	35/48	25/58	52/52
<b>Transfer w/in 3 Yrs</b>	<b>Full-Time</b>	56.8	25.9	33.0	1/6	7/9	2/10	1/44	7/50	7/58
	<b>Part-Time</b>	71.8	40.9	5.4	1/3	2/5	6/7	1/32	1/38	35/47
<b>Comp/Trans w/in 3 Yrs</b>	<b>Full-Time</b>	64.1	58.1	57.8	3/5	5/10	4/11	3/48	7/58	10/62
	<b>Part-Time</b>	74.5	47.9	6.1	1/3	2/5	8/9	1/48	1/58	49/62
<b>Kansas Peer Group</b> includes all public community colleges reporting on same statistics for each reporting year.										
<b>National Peer Group</b> includes all public, single- or multi-campus colleges in rural setting with overall enrollment between 3K-10K reporting on same statistics for each reporting year.										

We have long recognized our issues with persistence and completion, especially in comparison to other schools. For nearly ten years now, we have engaged in a series of official action projects and focus on this challenge through the work of both standing and ad hoc committees. As a result of these continued efforts, we have identified the following factors as contributing to the low persistence and completion rates:

- Many students come to Highland fully planning to transfer to a four-year college or university without earning an Associate degree. Many come having earned twenty or more credits through our dual enrollment program and may only stay for one semester before being qualified to transfer as sophomores or juniors.
- Many of our athletic recruits come from urban areas and are unprepared for the rural isolation of our campus. Our Spring 2010 survey of student athletes revealed that less than one-fifth of them found the "size/nature of the community" to be what they expected.
- A significant proportion, around 40%, of our students needs to take at least one fundamentals course, indicating they are not fully prepared for college-level academic work. A significant number of these students drop out after one or two semesters.
- As an open-door institution, we play a key role in providing all high school graduates with the opportunity to attempt college, regardless of their actual academic readiness to do so. In keeping with that role, we accept a "level of risk" in regard to completion, transfer and persistence rates.
- Numerous students already enrolled at other institutions take a very few courses (many take only one) from us with no intention of transferring here or of completing a degree or certificate with us.
- The dramatic expansion of our online program in the past four years has resulted in almost exponential growth in enrollment numbers with significant impact on our completion and transfer rates, especially for part-time students.

In spite of these challenges, we continue to search out and implement interventions to better these rates. Among current initiatives:

- An intervention program described in our response to 1-I-1 that focuses on students failing to make Satisfactory Academic Progress.
- Encouraging students to explore and select technical training options available at our Technical Center in Atchison. (We even provide transportation between the campuses.)
- Exploring a specific operating definition for completion that focuses on students who take a minimum number of credits with a declared initial intention of earning a degree or certificate.
- Encouraging athletic recruiters to convey the nature of our setting accurately and honestly to potential student athletes and their families.

Now, with all of that said, we'd like to point out that our *combined* rate of completion and/or transfer for full-time students has consistently been *above the median* for other Kansas community colleges and *near the top* for our national peer group for all three years of our participation in the NCCBP, as shown in Tables 1.9 and 1.10.

Table 1.9

<b>NCCBP Results: Academic Performance in Developmental Courses</b>										
Category	Item	HCC Percentages			HCC Rank with KS Peers			HCC Rank with National Peer Group		
		2007	2010	2011	2007	2010	2011	2007	2010	2011
Dev Math	Completer Success	75.4	70.0	63.2	2/6	4/10	9/11	9/47	26/59	51/62
	Enrollee Success	66.6	59.5	55.1	2/6	4/10	9/11	5/47	31/59	44/62
	Retention Rate	88.3	84.9	87.1	3/6	5/10	4/11	9/47	33/59	31/62
Dev Reading	Completer Success	79.3	86.4	88.1	4/6	3/10	3/11	24/43	10/54	4/55
	Enrollee Success	77.8	73.1	83.2	1/6	5/10	2/11	7/43	12/54	3/55
	Retention Rate	98.2	84.6	94.4	2/6	8/10	2/11	2/43	35/54	11/55
Dev Writing	Completer Success	80.6	75.7	82.2	2/6	5/10	3/11	10/45	24/56	15/56
	Enrollee Success	76.3	71.8	79.0	1/6	4/10	2/11	3/45	14/56	6/58
	Retention Rate	94.7	94.9	96.1	2/6	3/10	1/11	4/45	7/56	4/58
Math: 1st College Lev Course	Completer Success	84.2	89.7	68.9	2/6	2/10	7/11	12/48	9/58	48/62
	Enrollee Success	82.1	73.2	53.9	2/6	3/10	8/11	3/48	16/58	49/62
	Retention Rate	97.4	81.7	78.2	2/6	9/10	11/11	4/48	43/58	46/62
Writing: 1st College Lev Course	Completer Success	54.2	60.0	52.9	6/6	10/10	11/11	41/42	54/55	55/56
	Enrollee Success	54.2	57.1	50.0	6/6	9/10	11/11	36/42	54/55	52/56
	Retention Rate	100.0	95.2	94.4	1/6	3/10	4/11	1/42	10/55	12/56
Completer Success refers to the percentage of all students receiving a final grade (excludes "W's") who earn a "C" or better in the course										
Enrollee Success refers to the percentage of all students signing up for a course who earn a "C" or better in the course										
Retention Rate refers to the percentage of students who enroll in a course AND receive a final grade										

Table 1.10

<b>NCCBP Results: Academic Performance in Core College Level Courses</b>										
Course	Item	HCC Percentages			HCC Rank with KS Peers			HCC Rank with National Peer Group		
		2007	2010	2011	2007	2010	2011	2007	2010	2011
College Algebra	Completer Success	82.7	74.8	82.3	3/10	9/10	5/11	11/48	36/58	16/62
	Enrollee Success	79.4	67.2	76.3	2/6	8/10	3/11	4/48	19/58	8/62
	Retention Rate	96.0	89.8	92.7	1/6	3/10	2/11	2/48	17/58	9/62
Comp I	Completer Success	87.6	85.5	85.8	2/6	1/10	2/11	4/48	13/58	10/62
	Enrollee Success	83.9	82.1	83.9	1/6	1/10	2/11	2/48	6/58	3/62
	Retention Rate	95.8	96.1	97.9	1/6	2/10	1/11	2/48	5/58	1/62
Comp II	Completer Success	80.1	79.5	76.8	5/6	6/10	9/11	28/48	32/58	48/62
	Enrollee Success	71.8	73.3	74.0	3/6	3/10	4/11	13/48	17/58	19/62
	Retention Rate	89.7	92.2	96.4	2/6	3/10	1/11	11/48	11/58	2/62
Speech	Completer Success	88.4	93.7	90.2	3/6	2/10	3/11	24/47	7/57	16/61
	Enrollee Success	83.6	88.4	88.2	2/6	1/10	2/11	14/47	6/57	7/61
	Retention Rate	94.5	94.3	97.8	2/6	6/10	1/11	8/47	17/57	2/61

## Improvement

### 1/1. Recent Improvements

Using an extensive participatory process in the 2010-2011 academic year, we adopted Common Learning Outcomes for all students (and employees) and are developing assessments for them.

Beginning with the recommendations of one of our Improvement Project Teams (IPT's), we looked at the possibility of not requiring low ability math students to take a math course in their first semester. During the Summer 2010 enrollment sessions, students who tested into the lowest level course, Fundamentals of Math, were advised to postpone taking math until the Spring. Fundamentals of Math was not offered in the Fall, but students could opt to attempt the Beginning Algebra course. The success rate of these underprepared students in the Beginning Algebra course was virtually identical to their historical success rate in the Fundamentals of Math course. Furthermore, we found that students who did not take any math class had a higher grade point average in the fall and a higher return rate for the Spring semester than did students who either failed math or who withdrew from their math course. We are repeating this pilot in the Fall of 2011 and will make a policy decision based on the combined results.

We also conducted another pilot test with promising results in the Spring of 2011. We required first year students on academic probation after their first semester to enroll in a mandatory Career Planning and Placement course (COL165). This course included career assessment activities, awareness of learning styles and the cultivation of success skills such as personal responsibility and self-management. Nearly eighty percent of the students passed the course and 35% performed above the probation level for the spring semester. That rate was more than three times the success rate for probationary students in previous years. We plan to continue this program and will assess its effect on Fall-to-Fall persistence.

In addition to sparking the math pilot described above, Improvement Project Teams created new course proposals for Sustainability, Careers in Sports and Fitness, and Beekeeping. Another team worked to improve the class schedule for each semester, helping to schedule classes to more effectively meet student needs and more efficiently use classroom space.

### 1/2. Specific Processes to Improve

Our Improvement Project Teams process allows faculty and other staff members to develop initiatives of personal interest that relate to our Strategic Plan. This allows teachers to incorporate their natural interest in the learning process with their contractual obligation to participate in at least two committees/project groups each year. At least 34 faculty and other staff members have participated in IPT's that were directly related to Helping Students Learn.

**CATEGORY TWO:  
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

**2P1. Key Non-Instructional Processes**

HCC's key non-instructional processes enhance the College's commitment to student and other significant stakeholder groups in the areas of Athletics, Auxiliary Services, Community Enrichment, and Economic Development and Impact.

The College's key non-instructional processes are designed and operated by the College leadership in accordance with the Kansas Board of Regents, the HCC Board of Trustees, Highland Community College's Mission and Vision Statements, and through input from partnering organizations, consortia, and advisory councils.

**2P2. Major Non-Instructional Objectives**

While the College is involved in many non-instructional activities, those identified as key non-instructional objectives emerge from the needs of the community as determined by the Strategic Planning Council (SPC). Influences on that determination come through advisory council meetings, focus group discussions, legislative meetings, strategy forums, business and industry contacts, and involvement in state and local partnerships. These objectives are connected to HCC's mission statement as specifically outlined by the SPC during the course of the strategic planning process.

**2P3. Expectations Regarding Objectives**

Internally, expectations regarding distinctive objectives are communicated through emails, staff orientation and workshops, monthly faculty meetings, weekly office/staff meetings, committee and division meetings, and through the President's Staff. Some examples of internal communications are *The Grapevine*, *The HCCTC Weekly Newsletter*, and *Scottie Shorts*.

Externally, HCC communicates these expectations through its Web site, press releases, promotional and educational materials, and through meetings with related advisory and planning councils, partnering agencies, and state and local politicians. The HCC Web site is updated daily with events, articles of interest, and newsworthy articles.

**2P4. Appropriateness and Value of Objectives**

The appropriateness and value of non-instructional objectives are initially determined through feedback from participants, advisory councils, focus groups, legislators, business and industry, and state and local partner organizations.

Semi-annually, all technical programs meet with advisory councils for program review. The program advisory councils are organized to provide information to educators on the world of work and are composed of persons outside the educational field with specific occupational knowledge and expertise. Advisory councils are important to the establishment and maintenance of up-to-date educational programs. Program advisory councils provide input to and validation of program learning outcomes.

Three of the four Other Distinctive Objectives are embedded in key College documents: Athletics is a recently retired Action Project and the provision of ten intercollegiate sports provides both an opportunity to continue athletic interests and the avenue for many student athletes to get a college education, Community Enrichment is addressed in Goal Six of the Strategic Plan and encompasses our performing arts and wellness opportunities for our community, and Economic Development is part of the HCC Mission Statement and Strategic Plan. The fourth Other Distinctive Objective, Auxiliary Services (student housing, dining services, and the Bookstore), plays a distinctive role in providing resources for needed non-instructional student support services.

#### 2P5. Faculty and Staff Needs

Our Other Distinctive Objectives are assessed and reviewed through the Strategic Planning process. The SPC discusses the many options available for inclusion as a Distinctive Objective and makes the determination of appropriateness and value based on resources allocated, attention given, and feedback from stakeholders regarding our non-instructional activities.

#### 2P6. Incorporating Faculty and Staff Needs in Adjustments

The primary means for addressing faculty and staff needs when readjusting the College's Distinctive Objectives or processes come through the annual budgeting process, a key component in our Strategic Planning process. In consultation with staff and advisory council members, department or division leaders request additions or reductions in the number of faculty or staff members and/or other resources as needed. The annual *Program Questionnaire and Planning Reports* are used to identify faculty and staff needs at the Tech Center.

Faculty, staff, and administration discuss operations, training, and other needs through division, departmental, and Advisory Council meetings. Instructors in the technical program areas complete an annual *Program Questionnaire and Planning Report* and an end of the year *Professional Development Plan Summary* that includes their non-instructional needs or needs relative to the Other Distinct Objectives. Both reports are read by the administration and shared with President's Staff.

Based on the annual Strategic Planning process which is budget-centric, the President's Staff prioritizes these requests, along with other needs of the College, when developing the annual budget for the Board of Trustees approval.

### Results

#### 2R1. Measures of Accomplishing Major Non-Instructional Objectives

The measures that HCC collects and analyzes regularly are shown in Table 2.1:

Table 2.1

<b>Measures of Other Distinctive Objectives</b>		
<b>Area</b>	<b>Programs Support Achieving Non-instructional Objectives</b>	<b>Measures Collected</b>
<b>Athletics</b>	Baseball Basketball-Men Basketball-Women Cross Country/Track-Men Cross Country /Track-Women Cheerleading Dance Football Softball Track-Men Track-Women Volleyball	Participation by student athletes Attendance estimates Conference tournament placements Regional tournament placements National tournament placements Individual & team awards Athlete participant surveys Camps & Clinics
<b>Auxiliary Services</b>	Cafeteria Bookstore Housing	User Ratings/Feedback User Ratings/Feedback User Ratings/Feedback
<b>Community Service &amp; Enrichment</b>	Continuing & Community Education (classes and programs) Cultural Activities Community Service Projects Walters Wellness Center	Number of activities provided Participation counts Hours of service provided
<b>Economic Development &amp; Impact</b>	Business & Community Development In District Payroll & Purchasing	Number of companies served Number of participants served Payroll Impact Purchasing Impact Tax Revenue Generated

2R2. Performance Results in Accomplishing Other Distinctive Objectives

**Athletics:** Athletic programs play a vital role at Highland Community College. Data from the spring of 2008 through the spring of 2011 indicate that 1,635 out of 3,864 students enrolled full-time at HCC were student-athletes -- 42.3% of our student body. Table 2.2 shows that the average grade point average (GPA) of our non-athletes was 2.353, while the average GPA of a student-athlete was 2.543. Student athletes also have higher earning ratios (hours earned/hours attempted) and have higher average hours attempted, indicating greater persistence at HCC than non-athletes.

Table 2.2

<b>College Academic Record by Athletic Group and Overall Spring 2008-Spring 2011</b>				
<b>Category</b>	<b>Reports</b>	<b>Cumulative GPA</b>	<b>Earning Ratio (Hours Earn/Hours Att)</b>	<b>Total Hours Attempted</b>
<b>Volleyball</b>	76	3.137	94.4%	38.6

<b>CC/Track-Women</b>	74	3.032	94.4%	50.8
<b>Dance</b>	81	2.910	92.2%	33.4
<b>Softball</b>	124	2.888	77.4%	36.8
<b>Basketball-Women</b>	95	2.741	89.7%	32.1
<b>Cheer</b>	85	2.602	87.3%	40.8
<b>Baseball</b>	237	2.502	87.6%	33.7
<b>Track-Women</b>	97	2.491	83.3%	34.8
<b>CC/Track-Men</b>	43	2.240	80.7%	37.7
<b>Track-Men</b>	109	2.006	74.4%	29.3
<b>Basketball-Men</b>	121	1.991	79.8%	29.0
<b>Football</b>	493	1.985	72.1%	27.5
<b>Athletes</b>	1635	2.543	81.2%	32.9
<b>Non-Athlete</b>	2229	2.353	77.4%	26.8
Ranked by GPA				

In general, student athletes out-perform non-athletes academically. They do this with regard to total hours attempted, the proportion of credit hours successfully completed, overall grade point average, and transfer rates. A smaller percentage of student athletes persist through to graduation (Table 2.3); however, many athletes transfer before starting their fourth semester based on scholarship and transfer opportunities at four-year schools.

Table 2.3

<b>Transfer and Graduation Rates by Athletic Group and Overall Spring 2008 to Spring 2010</b>						
<b>Group</b>	<b>n</b>	<b>Trans</b>	<b>%Transferred</b>	<b>n*</b>	<b>Grad</b>	<b>%GradComp</b>
<b>Volleyball</b>	74	59	79.73%	21	6	28.57%
<b>Cheerleading</b>	73	50	68.49%	22	11	50.00%
<b>Softball</b>	116	77	66.38%	39	23	58.97%
<b>CC/Track-M</b>	43	27	62.79%	13	4	30.77%
<b>Basketball-W</b>	90	56	62.22%	31	14	45.16%
<b>Dance</b>	76	47	61.84%	26	15	57.69%
<b>Football</b>	461	264	57.27%	142	32	22.54%
<b>Baseball</b>	215	120	55.81%	66	35	53.03%
<b>Basketball-M</b>	99	54	54.55%	33	14	42.42%
<b>Track-W</b>	91	43	47.25%	19	7	36.84%
<b>CC/Track-W</b>	50	23	46.00%	8	6	75.00%
<b>Track-M</b>	98	45	45.92%	40	8	20.00%
<b>Athletes</b>	148 6	865	58.21%	460	175	38.04%
<b>Non-Athletes</b>	201 9	854	42.30%	657	263	40.03%

Ranked by Transfer Rate

\*These numbers are much lower because they are based only on students who entered the College no earlier than the Spring of 2008 and still had at least four regular semesters in which to graduate.

**Auxiliary Services:** HCC is located in a rural area with very limited local amenities. In order to attract and serve students, we provide student housing both on-campus and in near-campus facilities. We contract with Great Western Dining to provide food services, available to students, staff, and the public. We also operate our own Bookstore where our textbook rental program greatly reduces the upfront cash demands on students and saves them as much as \$1500 in two years. An online system for providing feedback on these services was developed and implemented this academic year. We do not yet have sufficient data from this feedback on which to report.

**Community Service & Enrichment:** HCC is committed to increasing cultural events, as outlined in Goal 6.4 of the strategic plan. HCC hosted a series of monthly, celebratory events for the entire year leading up to its sesquicentennial on February 9, 2009. Highlights included an old-fashioned "tent revival" Independence Day church service and potluck lunch (with a whole roast hog), a big-band dance for the community, a public concert by Tommy Emmanuel (an internationally acclaimed guitarist), and a Ruby Payne workshop on poverty for Northeast Kansas school districts. Kansas Representative Nancy Boyda also served as the speaker at HCC's commencement. Nearly 3,500 employees, students, and community members attended these events. Based on the success of those events, the College is now providing a concert series entitled *Fusion* to further solidify the cultural connection with the community.

Numerous HCC departments, organizations and employees participate in community service activities. Youth athletic camps/clinics, yard clean-ups, after-school tutoring and mentoring programs, and efforts to increase campus-wide recycling are a few of the many projects happening at HCC. An estimated 30 projects have yielded over 18,000 community service hours in the past three years alone.

The Walters Wellness Center is in its fifth year of operation and provides a much needed recreation space for our students and community. It contains a large indoor area for activity classes, a spacious climate controlled area for community and college events, and indoor practice areas for track, baseball, and softball. While use of the facility is free for College employees and students, community residents have to purchase membership to use the facility. (For single membership, the rate is \$10/month; for family \$25/month. There is no charge for members who are at least 60 years old.) Member usage has steadily increased since 2008.

The HCC athletic department hosted over 100 home games and meets and 12 camps/clinics last year alone. Several coaches and student-athletes volunteer their time helping with local school district and community events as well.

HCC offers a variety of free and low-cost courses for personal enrichment and in-service needs. Participation numbers are shown in Table 2.4 below.

Table 2.4

<b>Enrichment Courses 2007-2010</b>	
<b>Area</b>	<b>Enrolled</b>
In-Service for Nurses' Aids	116
Teacher Workshops	5
Physical Activity Courses	215

**Economic Development and Impact:** The following is a list of companies HCC has served in the past several years through customized training and technical assistance:

- City of Atchison
- Bunge Milling, Inc.
- MGP, Ingredients, Inc.
- Unit Rail Anchor Company
- Northwest Pipe Company
- Rush Seed Company
- Northeast Kansas Sheep Producers

Highland Community College also provides skill development workshops for area plumbers and electricians to fulfill the requirement for state licensing.

In terms of economic impact, the Table 2.5 shows the College's in-district spending and generation of tax revenue.

Table 2.5

Year	Employee & College Related Purchases	Vendors	Doniphan County Sales Tax Generated	Doniphan County Payroll	Total Payroll
2008	\$83,127	\$571,462	\$13,838	\$2,477,045	\$6,974,984
2009	\$36,820	\$470,228	\$37,290	\$2,560,407	\$8,135,346
2010	\$21,720	\$525,633	\$38,488	\$2,702,966	\$8,398,488

**2R3. How Results Compare**

To date, we have not been able to ascertain that comparable performance results for our Other Distinctive Objectives are being compiled by other educational institutions.

**2R4. How Performance Results Strengthen Organization**

**Athletics:** In a word, pride. Student athletes generate nearly 50% of all of our on-campus credit hours and provide a continuing avenue of interaction with parents, relatives and other community members. Our softball and volleyball teams have participated in the national tournaments the past two years. In the spring of 2011, our men's basketball team qualified for the national tournament for the first time in our 153-year history! Students, staff members and area residents met together in Allen Field House to watch the remote broadcast of the games. Our softball and volleyball teams have had multiple Academic All-American honors, as have had a number of our other individual athletes. Each year, members of our track and cross country teams qualify and place in the nationals.

In addition, we are the only community college in Kansas with an indoor track facility that allows for winter competitions. Each year, we host from three to five events, with participants coming from all across the region. Our athletic programs and facilities enable a number of students to

begin and continue a college career. In fact, 88% of our student athletes indicated that their athletic scholarship was the primary reason why they chose Highland for their first two years of college. Making the point even more emphatic, nearly one-third of them noted that they would not have gone to college without the athletic opportunity provided by HCC.

Further, the higher academic performance and transfer record of our student athletes increases our overall institutional success in those areas. Through our athletic program, we also attract a number of minority students, increasing the diversity of our campus and the opportunities for other students to interact with people of different backgrounds and experiences. In fact, the minority rate for our Highland campus is five times higher than that of the service area population. In a sort of reciprocity, 95% of student athletes indicated they have been pleased with their experience at Highland.

There is also a very pragmatic aspect of our athletics program. From the Spring of 2008 to the Spring of 2011, student athletes paid nearly three million dollars (\$2,950,136) in fees and tuition plus additional monies for meals and housing while receiving just over \$1.5 million in scholarship money and an additional \$4.66 million in federal financial aid.

**Auxiliary Services:** Our housing services make it possible for students to have a residential college experience that is much more comprehensive than a commuter experience. Our food services benefit residential and commuter students, as well as staff and local residents. Employees are able to purchase food tickets at a reduced price, providing them with an additional benefit of employment here. The Bookstore textbook rental program saves students money and provides students and staff a convenient place for the purchase of various supplies as well as gift items and HCC related merchandise. Revenues from these services are then available to enhance those services and to support other non-instructional objectives.

**Community Service & Enrichment:** Concerts and theatrical events draw in hundreds of local and area community members, allowing parents and relatives to visit the college and see our students performing and demonstrating their developing talents. The Tommy Emmanuel concert provided an unusual opportunity for residents in a rural, remote setting to conveniently see an internationally acclaimed performer in an almost intimate setting. Events throughout the Sesquicentennial Celebration brought HCC employees and community members together in a variety of settings and unique activities. Community service events allow residents to see our students in a very different light as they help out at food and clothing banks, visit homeless people, clean yards and provide other services. These things also engage students and college employees in different interactions from the typical classroom, providing for increased development of relationship and appreciation of one another.

Various credit and non-credit classes have provided opportunities for community members to upgrade their skills for personal or vocational applications, explore areas of interest and ability, and/or improve their personal health and fitness.

**Economic Development and Impact:** Doniphan County is among the poorer counties in the state, in terms of per capita income and average private residential home value. It is also among those highest in unemployment. The sales tax revenue generated by College use of local vendors supplements the significant impact of its vendor purchasing and payroll ripple effect. There is little exaggeration in stating that the town of Highland itself would be economically decimated by the loss of the College.

Over the years, scores of nurses' aides in our service area have improved their job skills and maintained certification by participating in courses that we provide. This service allows HCC to help them continue their employment and helps their employers maintain a trained workforce, thereby providing economic benefit as well. Instructors at the Tech Center routinely train students in a variety of career areas, enabling them to pursue desired occupations and providing area employers with skilled workers. Even at this time, we are currently working with industrial employers in Marysville and Wamego to explore the feasibility of developing special welding training for their workers and/or prospective employees. Tailoring training to specific needs is especially important in this period of economic recession and highly competitive employment.

Fulfilling this role as one of our distinctive objectives promotes positive relations with our service area communities and is a source of deep satisfaction for the teachers, administrators and support staff who contribute in this way to the well-being of Northeast Kansas residents.

## **Improvement**

### *2/1. Recent Improvements*

The greatest area of recent improvement comes through our Strategic Planning process with increased use of data in the determination and evaluation of programs and objectives.

### *2/2. Specific Processes to Improve*

HCC's mission, culture, and infrastructure are all designed to meet the needs of the communities and region we serve. Within the scope of the College's mission, the Strategic Plan, and our Other Distinctive Objectives, partnerships are formed. New programs are created and resources are invested in response to identified needs, both in the community and within our institution among our students and employees.

**CATEGORY THREE:  
UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

**Processes**

*3P1. Changing Needs of Student Groups*

In addition to monitoring enrollment trends in programs, classes, and delivery sites, and regular meetings in which issues are discussed and resolved (President's Staff, advisors, CARE Team, Admissions Staff, for example), the changing needs of student groups at the College are identified through several surveys, assessments, and the ongoing interaction between those students and HCC faculty and administrators. Those needs are then analyzed and action taken at the appropriate level.

Enrollment in programs, classes, and delivery sites can be an indicator of changing student needs. Being accessible has proven to be an important component of the College marketing program. For example, providing live classroom experiences in a smaller setting close to major universities met a demonstrated student need. Many of those student needs are now being met with HCC Online. University students can remain in their student housing and access classes to meet their program requirements.

Surveys used to identify changing student needs include:

- Athletic Participation Survey – targeted at all sophomore student athletes in each of the 10 sports at HCC
- Departmental Feedback Surveys – students being served by a campus office (department) are asked to provide feedback on the service they received
- Housing Surveys – students living in campus housing complete a questionnaire on their housing experience
- Focus Group Surveys – student focus groups are conducted annually to gain feedback on topics covering the student living and learning experience
- Student Exit Surveys – those students who withdraw from classes prior to the end of a semester are surveyed to identify their reasons for leaving

Assessments used to identify changing student needs include:

- Student online instructor evaluations conducted by Learning House
- Student Satisfaction Inventory-Noel-Levitz SSI
- Course Evaluations
- Community College Survey of Student Engagement (CCSSE)

Ongoing interaction used to identify changing student needs include:

- Campus Care Team – a select team of campus employees who are uniquely positioned to provide assistance to students in need
- Student Leadership Team/SGA – those students identified as Student Leaders (Foundation Scholars, RA's, Scottie Ambassadors, and student tutors) meet monthly with leadership advisors to share and learn about the HCC living and learning experience

- Technical Program Advisory Committees – practicing professionals meet with Technical Program faculty and students on a regular basis to discuss student and profession needs
- Instructors/Advisors/Coaches/Mentors –daily interaction between students and their instructors, advisors, coaches, and mentors

The College analyzes this information at a programmatic, departmental, or College-wide level, depending on the needs. While most actions are taken at the department or unit level, some are submitted as recommendations to the Strategic Planning Council and President's Staff, which selects an appropriate course of action based on strategic priorities and budgetary constraints. For example, staff at each of our Regional Centers wrote action plans in response to SSI items for which the gap score was over 1.0. The VP of Academic Affairs works with instructors each semester to improve their teaching performance in response to student ratings of instruction and her observation of classes.

### 3P2. Maintaining Relationships with Students

Relationships with current students are built and maintained through individual interactions and targeted institutional communication techniques.

Student relationships with individual employees are a major reason students remain in college. Consequently, all College employees are encouraged to interact with students, build relationships of trust and service, and communicate needs learned in those interactions. Campus students are assigned an academic advisor who not only assists them in selecting an appropriate class schedule to meet their degree requirements, but also visits with them about career aspirations and serves as a link to College services of which the student may not be aware. Faculty and staff fill this role in the region and the Technical Center.

Building student relationships with faculty can also be a function of class size; consequently, HCC maximum class enrollments are kept within manageable limits based on facilities and discipline, generally averaging 20 on campus, 15 in the region, and 12 at the Technical Center. Instructors have a primary role in building and maintaining relationships with students through detailed course syllabi which provide a clear understanding of course content and expectations; student referrals which reflect a level of care; timely and focused instruction to foster mutual respect for time and effort; and posted weekly office hours to further facilitate personal interaction.

To provide students with a base of understanding the various opportunities and support services available to them, which then builds and maintains an institutional relationship for students, the College requires their enrollment and attendance at a College Orientation Course, providing student orientations both face to face and online. Academic tutoring services are provided on the Highland campus and via use of Skype for students at the Regional Centers. On the Highland campus, a Career Planning course is required for all academic probationary students to help them clarify career goals and the role of attending college in those goals; a strong agenda of student activities – including clubs, Leadership, and SGA --provides extracurricular opportunities to interact with peers and College employees; and mental health counseling services allow students the opportunity to maximize their understanding of themselves and their relationships.

In addition to the more formal means of communicating with students to enhance the collegiate experience and the relationship between students and HCC, the College utilizes less formal means to cover a range of communication techniques. These include a Block Party in August to introduce students to area businesses; communication through Scottie Alerts via e-mail and text; electronic messaging through strategically placed campus televisions; regular email; Scottie Shorts monthly newsletter; and the College Website, Scottie Facebook page, and Scottie Twitter page. To solidify relationships even through distance, the College provides online access to registration, grades, attendance, transcripts, billing statements, and financial aid awards.

Honors awarded beyond the College also enhance the student/HCC relationship by showing the students that their experience at HCC is recognized as having value. Publishing their names on the Dean's and President's lists, selection to Who's Who Among America's College and University Students, and membership in Phi Theta Kappa and the subsequent opportunities for scholarships are some examples.

### *3P3. Changing Needs of Key Stakeholder Groups*

HCC analyzes the changing needs of its key stakeholders at all levels of the College by conducting a needs assessment for new programs, considering public comment at Board of Trustee meetings, developing and maintaining credit transfer agreements with other colleges and universities, working with technical program advisory committees, reviewing certification and licensure examination results, and developing articulation agreements with area high schools.

If not addressed at the unit level, results are brought forward to the Strategic Planning Council which discusses the issues, considers trends, reviews data, and selects courses of action to recommend to the President's Staff.

### *3P4. Maintaining Relationships with Key Stakeholders*

Relationships with these key stakeholders are built and maintained through the following activities, services, and programs.

#### **Prospective Students**

- Junior/Senior Days hosted by HCC admissions staff and attended by scholarship sponsors and coaches
- Career Fair
- Admissions staff visits to high schools
- Concurrent credit classes coordinated through HCC regional coordinators and offered in service area high schools
- Open Houses
- Participation in College Planning Conferences, expos, community events
- HCC Student Leader presentations to area middle school students
- Promotional materials
- Email campaigns announcing HCC opportunities
- Host tobacco-free youth clinics
- Offer tutoring for elementary school students by Education majors

### **Service Area High School Personnel**

- HCC Admissions staff partners with area high school counselors to schedule visits and offer College visit support
- HCC VP for Academic Affairs meets regularly with service area superintendents
- HCC Academic Affairs provides an in-service for all adjunct, concurrent, and online faculty at the beginning of each year
- HCC faculty serve as judges for area quiz bowls, art and music competitions, senior projects, etc.
- Regional coordinators visit high schools regularly to support concurrent class efforts
- HCC provides free placement testing for high school concurrent students

### **Businesses**

- HCC technical programs have advisory councils made up of employers in the service area

### **Community Members/Taxpayers**

- Provide free theater and music productions, as well as other cultural events
- Provide free passes to Walters Wellness Center for senior citizens, plus affordable family passes
- Host open houses
- Offer concurrent classes
- Offer wellness classes to the community, i.e. Yoga, PACE (People with Arthritis Can Excel), Intramural sports leagues
- Host Federated Women's Club art and music competitions
- Include local police and EMT personnel in Crisis Management procedures and implementation of disaster plans

### **3P5. New Student and Stakeholder Groups**

To determine if the College should target new student and stakeholder groups with its educational offerings and services, HCC reviews the needs of area communities through surveys, focus groups, and research to fully analyze the demographics in the nine-county service area and then implements SWOT analyses when appropriate to establish priorities.

Specific activities for targeting new student and stakeholder groups include bringing together school district leaders and employers in the service area to identify future educational needs, hosting regular advisory committee meetings for technical education programs, conducting focus group meetings in the nine county service area targeted on services provided by HCC, and surveying students about the need for additional services and programs.

To stay in constant contact with our service area, HCC employees become active members of area Chamber of Commerce and economic development groups and provide programming and guidance for those groups.

### **3P6. Complaint Information**

HCC collects student complaint information from informal and formal grievance procedures as detailed in the HCC Student Handbook and Board of Trustee policies. Informally, students are

encouraged to resolve complaints through discussions with the appropriate staff and may contact the Vice President for Student Services for additional assistance with all matters except plagiarism, specific classroom incidents, or grades, in which cases they are urged to contact the VP for Academic Affairs. Students who are dissatisfied with informal resolutions may submit a formal grievance or grade appeal according to policy.

Complaints from other stakeholders are generally routed through the appropriate offices and the vice presidents. In some cases, the President’s Staff receives complaints from stakeholders. During the 2010-2011 academic year, the Retention Team worked with all areas on campus to create the opportunity for students and all other stakeholders to give feedback online. This survey was launched in March, 2011 and is located on our Web site at: <http://highlandcc.edu/Feedback/>. Offices on the Highland campus have business cards they give to students and other customers with this Web site address so they may leave feedback. Each vice president is responsible for collecting this information each semester and sharing it appropriately.

Other complaints are reviewed and analyzed by the President’s Staff and, if appropriate, the Board of Trustees. Resolutions are made in congruence with the College’s mission, vision, and strategic plan. Informal resolutions are communicated with the persons involved. Board decisions become public record and are reported through meeting minutes.

**Results**

*3R1. Satisfaction of Students and Other Stakeholders*

Student and stockholder satisfaction measures are shown in Table 3.1.

Table 3.1

<b>Student and Stakeholder Satisfaction Measures</b>		
<b>Group</b>	<b>Satisfaction Tool</b>	<b>Satisfaction Measure</b>
Student	2006, 2008, 2010 Noel-Levitz SSI, administered in the fall of even years	<ul style="list-style-type: none"> <li>• Instructional Effectiveness</li> <li>• Registration Effectiveness</li> <li>• Admissions and Financial Aid</li> <li>• Academic Services</li> <li>• Concern for the Individual</li> <li>• Academic Advising/Counseling</li> <li>• Student Centeredness</li> <li>• Campus Climate</li> <li>• Service Excellence</li> <li>• Safety and Security</li> <li>• Campus Support Services</li> </ul>
	CCSSE (Community College Survey of Student Engagement) administered	<ul style="list-style-type: none"> <li>• Active and Collaborative Learning</li> <li>• Student Effort</li> <li>• Academic Challenge</li> <li>• Student-Faculty Interaction</li> <li>• Support for Learners</li> </ul>

	spring of even years, First administration, 2010	
	Annual <u>Integrated Postsecondary Education Data System</u> ,	<ul style="list-style-type: none"> <li>• Fall Enrollment</li> <li>• Finance</li> <li>• Graduation Rates</li> <li>• Student Financial Aid</li> <li>• Institutional Characteristics</li> <li>• Completions</li> <li>• 12-month Enrollment</li> <li>• Human Resources</li> </ul>
	Housing Survey	
	Online <u>Feedback</u> for HCC Services, ongoing	<ul style="list-style-type: none"> <li>• Academic Affairs</li> <li>• Academic Tutoring</li> <li>• Admissions</li> <li>• Advising</li> <li>• Athletic Training</li> <li>• Business Office</li> <li>• Cafeteria</li> <li>• Campus Visit</li> <li>• Disability Services</li> <li>• Financial Aid</li> <li>• Housing</li> <li>• Information Technology</li> <li>• Library</li> <li>• Online classes</li> <li>• Registrar's office</li> <li>• Security</li> <li>• Student Activities</li> <li>• Wellness Center</li> </ul>
	Student Rating of Instruction (IDEA), in selected classes	
	Athletic Participation Survey	<ul style="list-style-type: none"> <li>• Decision to participate in athletics</li> <li>• Benefits of athletic program at HCC</li> <li>• Areas of athletics that need improving</li> <li>• Scholarship availability</li> <li>• Time commitments</li> <li>• Academic support for the athletic community</li> <li>• Athletic support for the academic community</li> <li>• Influential factors in choosing HCC</li> <li>• Summarizing experiences at HCC</li> </ul>
Stakeholders	Online <u>Feedback</u> for HCC Services	<ul style="list-style-type: none"> <li>• Academic Affairs</li> <li>• Academic Tutoring</li> <li>• Admissions</li> </ul>

		<ul style="list-style-type: none"> <li>• Advising</li> <li>• Athletic Training</li> <li>• Business Office</li> <li>• Cafeteria</li> <li>• Campus Visit</li> <li>• Disability Services</li> <li>• Financial Aid</li> <li>• Housing</li> <li>• Information Technology</li> <li>• Library</li> <li>• Online classes</li> <li>• Registrar's office</li> <li>• Security</li> <li>• Student Activities</li> <li>• Wellness Center</li> </ul>
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3R2. Performance Results for Student Satisfaction

Our student satisfaction results are revealed in Table 3.2, which shows not only the averages for HCC, but also the national group on the Noel-Levitz Survey.

Table 3.2

<b>Noel-Levitz Survey of Student Satisfaction Performance Gaps: HCC/National</b>			
<b>Area</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>
Academic Services	.35/.63	.30/.61	.42/.60
Academic Advising/Counseling	.42/.93	.33/.92	.39/.94
Admissions/Financial Aid	.56/.92	.55/.91	.66/.90
Campus Climate	.48/.69	.53/.68	.59/.67
Campus Support Services	.31/.51	.32/.50	.30/.50
Concern for the Individual	.55/.87	.50/.86	.60/.85
Instructional Effectiveness	.56/.79	.95/1.06	.64/.77
Registration Effectiveness	.42/.77	.39/.75	.50/.74
Safety and Security	.68/1.02	.96/1.01	1.02/1.02
Service Excellence	.39/.72	.45/.71	.59/.69
Student Centeredness	.53/.63	.49/.62	.63/.61
*Performance gap is calculated by comparing the average Importance rating with the average Satisfaction Rating.			

As Student Satisfaction Inventory (SSI) results are reviewed each year, we consider the “performance gap mean score,” which is the difference between the “importance mean score” and the “satisfaction mean score,” for each item. Students are asked to rate how important each item is to them, on a scale from 1-7 and then asked to rate their satisfaction with each item using the same 1-7 scale. In general, large performance gap scores (1.50 or higher) indicate a significant level of student dissatisfaction while small scores (.50 or lower) indicate that students report being satisfied with items that they feel are important. HCC’s data show no gap score that

is 1.5 or above, which we understand to mean that students are satisfied, in general, with the things that they feel are important as seen in Table 3.3. Each of the broad areas listed in the Table above is associated with a particular group of questions about various activities within the department. In instances in which the area showed performance gap scores over 1.0, the relevant departments and/or units looked at the individual items and created an action plan to improve the specific services to students.

**Fall 2010 Student Satisfaction Survey  
Disaggregated by Regional Center**

Table 3.3

<b>Noel-Levitz Survey of Student Satisfaction Disaggregated by Regional Center Fall 2010 Performance Gap Scores</b>					
<b>Area</b>	<b>Highland (n=109)</b>	<b>Wamego n=72</b>	<b>Perry n=47</b>	<b>Holton n=21</b>	<b>Tech Center n=87</b>
<b>Academic Services</b>	.42	.80	.93	.45	.86
<b>Academic Advising/Counseling</b>	.39	.59	.95	.21	.93
<b>Admissions/Financial Aid</b>	.66	1.15	.97	.39	.98
<b>Campus Climate</b>	.59	.47	.52	.19	.76
<b>Campus Support Services</b>	.30	.55	.43	.47	.64
<b>Concern for the Individual</b>	.60	.50	.65	.22	.88
<b>Instructional Effectiveness</b>	.64	.64	.61	.23	.86
<b>Registration Effectiveness</b>	.50	.63	.72	.27	.69
<b>Safety and Security</b>	1.02	.64	.62	-.01	.76
<b>Service Excellence</b>	.59	.55	.61	.22	.80
<b>Student Centeredness</b>	.63	.40	.48	.19	.63

The only area with a gap score over 1.0 is with admissions and financial aid at the Wamego Center. To address this concern, the Wamego Center coordinator and staff have evaluated this area and will be implementing the following:

- 2-3 visits per year by HCC’s Financial Aid personnel to the Wamego Center.
- Enhanced coordination with the HCC Admissions Team (started fall 2010)
- Liaison from the admissions team attending Regional meetings (started fall 2011)
- Training on the admissions process and flow in the HCC management information software, PowerCampus.
- Enhanced communication to Wamego students via email regarding financial aid process.

Results for HCC specific questions on the Noel-Levitz are shown in Table 3.4.

Table 3.4

<b>Noel-Levitz Survey of Student Satisfaction Specific Item Gap Scores</b>				
<b>Area</b>	<b>Item</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>
<b>Student Activities</b>	Adequate on-campus student activities are provided during the weekends.	.55	.67	.64
	Adequate on-campus student activities are provided during the weekdays.	.28	.35	.12
	There is a reasonable variety of on-campus activities provided for students.	.38	.46	.40
	Student government is responsive to student needs.	.58	.45	.37
	Student leaders (SGA officers, RA's, academic tutors) contribute to a positive campus experience.	.43	.26	.51
<b>Student Housing</b>	Campus housing is well maintained.	.84	.78	1.31
	The housing staff (director(s) and RA's) is helpful.	.75	.43	1.02
	Housing policies and procedures are reasonable.	.77	.48	.76
	The atmosphere in and around campus housing is inviting.	.73	.41	.70
	The housing staff is fair and unbiased in their treatment of all students living on campus.	.48	.35	.75

Table 3.5 shows student satisfaction from a second source, the Spring 2010 results for CCSSE (Community College Survey for Student Engagement).

Table 3.5

<b>Benchmark</b>	<b>HCC</b>	<b>2010 CCSSE Cohort (3 yr. cohort of participating colleges)</b>	<b>2010 Top Performing Colleges</b>
Active & Collaborative Learning	48.8	50	59.6
Student Effort	40.4	50	57.7
Academic Challenge	43	50	57
Student-Faculty Interaction	47.4	50	58.4
Support for Learners	41.9	50	59.6

The five benchmark areas encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects for the student experience. These institutional

practices and student behaviors are some of the most powerful contributors to effective teaching and student learning, retention, and attainment. In all benchmark areas, HCC is slightly lower than the CCSSE cohort.

**Areas of Highest & Lowest Student Engagement**

The items in Table 3.6 reflect the largest differences (in mean scores) between HCC and the 2010 CCSSE cohort.

Table 3.6

Benchmark	Item	% Difference between HCC & CCSSE Cohort	High or Low Engagement Area at HCC in comparison	Full or Part Time Students
Active & Collaborative Learning	4a Asked questions in class or contributed to class discussion	+8.2%	High Engagement at HCC	Part
Active & Collaborative Learning	4f Worked with other students on projects during class	+7.9%	High Engagement at HCC	Part
Active & Collaborative Learning	4h Tutored or taught other students (paid or voluntary)	+2.9%	High Engagement at HCC	Part
Student-Faculty Interaction	4l Discussed grades or assignments with instructor	+2.7%	High Engagement at HCC	Part
Academic Challenge	6a Number of assigned textbooks, manuals, books, or book-length packs of course readings	+2.3%	High Engagement at HCC	Part
Active & Collaborative Learning	4h Tutored or taught other students (paid or voluntary)	+3.3	High Engagement at HCC	Full
Student-Faculty Interaction	4k Used email to communicate with an instructor	+4.8%	High Engagement at HCC	Full
Student-Faculty Interaction	4q Worked with instructors on activities other than coursework	+4.3%	High Engagement at HCC	Full
Academic Challenge	6c Number of written papers or reports of any	+4.8%	High Engagement at HCC	Full

	length			
Support for Learners	9f Providing the financial support you need to afford your education	+7.1%	High Engagement at HCC	Full
Support for Learners	13a1 Frequency: Academic advising/planning	-30.2%	Low Engagement at HCC	Part
Student Effort	13h1 Frequency: Computer Lab	-13.7%	Low Engagement at HCC	Part
Student Effort	4c Prepared two or more drafts of a paper or assignment before turning it in	-16.3%	Low Engagement at HCC	Part
Support for Learners	9c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	-15.9%	Low Engagement at HCC	Part
Support for Learners	9e Providing the support you need to thrive socially	-17.6%	Low Engagement at HCC	Part
Student Effort	10a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	-10.7%	Low Engagement at HCC	Full
Support for Learners	13b1 Frequency: Career Counseling	-6.2%	Low Engagement at HCC	Full
Student Effort	13h1 Frequency: Computer Lab	-15.3%	Low Engagement at HCC	Full
Student Effort	4c Prepared two or more drafts of a paper or assignment before turning it in.	-14.9%	Low Engagement at HCC	Full
Academic Challenge	9a Encouraging you to spend significant amounts of time studying	-9/8%	Low Engagement at HCC	Full

Part Time Students (which generally includes students attending at a Regional Center) report positive and frequent experiences with active and collaborative learning. They also feel that they

are academically challenged in their course readings and assignments and report interacting with instructors. These same students report a lack of support for part time learners in advising, providing support to thrive socially, and having the ability to interact with students from different economic, social, and racial or ethnic backgrounds.

Full Time Students (which generally include those attending the Highland campus, Tech Center in Atchison, and some Regional Center students) report high engagement in -tutoring other students, communicating with faculty via email and working with faculty on activities other than coursework. They also are more engaged than their CCSSE cohort peers in the number of papers they are required to write and they feel that they have the financial support they need to be able to afford their education. Full-time students report relatively low student effort, and they don't spend as much time as their comparison cohort in preparing for class using computer labs, and preparing two or more drafts of papers or assignments. In addition, full-time students feel there is a lack of career counseling and that they aren't encouraged to spend significant amounts of time studying.

**2010 CCSSE Special-Focus Items**

CCSSE elicited information about students' educational experiences associated with "Deep Learning". These include teaching students to integrate ideas, broaden or change perspectives, and promote reflection and self-criticism. Of all 2010 CCSSE respondents, 42% report including diverse perspectives in class discussions or assignments "very often" or "often," while 21% indicated "never" having such experiences. Responses from students at HCC are provided in Table 3.7.

Table 3.7

Question: In your experience at HCC during the current school year,	Very Often	Often	Sometimes	Never
...about how often have you put together ideas or concepts from difference courses when completing assignments or during class discussions.	17.9%	28%	40.4%	13.62%
... about how often have you included diverse perspectives in class discussions or assignments?	9.78%	23.41%	38.09%	28.71%
...about how often have you examined the strengths and weaknesses of your own views on a topic or issue?	13.66%	34.55%	37.93%	13.86%
...about how often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?	16.77%	28.01%	39.07%	16.16%
...about how often have you learned something that changed your viewpoint about an issue or concept?	11.42%	20.7%	48.92%	18.95%

**HCC CCFSSSE (Community College Faculty Survey of Student Engagement)**

HCC chose to give the CCFSSSE as a companion survey to the CCSSE. It elicits information from faculty about their teaching practices, the ways they spend their professional time (both in and out of class), and their perceptions regarding students' educational experiences. The comparison of student and faculty responses provide a useful prompt for campus discussions,

particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience.

Table 3.8 includes select questions highlighted in the 2010 survey.

Table 3.8

Question	Often-faculty	Very often-faculty	Cumulative Percent %-faculty	Often-students	Very often-students	Cumulative Percent %-Student
Asked questions in class or contributed to class discussions.	38%	41%	<b>79%</b>	38%	31%	<b>69%</b>
Discussed ideas from your readings or classes with instructors outside of class.	18%	6%	<b>24%</b>	10%	5%	<b>15%</b>
Received prompt feedback (written or oral) from instructors on your performance.	60%	37%	<b>97%</b>	39%	16%	<b>55%</b>

The question with the largest gap between student and faculty perception deals with receiving prompt feedback on student performance with faculty indicating that it happens often or very often 97% of the time and students indicating that it happens often or very often only 55% of the time. The ambiguous nature of the word “prompt” probably explains this disparity.

### Summary & Discussion of Athletic Survey

In what is surely no surprise, most of the student athletes (nearly ninety percent) indicate that athletic opportunity outweighed academic considerations in their choice to come to HCC. Related to that, again nearly ninety percent agreed that their athletic scholarship was the primary reason for their decision to enroll at Highland. Only thirty-one percent, though, agreed that they would not have gone to college if it were not for the opportunity to participate in athletics. Only three of the 168 respondents did not agree that athletic participation built desirable attributes in participants; 98.2% did agree with the statement.

In regard to coaches, nearly 95% of survey completers indicated they had received "honest explanations about the opportunities" at Highland Community College. Just over 95% believed their coach had balanced expectations of them in regard to academics, family and sport. Participants' responses in regard to expectations being fulfilled show considerably more variation.

While 91% indicated that the information they received about scholarships and financial aid during recruiting panned out, less than one-fifth of them found the

"size/nature of the community" to be what they expected. Other areas of disparity include academics and the opportunity for playing time. Nearly three-fourths found the housing options to be what they anticipated while just over half felt that student activities turned out as they thought they would. Just under half indicated things had worked out in regard to their chances of making the team. Looking at more specific issues in regard to academics yields some interesting results.

Over ninety percent (91.7) felt there was plenty of choice in regard to transferable credits offered at times that fit into their schedules. Eighty-one-point-five percent of the survey completers indicated they had taken advantage of academic resources. It is interesting that 83.9% of these student athletes believe that teachers work with them in regard to time schedules but only 64.9 agreed that faculty, "as a whole, support athletic teams." In fact, there were more students who expressed strong disagreement with the statement that those who expressed strong agreement. There is similar dissonance in regard to time management among the respondents.

Over half (53.0%) indicated they spent less than five hours a week studying and only 2.4% indicated they spent more than ten hours a week. Nearly two-thirds indicate spending more than ten hours a week on athletics and nearly seventy percent indicate spending at least five hours a week socializing. Nearly half note spending zero time a week partying and nearly sixty-one percent report watching TV less than five hours a week. Nearly twenty percent state that they spend at least five hours a week playing video games.

Regardless of how they spent their time once they were here, there were two reasons that were primary in bringing most of the students to Highland: athletics and scholarships. When asked to indicate the two most influential factors, 73.2% and 69.5% chose those two items. Less than one-tenth claimed that academic programs or size of the school were a factor and only 12.8% noted "cost" as one of the two. Closeness to home was a key factor for 17.1% of the respondents.

When asked to choose the statement that best summarized their experience at Highland, nearly half indicated it had been "very positive and I recommend HCC." Another 46.1% expressed satisfaction. Only eight of the 168 indicated a negative view with two of those stating that coming to HCC "was one of the worst decisions I ever made."

Clearly, the majority of respondents have a positive view of the athletic program here at Highland; on most items on which agreement indicates a desirable response, over eighty percent agreed with the survey statement.

### 3R3. Performance Results for Building Relationships with Students

HCC's performance results for building relationships with students include:

- The five questions added to the SSI about student activities indicate low performance gaps. (See SSI student activities graph above.)
- The five questions added to the SSI about housing indicate there is room for improvement in maintenance of campus housing and friendliness of housing staff (See SSI housing graph above.)

- Continued, low performance gap scores (well below 1.0) in academic advising/counseling, campus support services, and student centeredness sections of the SSI indicate positive student relationships in those areas.
- A higher gap score in safety and security indicates a need for improvement in that area.

In addition to these instruments, there are many indirect indicators of satisfaction that include correspondence from students to various offices, student enrollment, and various exit survey comments made by students who choose to leave HCC prior to graduation. Additionally, reported results from HCC students who transfer to other institutions and from employers who hire our students may be found in Category 1.

Section 3R1 of this report outlined the online feedback we seek from a variety of stakeholders, including students. This method of data collection is relatively new (February 2011), so we have received limited comments via this online survey and continue to advertise its availability to our student population. From the online survey comments and limited email correspondence we have had during the Spring and Fall semesters of 2011, we can anecdotally glean that there are opportunities to improve our communication regarding financial aid and billing processes. In addition, there is always opportunity for improvement in our cafeteria regarding meal choices and service.

### 3R4. Performance Results for Stakeholder Satisfaction

#### Community Satisfaction

- Taxpayer satisfaction is such that mil levy protests have become a non-issue
- Increased community membership at Walters Wellness Center
- Increased community membership in PACE classes

#### Prospective Student and High School Stakeholder Satisfaction

Satisfaction from prospective students and service area schools is high as evidenced by good attendance and support of the following:

- Hosting nearly 100 participants per year at two Junior/Senior recruiting days
- Hosting a college planning conference each year for nearly 500 area high school students
- Attendance at open houses for prospective students at targeted sites in the region and on campus
- Maintaining articulation agreements with service area high schools (approximately 30)
- Recruiting nearly 70% of all high school students in the service area to HCC for their first year of college
- High success level of ABE/GED courses for the service area
- Hosting nearly 300 students from Northeast Kansas per year for high school music festival
- Hosting nearly 500 students from across the state for annual art festival
- Continuing strong enrollment in concurrent courses across the nine county service area
- Offering financial aid workshops across the nine county service area

### 3R5. Performance Results for Building Relationships with Key Stakeholders

#### Business Relationships

- Conducted computer training for Kickapoo Nation
- Continued cooperation with VESTA (Viticulture and Enology Science and Technology Alliance) in form of grant money received for continued operation
- Partnership with Washburn Technical School in Auto Tech program at Holton

#### Community Relationships

- Support in the new performing arts series, *Fusion*, from local sponsors in the form of season ticket sales and attendance
- Increased membership of community at Wellness Center

#### Prospective Student and High School Relationships

- Attendance from high school students at Career Fair
- Continued enrollment of high school students at Tech Center and in concurrent classes throughout the region
- Maintenance of articulation agreements

#### 3R6. How Performance of Processes Compare

HCC uses the Noel Levitz SSI and CCSSE for comparative results as shown in 3R2.

### **Improvement**

#### 3/1. Recent Improvements

The most recent improvements we've made to understanding students and other stakeholders needs is to provide an online opportunity for improvement to various processes across campus. The vice presidents review survey results and comments each quarter and address process improvements as needed.

In addition to the online surveys, the SSI and CCSSE results are reviewed after each assessment is administered. Action plans are written by each area not meeting specific standards that have been set by the institution.

#### 3/2. Specific Processes to Improve

Results from SSI, CCSSE, and the online surveys are reviewed by each vice president, by the regional coordinators, the retention team, and the Care Team on a regular basis. Action plans for improvement are written and reviewed by vice presidents in each of the areas affected. Results of the action plans are shared with the SPC annually.

**CATEGORY FOUR:  
VALUING PEOPLE**

**Processes**

*4P1. Specific Credentials, Skills, and Values Required*

HCC identifies specific credentials, skills, and values required for faculty, staff, and administrators through the use of job descriptions. Job descriptions are developed through a cooperative effort between the appropriate direct supervisor and the VP for that department or unit. The Human Resources (HR) Director reviews the job description prior to final approval by the President. In the case of an already established position, the current job description is reviewed for any necessary changes prior to the position being advertised.

Full-time instructors are required to have a master's degree in their discipline, the exception being instructors in technical programs. Instructors who are teaching in programs such as welding, electrical, building trades, and auto collision repair are required to have certifications and/or applicable training in the specific technical area.

Part-time adjunct instructors must have at least 18 graduate hours in the discipline they will be teaching if their graduate degree is not in that specific discipline. This guideline was, at one time, a standard set by HLC. Although HLC no longer has this particular minimum requirement, HCC has elected to continue this practice for several reasons. First, it gives our transfer courses a measure of validity in the eyes of the receiving institutions that can be assured that the courses were taught by a qualified instructor; second, students are taught by a person very knowledgeable in the subject area; and third, the perception by the community that HCC is a place to receive a high quality education is enhanced by having highly qualified instructors.

The implementation of our current Action Project on Common Learning Objectives (listed in 1P1), which identifies objectives that apply to our employees as well as our students, will play a major role in the credentials, skills, and values required for faculty, staff, and administrators.

*4P2. Hiring Processes*

When a position is advertised, the minimum requirements are included in the notice. For instance, the position may require a master's degree in a certain discipline. Including this information in the notice allows potential applicants to self-screen. Individuals inquiring about the position are sent an application packet that includes a copy of the job description. HR also provides the interview screening committee with a copy of the job description so that they are aware of the minimum requirements as they screen the completed applications. As a result, applicants invited for interviews typically meet the minimum requirements as stated in the job description. Hiring procedures for adjunct instructors require official transcripts be sent to us as a part of the application process.

The hiring process for full-time instructors, administrators, and all other positions require that the applicants provide unofficial copies of their transcript(s). Once hired, they are required to have official transcripts sent to the HR office. Upon receipt of those official transcripts, the HR

Manager reviews them to make sure they match the information provided by the applicant in the original application.

#### *4P3. Recruit, Hire, and Retain Employees*

Potential employees are recruited using local/national newspapers, applicable Web sites, trade journals, trade publications, local cable TV, HCC Web site.

The College's formal hiring process begins with the appropriate supervisor completing a Personnel Requisition Form, which details the total cost of the position, including benefits. The form must be signed by the supervisor, the Vice President for that department or unit, the HR Manager, and the President. Upon receipt of the fully executed and approved form, the HR Manager begins the advertising process. This hiring process excludes the hiring procedures used for adjunct instructors and student employees.

#### *4P4. Orienting Employees*

New employees (with the exception of adjunct instructors) participate in a New Employee Orientation conducted by the HR Manager. Personnel policies applicable to the employee's position are reviewed and the employee receives a copy of HCC's Personnel Policy manual as well as a New Employee Orientation manual, which includes a discussion of HCC's Common Learning Outcomes as they relate to job performance. Both manuals include the HCC Mission Statement and the organization's history with those items specifically highlighted by the HR Manager during the orientation. The orientation process includes a tour of the entire campus and introduction to other employees.

#### *4P5. Planning for Changes in Personnel*

In addition to normal attrition from resignations and retirements, planning for changes in personnel typically originates in the President's Staff, which is composed of the President, VP for Academic Affairs, VP for Finance/Operations, VP for Student Services, and the Executive Assistant to the President/Executive Director of the HCC Foundation. Projected budget figures, employee evaluation results, and strategic planning exercises are key components in the decision to terminate an employee or eliminate or add a position. The addition of any new position requires approval by the HCC Board of Trustees. Changes in leadership personnel are planned for in the Leadership Succession procedure (see 5P10).

#### *4P6. Work Processes and Activities*

Each department or unit designs its own work flow to meet its needs and responsibilities. In many situations, such as student records and financial aid, the College data management system dictates work flow by requiring the entry of key data prior to entry of data by personnel in another office. Personnel make suggestions to supervisors on how to best direct work activities and divide duties. Information and recommendations are reviewed by supervisors and implemented as appropriate.

#### *4P7. Ethical Practices*

HCC has several policies dealing with ethical practices, beginning with a policy stated in the by-laws of the HCC Board of Trustees that prohibits employment of relatives. Specifically, immediate family of Board members shall not be employed in a full-time capacity at the College (immediate family defined as children, spouse, parents, or spouse's parents). If a full-time employee's immediate family member is elected to the HCC Board of Trustees, the employee shall resign at the end of the contract year or prior to the beginning of service by that Board member. An additional policy states that no member of the Board may receive any compensation for any services rendered to the College, although expenses may be reimbursed for travel on College business if so authorized by the Board.

Policies regarding ethical practices of employees include:

- A policy restricting outside employment (excluding faculty) unless approved by the President (assures no conflict of interest with the College or State);
- A Conflict of Interest Policy -- honesty and professional integrity are addressed as well as the prohibition of employees using their official position and influence to further personal gain;
- Drug and Alcohol Prevention Program Policy -- prohibits the use, possession, sale, gift, or otherwise furnishing of drugs or alcohol, as well as working under the influence of same;
- Hiring Policy for Relatives of Employees -- HCC will not hire employees for full-time positions where an immediate family member would directly supervise them. Immediate family is defined as parents, children, spouse, and spouse's parents;
- Network Acceptable Use Policy -- the College's network must not be used to violate state or federal laws, harass or violate the privacy of others, gain access to or use resources for which one does not have authorization, or to disrupt the work and/or use of the network by others;
- Notice of Non-Discrimination -- HCC is committed to a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability, marital status, or military veteran status. A grievance process is in place for employees and students;
- Prohibition of Sexual Harassment -- HCC specifically prohibits any act of sexual harassment and provides a grievance process for employees and students.

#### 4P8. Training Needs

Professional training needs for full-time faculty members are primarily determined in two ways: from suggestions by individuals and from the Professional Development Team for the faculty as a whole. The Professional Development Team, which includes the VP for Academic Affairs, plans the Spring faculty in-service and the VP plans the Fall in-service.

The College will pay for administrative and hourly employees to attend training, seminars, conferences, and clinics, and waive books and fees for employees taking HCC classes that are relevant to their field of work.

Certain grant-funded programs at HCC, such as Title IV Student Support Services, require personnel in those programs to attend specialized training. Full-time faculty may pursue additional coursework in their discipline or a related discipline; \$150 per credit hour is reimbursed to the faculty member for applicable graduate hours and \$100 per credit hour is reimbursed for continuing education hours. Full-time faculty members are encouraged to attend training, seminars, conferences, or clinics using funds in their departmental budgets, grant funds, or with a special allocation from the VP for Academic Affairs. Full-time faculty are provided the opportunity for sabbatical leave to pursue an approved degree program or other appropriate study, to do research and publication in their academic field, to pursue appropriate post-doctorate work, or to participate in an approved work experience.

#### *4P9. Developing Faculty, Staff, and Administrators*

HCC trains and develops all faculty, staff and administration to contribute fully and effectively throughout their careers by engaging employees in College-sponsored in-services and trainings. Sessions are developed on in-service days to specifically address the improvements and changes taking place within the College and training needs relative to an employee's job. Other training has taken place as sponsored by our Information Technology (IT) department for faculty, administration and staff in utilizing new software editions and training within departments on specific software upgrades. IT recently implemented a series of short computer training sessions available to all employees. The first topic was Microsoft Outlook 2010. In these informal sessions, IT staff demonstrated useful program features and addressed specific questions posed by employee participants. In addition, CPR training has been provided for employees.

#### *4P10. Personnel Evaluation System*

For permanent employees other than faculty, evaluations are typically held annually in the Spring using a variety of evaluation tools. Mid-year evaluations are held if there are performance issues that need monitoring. One suggestion for a new Action Project is the creation of a Continuous Improvement-based evaluation process. Initial exploration into that suggestion is underway.

The evaluation process for full-time faculty is defined in the Master Contract, which declares that they must be evaluated on a particular schedule. The faculty evaluation system is based on those guidelines and is part of the employment contract negotiated between the College and the HCC Faculty Association. Evaluations of faculty members are critical to building and retaining a high quality faculty.

#### *4P11. Employee Recognition, Reward, Compensation, and Benefit Systems*

Compensation for employees is typically based on comparison with other employees in like positions, comparable positions in the state, and availability of funding. Raises are considered annually by the Board and, if budget allows, raises are given to non-faculty employees.

Compensation and raises for full-time faculty are determined through a collective-bargaining process between the HCC Faculty Association and the Board.

Benefits to employees represent a significant expenditure for the College and are highly valued by the employees. HCC pays single coverage health and dental insurance for every full-time employee. The employee has the option to purchase family coverage. The College purchases a \$50,000 life insurance policy for each full-time employee. Employees who work more than 630 hours per year participate in the Kansas Public Employee Retirement System. Other options available to full-time employees are tax sheltered annuities (TSA) and flexible spending accounts (FSA) for medical expenses and dependent care. Full-time employees may also purchase additional insurance through a separate vendor.

Employees are recognized annually at an end-of-year luncheon. Years of Service awards, Shining Star, and other miscellaneous awards are presented. Some employees are nominated for awards by supervisors and, in some instances, by students. Current students may submit written recognitions of an employee, faculty, staff or administrator, describing how the person has affected their lives. The President recognizes the employee during the luncheon. Faculty may also apply for the Bruning Award, which is presented at graduation and provides funds based on the professional development proposal of the faculty member.

#### *4P12. Key Issues Related to Motivation*

In the Spring of 2011, an Institutional Climate Survey was conducted with all full-time employees. This survey contained items related to motivation and satisfaction. The Climate Survey results will be reviewed by SPC for issues relating to employee motivation. Our analysis includes looking for indicators of low motivation and for differences between groups of employees. Information about employee motivation is also sought in informal ways.

Shrinking budgets have precluded the option of significant monetary compensation, so recognizing that motivation is often related to reward, we have explored other methods of expressing appreciation. Being treated with respect and kindness is, for many, as important as money. A few hours of paid time off seems to be highly valued by all. For instance, the Summer Friday-afternoon-off schedule is appreciated by employees at all levels of the institution. The campus closes at noon on Fridays in the summer months, allowing employees four hours of paid leave.

The College has a formal system of recognizing improvement projects initiated by employees. These are sometimes considered “passion projects,” the motivation on the part of an individual or group coming from the desire to see the project come to life. They are specific projects that employees want to complete for the betterment of the College. These tend to be projects that were not being addressed within current processes and structures. Any person or persons may submit an improvement project proposal to the SPC for consideration. If approved, modest funding may be available for implementation. Taking to heart the opportunity for celebration, participants in the initial successful improvement projects were feted at a special ceremony in the Spring of 2011.

#### *4P13. Employee Satisfaction, Health and Safety, and Well-Being*

Located on the Highland campus, the Walters Wellness Center is a complete work-out facility to which membership for full-time employees is provided as a benefit. The Wellness Center staff provides programs to address employee health and well-being, holding competitions year round with the goal of improving employee health.

The College also provides a single paid membership health and dental policy. Faculty have three paid personal leave days a year and earn one paid sick day a month. Administrative employees earn 10 days of paid vacation and 12 paid sick leave days a year. Classified employees earn paid vacation hours based on years of services and earn 12 paid sick leave days a year.

Employees can “buy into” a sick leave bank by contributing unused leave. This leave is available to the employee in the event of an illness or accident that prevents her/him from work. Sick leave bank usage is dependent upon the years of service the employee has provided to the college.

The College provides worker compensation coverage and a \$50,000 life insurance policy. Disability insurance is available at the employee’s expense.

The Climate Survey is our primary means of evaluating employee satisfaction and well-being.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires colleges and universities to disclose certain timely annual information about crime and security policies. HCC annual security report includes statistics for the previous five years and appears on the college’s website. The website also offers a link for the campus community to report crimes anonymously or confidentially. Timely warnings are also issued to the campus community for threats occurring to property and/or persons.

The HCC Crisis Team is responsible for coordinating the college’s emergency response and evacuation procedures. Practice drills are conducted for intruders, fire and tornado alarms and are coordinated by members of this team. We have extended this to our regional sites, including annual reviews by the Kansas State Fire Marshal, Department of Labor and Risk Assessments conducted by our insurance provider.

## **Results**

### *4R1. Measures of Valuing People*

The HCC Institutional Climate Survey is our primary means of evaluating employee satisfaction. 98 employees completed the online survey in April 2011. This included 26 administrative employees, 43 faculty members and 29 staff members. The survey asks a variety of questions related to an employee’s opportunity to participate in the decision making processes at the College, communication within and between areas of the College, and work expectations.

Worker Compensation insurance is carried by the College. In 2010, HCC experienced 11 claims totaling \$14,490.00.

The College offers a voluntary sick bank option to employees as mentioned in 4P13. Currently, 60 of the 160 eligible employees participate in the sick bank. The sick bank has an accumulation of 3,382 hours. Since its inception in 2005, we have had one employee withdraw hours from the sick bank.

The administrative team uses the salary statistics provided by the Kansas Business Officers to compare salaries of positions at HCC to similar positions at other Kansas institutions. When able, the Board of Trustees uses this data to adjust salaries for staff and administrative employees. This same data is considered when negotiating with the faculty bargaining unit as to increases in faculty salaries and hiring schedule.

#### *4R2. Performance Results*

The HCC Institutional Climate Survey provided immediate feedback on the performance of the College in several areas related to employee satisfaction. When asked the question, “Input from employees is considered in the decision making process”, an average 66% of staff, faculty, and administration responded positively.

Administrative employees and faculty indicated they were more comfortable speaking out on issues affecting the College, than staff members. The majority in all employee categories responded positively regarding different opinions being welcomed and respected in the work climate at HCC.

Over 70% of the respondents indicated overall, the College is effective in meeting its mission.

#### *4R3. Productivity and Effectiveness of Faculty, Staff, and Administrators*

As a campus community we have not experienced any major incidents regarding the health and safety of our employees. The Crisis Team is made up of a cross section of administrative, staff, and faculty employees that provide input and recommendations.

Most employee turnover is due to employees leaving for reasons other than dissatisfaction with their position at the college. On average the college has experienced less than 10% in employee turnover on an annual basis.

#### *4R4. How Results Compare*

Currently HCC is eighth in size comparative to the other 18 Kansas Community Colleges. Salaries for faculty positions are compared in table 4R4.

### **Improvement**

#### *4I1. Recent Improvements*

The College has added a Sick Leave Bank opened to all full-time employees. The Bank was formerly only available to faculty.

The Crisis Team was implemented in the last few years to address common threat issues experienced at other higher education institutions. This included the addition of Scottie Alerts, an email/text/voice system used to provide immediate information to employees on safety issues affecting the College.

#### *4/2. Specific Processes to Improve*

The College's Strategic Planning Council established the improvement projects specifically to value the ideas and innovations of its employees and to implement them as part of the culture. Each improvement project must be approved by the SPC. If faculty members participate, they are allowed to use the team commitment as part of the Master Contract committee/team obligation.

**CATEGORY FIVE:  
LEADING AND COMMUNICATING**

**Processes**

*5P1. Defining Organization's Mission and Values*

*5P2. Setting Directions*

The HCC Board of Trustees and the President's Staff, with the assistance of a consultant, began the Strategic Planning Process in 2008 by developing the current Mission Statement. The Mission and Vision are reviewed annually by the Board. The SPC, which was established during our Strategic Planning Process, has developed a procedure to annually review the Mission, Vision, and goals of our Strategic Plan.

*5P3. Performance Results of Other Higher Education Needs*

Mission-related directions set forth by HCC leaders take into consideration College and community interests by driving broad scope projects that positively impact and address the needs of our various publics. These projects and directives currently include, but are not limited to: continually developing better and more efficient facilities, persistently working to provide better services and continual updates to our working technologies, pursuing lifelong learning initiatives and opportunities, considering and addressing community-enhancing and campus-wide economic development needs, and providing academic progress and assessment tools such as the CAAP test.

*5P4 Seeking Future Opportunities*

The leadership team at HCC offers guidance, while keeping our core needs in mind, by implementing practical and far-reaching initiatives that increase enrollment and organizational strength, thus expanding and enhancing both student life and future institutional prospects. These initiatives are exemplified by current actions such as, but not limited to: using learning outcomes as an educational assessment tool, executing constant regional location improvement projects, establishing and growing our online course offerings, and using a continual organizational improvement approach through the AQIP accreditation process.

*5P5. Making Decisions*

The organizational decision-making process at HCC features a multifaceted, structured, communication-based, data-driven approach that involves a host of committees and teams. Existing teams, such as Curriculum and Instruction, Assessment, Professional Development, and the SPC, make recommendations based on reported and reviewed information. Information is gathered and reported from sources such as student ratings of instruction, CAAP test results, surveys like CCSSE and SSI, from in-house-created surveys, review of committee minutes, and the Climate Survey. Once these recommendations are clarified and agreed upon by the appropriate committee or team, they are implemented or, when appropriate, communicated to the President's Staff and/or SPC and are then factored directly into upcoming organizational decisions-making processes.

Some examples of such organization-wide projects and initiatives from the past three years are: 1) the addition of Viticulture, Registered Nursing, and Medical Coding programs; 2) the creation of HCC Online; 3) the merger with Northeast Kansas Technical Center; and 4) the development of the Common Learning Outcomes. Each of these projects and initiatives was pursued and completed in response to a variety of data, KBOR directives, community/stakeholder demand, business-sector requests, the SWOT analysis contained in the Strategic Planning process, and feasibility analyses and projections.

#### *5P6. Use of Data, Information, and Performance Results*

Currently, HCC has four standing and established committees: Curriculum and Instruction, Assessment, Professional Development, and the Strategic Planning Council. Reported data and information is used by these teams to take action or to make recommendations to College administration. Most data is both generated and used “locally” by units to make decisions and take action. For example, student ratings data is collected by Regional Coordinators and the Director of HCC Online and used for decisions about needed training or mentoring of adjunct instructors. Sometimes, sufficiently negative ratings by students may result in the instructor not being hired for subsequent semesters. In Regional Centers where SSI data showed possible student concerns with academic advising, Coordinators implemented action plans to address this issue. Other information, like retention and persistence data, is continually monitored by the VP for Student Services, who works with staff to design strategic attempts to improve in these areas.

In the case of technical programs, the Program Advisory Councils and the annual Program Reviews provide processes for continual monitoring of essential data for creating plans for remediation when needed. Sample Program Reviews are included in the portfolio support materials. (Go to the College Web site at [www.highlandcc.edu](http://www.highlandcc.edu), click on Why HCC?, then General Information, and then Accreditation).

#### *5P7. Communication in Levels and Units*

Communication occurs in a variety of forms and is somewhat dependent on the level of the communication. The Board of Trustees holds a regular monthly meeting. There is a faculty member present who takes notes of the meeting and distributes them to the faculty. In addition, a monthly meeting is held with the full-time faculty and the President’s Staff at which the President summarizes significant Board actions and other topics of interest to faculty. Prior to the meetings, faculty are invited to submit questions to the President’s Staff. The President periodically meets with other Administrative employees and classified staff to update them on the Board actions and relevant or interesting developments. Employees are encouraged to review standing committee minutes that are posted on the Intranet.

The SPC is scheduled to meet monthly. The President chairs the group and all of the President’s staff are members as well as a cross section of employees. The SPC specifically works with goals and objectives of the Strategic Plan and accepts and monitors Improvement Projects. The President has also introduced other relevant topics for SPC input, such as the institutional direction on facilities, new programs, and budget outlooks. SPC members are asked to communicate information to their peers.

The Vice Presidents communicate with their groups through periodic meetings and email. For example, a monthly meeting is held with Regional Coordinators, admissions and financial aid Regional staff, the Director of HCC Online, and the Allied Health Coordinator. The VP for Academic Affairs and the VP for Student Services lead the meeting and the VP of Finance and Operations and the Executive Assistant to the President periodically attend to address specific topics.

Communication with our students has probably changed the most in recent years. In addition to regular meetings on such topics as housing, activities, and financial aid, HCC makes use of email, text messaging and social networks to make information available to our students. For weather-related closings, the primary means of communication is now text (Scottie Alerts), email, and voice mail, even though the College Website, radio, and television are still employed. Faculty and coaches are using text, email, and MyHCC (the College's networked computer base) to inform students about grades, absences, and reminders about homework, quizzes, and exams. The VP for Student Services distributes, through e-mail, a newsletter called "Scottie Shorts," to inform students of important deadlines, up-coming activities, and other pertinent and timely information.

#### *5P8. Communicating a Shared Mission, Vision, and Values*

HCC has recently gone through a process of creating Common Learning Outcomes. The Common Learning Outcomes effort was led by the VP for Academic Affairs and the Executive Assistant to the President. They led seven focus groups, engaging nearly every employee and two groups representing students. From these focus groups, a set of Common Learning Outcomes has been adopted. Once established, the CLO's will be widely communicated and will serve as the basis for future decision-making and discussion related to mission, vision, and values.

To address other issues and topics, HCC has employed Town Hall-type meetings, institution-wide, all-employee meetings, and our regularly scheduled faculty and staff meetings.

#### *5P9. Developing Leadership Abilities*

HCC has several examples of leaders who have been developed within the institution, including the President and the VP for Finance and Operations. The President started here 30 years ago as a math instructor and the VP for Finance and Operations came here 15 years ago as an Assistant Dean for Regional Instruction. Faculty and administrative staff are given opportunities to lead by chairing our standing teams, AQIP Action Projects, and Improvement Project Teams. Past members of the faculty have attended leadership conferences through National Institute for Staff and Organizational Development, the Department Chair Academy, and KAAN [SPELL OUT]. The Bruning Award was established by alumni and is strictly for the purpose of faculty development. Faculty compete each year for the award, which funds their proposal for professional development. Although the Bruning Award funds only one proposal, the College has sometimes found alternate funds for competing worthy proposals.

#### *5P10. Preserving Mission, Vision, Values, and Commitment to High Performance*

Leadership succession is planned for at the College on two levels – at the presidential level and the vice-presidential level. Leadership succession at all other levels is addressed in the charters of the teams/committees at those levels. To protect the Board of Trustees, the College, and its employees from the sudden loss of presidential services, the HCC President will, at all times, ensure that members of the President's staff are sufficiently familiar with Board and President issues and processes to efficiently function in presidential capacities on an interim basis. The Board will then determine if it wants to promote a member of the President's Staff to the permanent position or if it wants to embark on an external selection process. If a vacancy occurs on the vice-presidential level, the President has the authority to determine a course of action based on the situation of that vacancy. The President can appoint an interim vice president, can assign the vice-president's duties to existing employees, or can assume those responsibilities until a replacement is determined.

## Results

### 5R1. Performance Measures

The College uses several different instruments to indirectly collect and analyze Leading and Communicating. Our best source that directly addresses Leading and Communicating is the HCC Institutional Climate Survey from Spring 2011. Although this was a first attempt, it's something our Strategic Planning Council wants to continue on a regular schedule. The Survey directly addresses Communication and Teamwork with six questions, and Decision Making and Leadership with nine questions. In addition to the Climate Survey, the College can gain indirect information about Leading and Communicating from:

- Doniphan County Taxpayer Survey
- HCC's Annual SWOC Analysis
- Annual Advisory Committees for Technical Programs
- Graduate Surveys
- SSI – Student Satisfaction Inventory
- CSSE – College Student Survey of Engagement

These items are HCC's attempt to gain information from and to communicate with our stakeholders.

### 5R2. Results for Leading and Communicating

Our best and most direct results on Leading and Communicating come from the recent Institutional Climate Survey, but the history for comparison hasn't been developed because the survey has only been administered once. Results for the two categories on Communication and Teamwork and Decision Making and Leadership are:

#### **Leadership & Communication:**

- Administrators consistently reflect a more positive view of communication patterns across the board with all three groups (administration, faculty, staff) expressing that communication is more open within their work area than across the College as a whole.
- While nearly sixty percent of administrative workers believe that varying opinions are welcomed and respected, the proportion of staff and faculty expressing that opinion is less than 40%.

- The faculty group is the least likely of the three to indicate agreement that work expectations have been made clear by their supervisor.
- A distinctly lower proportion of staff members feel that the College encourages teamwork across divisions and departments, while a dramatically lower proportion of that group indicate feeling comfortable in speaking out on issues affecting the College.

**Decision-Making:**

- Administrators house the largest proportions of agree responses.
- Staff members tend to have the lowest percentage of Agree responses on the items pertaining to the decision-making process, including the perceived importance of taking part in that process.
- In all three groups, there is a clear discrepancy between expressed desire and perceived opportunity to participate in the decision-making process. (In rather revealing inconsistency on the point, a higher percentage indicated they had participated than indicated they had the opportunity to participate.)
- A higher proportion of administrative workers perceive themselves as providing solutions to issues affecting the College.
- Compared to administrators, a dramatically lower proportion of faculty believe that the College employs consistent evidence-based decision making.
- Less than half of any group believes the College has processes in place to support evidence-based decision making.

Other items listed in 5R1 only indirectly give the College information on Leading and Communicating. The Doniphan County Taxpayer Survey centered on the College’s ability to meet our local county’s needs (see below). Again, only indirect correlations could be drawn about Leading and Communicating at HCC. Also, our annual SWOC Analysis (shown in Tables 5.1 and 5.2), Advisory Committees for Technical Programs and Graduate Surveys provide only indirect interpretations of the effectiveness of Leading and Communicating at HCC.

Table 5.1

<b>Doniphan County Taxpayer Survey</b>		
<b>Item</b>	<b>Agree n</b>	<b>Agree %</b>
HCC is good for Doniphan County.	263	78.3
My community benefits educationally from having HCC in our county.	148	44.0
My community benefits economically from having HCC in our county.	148	58.0
HCC programs benefit my family members or others.	110	32.7
HCC provides a very high quality of service.	196	58.3
As a taxpayer, I am supportive of HCC.	204	60.7
HCC provides many benefits to the county.	201	59.8
A total of 336 surveys were completed.		

Table 5.2

<b>"Strengths" Identified in Recent SWOC Analysis</b>
Affordable, quality education.
Low tuition/low cost of living.
Housing facilities at Highland campus greatly expanded over past several years.
Beautiful campus.

One of lowest student:faculty ratios in the nation
Student population much more diverse than surrounding area.
Online program created and expanded dramatically.
New/improved facilities in Atchison and Holton.

### 5R3. How Results Compare

In our efforts to enhance communication with and from students, HCC uses various means to solicit information from them. As listed in 3R1, we use the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement, online feedback, custom surveys such as our regional student survey and athletic participation surveys. The results of these are listed and discussed in the Results Section of Category Three.

## Improvement

### 5/1. Recent Improvements

An ad hoc committee of volunteers (administrators, faculty and staff) is analyzing the results of the Climate Survey and will be making specific recommendations for strategic improvement, especially in the areas of Leading and Communicating.

In addition, HCC has made several recent institutional improvements and advancement in multiple categories that directly pertain to leadership and communication.

In recent history, HCC has: 1) upgraded its existing student and faculty information and classes portal (called IQWeb) to a whole new system (called Self-Service, rebranded as “MyHCC”); 2) added a social networking presence; 3) improved our College-wide quick-response communication abilities by adding a texting subscription system, called “Text Casting”; 4) made continuous and numerous Website updates and improvements; 5) added a dash board reporting software console for administrative report access, called iDashboards; 6) added an institutional research position; 7) reorganized and retooled the whole Information Technology department; and 8) developed and expanded online courses. With developments in electronic communication and Intranet posting of internal documents, all employees have the opportunity to be well-informed.

### 5/2. Specific Processes to Improve

The SPC updates the goals and objectives of the Strategic Plan annually. Goal 1 Objective 5 deals with identifying key processes that need mapping. In addition HCC’s standing committees make recommendation to the President’s Staff and then the Board of Trustees and the Improvement Project Teams concentrate on goals and objectives in the Strategic Plan.

**CATEGORY SIX:  
SUPPORTING INSTITUTIONAL OPERATIONS**

**6P1. Support Service Needs**

Support service needs of our students are often identified through a student’s lack of success. For example, low entrance test scores and high failure rates in specific College courses drive the need for accurate student placement, advisor training, and tutoring services. Students’ inability to pay for courses elevates the importance of completing financial aid processes and communicating to students about work opportunities. Most recently, the high number of students on probation inspired the need to offer a one credit hour “second orientation,” called “Career and Life Planning,” for students on probation.

Students are also surveyed about their satisfaction and the results of the surveys are shared with administration and departments in an attempt to address areas about which students report low satisfaction.

Student interest groups have also helped identify needs. Student leadership, resident assistants, student government, student clubs and organizations, and athletic teams have all been utilized for their input on developing campus projects.

Support services needs are also evaluated in comparison to those at other area institutions. When possible, we offer comparable services to our students and stakeholders to those offered at competing institutions.

The President meets monthly with the faculty to provide updates on Board of Trustees activities and to address any questions or concerns and identify support service needs. The President meets quarterly with administrative and classified staff members to discuss the same issues and concerns and answer questions.

A summary of service and needs identification is presented in the Table 6.1.

Table 6.1

<b>Support Service</b>	<b>Student and Other Key Stakeholder Needs Identification</b>	<b>Faculty, Staff and Administrator Need’s Identification</b>
<b>Academic Support</b>	Noel-Levitz SSI Compass Tests Work Keys CAAP test	President’s Staff Retention Team Vocational Coordinators Program Advisory Councils Probation and Dismissals, Lost Scholarships Reports
<b>Business Services</b>	Noel-Levitz SSI Accounts Receivables Feedback surveys	President’s Staff Student Services-Admissions, Financial Aid Regional Meetings Staff/Faculty Meetings
<b>Facilities/Maintenance</b>	Noel-Levitz SSI Maintenance work orders Student Leadership meetings Resident Assistant meetings	President’s Staff Strategic Planning Council Rolling Maintenance Matrix Budget Process

		Staff/Faculty meetings
<b>Human Resources</b>	Work Study need Work arrangement availability	Faculty Negotiations Budget Process President's Staff Regional meetings
<b>Safety/Security</b>	Noel-Levitz SSI Incident Report Forms Student leadership meetings	Crisis Team President's Staff Staff/Faculty meetings
<b>Student Services</b>	Noel-Levitz SSI Student Leadership meetings Resident Assistant meetings Feedback surveys Site Open Houses	President's Staff Staff/Faculty meetings Regional meetings
<b>Technology Services</b>	Noel-Levitz SSI Student Leadership meetings	President's Staff Computer User's Group Regional meetings

**6P2. Administrative Support Service Needs**

As federal and state regulations change, and technology improves, staff support is increased as the need for compliance, timely reporting, and use of technology increases. Ability to meet deadlines and volume of work produced -- such as number of financial aid applicants and number of refunds processed -- are analyzed through enrollment and financial data and are all considered when identifying administrative support service needs. Various advisory committees, SWOT analyses, and working teams are also part of the process to identify administrative needs.

**6P3. Key Support Processes**

A Crisis Team was developed that meets to discuss issues related to campus safety and security. The team works with the campus community in developing intruder drills and identifying areas where safety is a concern. Input is gathered from the campus community via email and reviewed by the Crisis Team, with recommendations to the President's Staff. Information is shared through texts, emails and campus posts regarding security issues.

The Highland campus and the Technical Center come under yearly review by the Kansas Fire Marshal on issues of fire safety and campus safety. Changes related to the physical buildings are addressed by the maintenance staff and subject to approval by the Fire Marshal.

The Student Housing Director meets two to three times a semester with residents in mandatory meetings to review issues of housing safety and policies related to safety issues.

Orientation instructors also review campus safety issues and the Student Handbook addresses safety and security issues.

As part of technical program curricula, instructors conduct classroom training on OSHA and other safety standards relevant to each specific program.

#### *6P4. Key Student, Administrative and Organizational Support Service Processes*

Formal and informal meetings of administration and key personnel are held to review issues that have been identified. In many instances, outcomes cannot be assessed until the completion of a semester or an academic year.

Administrative team members work within the offices with the services they manage. They handle the day-to-day operations of the College and are able to continually address most of the service needs of students and HCC employees. A new strategy that is being employed is the placement of Service Review Cards outside key offices. These cards invite feedback from those using the services of personnel in those offices. Users are encouraged to provide this feedback at each office and through a connection on the HCC Website.

#### *6P5. Knowledge Sharing, Innovation, and Empowerment*

Our support processes are documented through both print and current electronic methods. The print methods include the Student Handbook, which contains processes related to academic policies and student conduct, and a printed Class Schedule that includes our support processes related to enrollment. The Class Schedule is also available online through our Website. Issues related to changes in support processes that come from work groups are discussed in person and through e-mail. Changes in support processes that develop out of a Committee or Team are shared in minutes, which are posted on the Intranet, and through informal communication channels. One way that we try to facilitate the sharing of accurate information, some of which relates to support processes, is that we no longer have a printed College catalog, which is, by its very nature, outdated before it returns from the printer. Information formerly contained in a college catalog is now found in the appropriate sections of our Website and updated regularly.

### **Results**

#### *6R1. Measures of Student, Administrative, and Organizational Support Service Processes*

We use measures of support service processes that can be considered as generally traditional – they are the same as those that have been traditionally used across the country. Those measures related to students include enrollments, retention, probation, housing retention, Noel-Levitz surveys, and graduation rates. Financial measures include accounts receivable and the Kansas Set Off Program, which provides a method to access state employees or Kansas residents that are due an income tax refund, can be garnished if they owe HCC money. Our computerized Track-It program provides measures for IT and Maintenance. Finally, we are proud of our facilities and annually prepare a program of facility enhancements, which are then tracked as a measure of our commitment to providing a safe, clean, and appealing learning environment.

#### *6R2. Performance Results for Student Support Service Processes*

Performance results on student support service process are obtained from Noel-Levitz survey results, utilizing data collected by student services for students on probation, lost scholarships

from Fall to Spring semesters and by tracking the number of students graduating from Spring to Spring and the number of students retained from Fall to Fall.

	Probation	Lost Scholarships	Academic Dismissals
Fall 2010	25%	23%	7%
Fall 2009	19%	26%	7%

Student Housing Retention

	Males	Females	Total
Fall 2008	241	164	405
Spring 2009	201	133	334
Fall 2009	266	178	444
Spring 2010	217	154	371
Fall 2010	256	198	454
Spring 2011	205	148	353

6R3. Performance Results for Administrative Support Service Processes

Performance results can be monitored through the number of Track It tickets and subsequent response time of IT and Maintenance. The number of, as well as the amount of, receivables turned into the state set-off program and collected. The fiscal management of the business office is evaluated by an unqualified opinion from external auditors. An unqualified opinion from external auditors has been received for the last 15 years. An unqualified opinion is issued when the independent auditor believes the college's financial statements are sound, and free from material misstatements.

External companies are also used to assess our current position and establish a baseline for future progress. In 2006, the College had an external company – ISES -- evaluate our campus facilities. Table 6.2 shows those areas that were deemed unsatisfactory or poor. The last column of the table shows the year those areas were upgraded or renovations made.

Table 6.2

Building	Component	Rating	Renovation/Updates to date
Irvin Hall	Roof	Poor	2010
	Windows	Unsatisfactory	2009
	Heating/Ventilation	Unsatisfactory	2009
	Code	Poor	2009
Administration	Roof	Poor	2009
	Heating/Ventilation	Poor	2009
Field House	Floors	Poor	
	Fire Alarm Systems	Poor	2010
	Code	Poor	2010
	ADA	Poor	
LSU	Ceilings	Poor	2010
	Code	Poor	2009

Math/Science	Fire Alarm Systems	Poor	2009	
Yost	Roof	Poor	2007	
	Ceilings	Poor		
	Fire Alarm Systems	Poor		
Campus Apts	Heating/Ventilation	Poor	2008 continuous upgrades	
	Fire Alarm Systems	Poor		
	ADA	Poor		
Ellis	Floors	Poor	2008	
	Partitions	Poor		
	Ceilings	Poor		
	Elevators	Poor		None
	Plumbing	Poor		
	Fire Alarm Systems	Poor		
Heritage	Fixed Equipment	Poor	2009	
	Fire Alarm Systems	Poor		
Rubeti	Fixed Equipment	Poor	2009	
	Fire Alarm Systems	Poor		
Maintenance Bldg	Fixed Equipment	Poor		
	Fire Alarm Systems	Unsatisfactory		
	ADA	Poor		
Maint Bldg #2	Roof	Poor		
Stadium Center	Fire Alarm Systems	Unsatisfactory		
	Code	Unsatisfactory		
Campus Utility Infrastructure	Streets & Drives	Poor	2010	

6R4. Use of Information and Results to Improve

A five year rolling facilities plan is used to plan and budget for future campus improvements and renovations. This plan was used to prepare HCC's application to the Kansas Board of Regents for use of Postsecondary Education Infrastructure loan funds for deferred maintenance. The loan program was initiated by the State of Kansas from the results of ISES study at Kansas higher education institutions. The College received \$970,000 in year 1 and \$241,100 in year 2 in interest-free loan money. The loans are to be repaid over an eight year period. The College was able to renovate the following on campus areas:

- Culbertson Auditorium renovation and sound system
- Cafeteria and lounge renovation (25%)
- Administration Building HVAC and entryway
- Allen Field House fire safety system
- Library renovation and repairs
- Math/Science Building renovation and fire systems
- Irvin Hall HVAC, windows, roof replacement and structural improvements
- Yost Hall furnace replacement

The program was designed as a five year interest free loan program for higher education institutions in Kansas. However, due to the economic conditions in the State of Kansas, the

loan program has been discontinued. HCC was fortunate to have projects identified to be eligible to receive the loan funds in the first two years.

Another example comes from the results of the Noel Levitz survey. Students at the Technical Center ranked Admissions/Financial Aid as second highest to Instructional Effectiveness, so in 2010, the College added a full-time position of Admission Representative/Financial Aid Counselor to the staff at the Technical Center location.

**6R5. How Results Compare**

The Noel-Levitz Student Satisfaction survey is used to measure the importance of the services we offer to students as well as compare the student’s satisfaction with our services to national results. Table 6.3 presents a sample of the questions asked on the survey and the comparison results.

Table 6.3

	Highland			National			Mean
ITEM	Import	Satis/SD	Gap	Import	Satis/SD	Gap	Difference
Most students feel a sense of belonging here.	5.61	5.34/1.43	0.27	5.49	5.31/1.37	0.18	0.03
Faculty care about me as an individual.	5.84	5.48/1.36	0.36	5.97	5.38/1.40	0.59	0.10
Security staff are helpful.	5.15	4.53/1.68	0.62	5.56	4.95/1.57	0.61	-0.42
My academic advisor is approachable.	6.11	5.63/1.52	0.48	6.22	5.41/1.60	0.81	0.22
Library resources and services are adequate	5.60	4.73/1.65	0.87	6.13	5.60/1.36	0.53	-0.87
Financial Aid Counselors are helpful	6.01	4.67/1.95	1.34	6.07	5.04/1.67	1.03	-0.37

**Improvement**

**6/1. Recent Improvements**

Based on communication needs that were identified in employee discussions, a full-time staff member was hired to assist in collecting and monitoring maintenance calls on campus.

As shown in 6R2, housing retention has improved from Fall to Fall and slightly from Spring to Spring semesters. Additional housing has been purchased and built that provides single bedrooms that have been more attractive to students and increased our retention in housing

The Crisis Team and the use of the Scottie Alerts system has enabled the College to prepare and be responsive in a potential crisis situation and alert our students and staff about inclement weather conditions and other pertinent information.

Most of the improvements discussed have taken place on the main campus and have addressed specific issues related to student retention. Fire safety issues are system-wide and are reviewed yearly by the Kansas Fire Marshal. Other improvements include the upgrade, renovation, and expansion of facilities at our Perry, Holton, and Atchison sites.

The campus recently received a Student Support Services Grant (Title IV) to address the specific needs of at-risk students.

The campus Master Plan and our Strategic Plan guide improvements for Supporting Institutional Operations. These documents are reviewed often and revised as necessary. Facilities are renovated and new building is done as funds become available.

#### 6/2. Specific Processes to Improve

In addition to utilizing the campus Master Plan and our Strategic Plan to select specific processes to improve, our culture is driven by the need for credit hour growth and to deliver a high quality education at an affordable cost. The Board of Trustees, with recommendations from the Administrative staff, identifies areas of expansion and improvement needed to continue delivery of courses and programs to our students. Of primary concern is that our processes make the most efficient use of state funding, student tuition, and local taxpayer dollars.

A formal method is in place for the development of Action Team Projects and Improvement Projects to support the delivery of a high-quality, affordable education. The Projects grow from an identified need for specific processes to be improved and are then reviewed by the Strategic Planning Council to assure that resources are used in an appropriate manner and are aligned with the College mission, vision, and strategic goals.

**CATEGORY SEVEN:  
MEASURING EFFECTIVENESS**

**Processes**

*7P1. Supporting Instructional and Non-Instructional Programs and Services*

On the institutional level, the College has identified key instructional and non-instructional goals and objectives in its Strategic Plan. That plan includes key performance indicators for each objective and the means of assessing each of those. These explicit goals and indicators provide a clear means to assess the overall performance of the College.

HCC collects data for required state and federal reports, as well as the College Board reporting program and the National Community College Benchmarking Project (NCCBP). Data on student performance is collected from placement testing, on course grade books, and student attendance, and from exit tests such as CAAP, WorkKeys, and other exams taken in our technical programs. Other data are collected per requests by faculty, administration, and the system used by the Business Office – Management Accounts Payable and Payroll System (MAPPS) – for its financial records. Reports are readily available through Vista Views and Microsoft Access on our PowerCampus data system. Group and individual training and on-going contact with staff are used to assure that data is entered and maintained accurately on campus and across HCC Centers. For instance, the VP for Student Services and the IT Director recently met with the Regional Coordinators and other users of PowerCampus to discuss ways of reducing data entry errors

HCC has purchased software (iDashboard) for sharing real-time data among its leadership and the Institutional Research (IR) Director is scheduled for training in utilizing the software. In addition the IR Director provides timely reports whenever they are requested by faculty, administrators, or others and also facilitates the completion of required state and federal reports. CAAP results are reported to faculty annually at a regularly scheduled faculty meeting and are also made available on our Intranet. In a recent employee survey, respondents indicated a lack of awareness of available data, which suggests the need to increase our deliberateness with regard to sharing data.

*7P2. Supporting Planning and Improvement*

The Strategic Plan is the primary structure we use for selecting data and performance information for planning and improvement. After identifying key goals and objectives, the SPC selects key performance indicators for each objective. [See Strategic Planning Goals and Objectives – 2010-2011] Those are reviewed annually by the SPC. Data related to these Goals and Objectives is selected and reported to appropriate stakeholders. For instance, a set of Performance Agreement goals and indicators are established according to Kansas Board of Regents mandate, upon which we report annually. For the 2011 report, go to the College Web site at [www.highlandcc.edu](http://www.highlandcc.edu), click on Why HCC?, then General Information, and then Accreditation. Routine reports are made to the Board of Trustees, including all expenditures and financial transactions, major facilities issues, and student enrollment, retention, and graduation data. Faculty receive reports from student ratings of instruction, as well as budgetary, recruitment, and scholarship reports. Technical Program Advisory Councils receive data about program activities and student performance that informs their discussions.

### *7P3. Collection, Storage, and Accessibility of Data and Performance Information*

Most of the data needs are somewhat “built-in” as described above in 7P2. As departments and units have needs for more or different data or data organized or presented differently, they contact the IR Director, who produces the needed data or works with staff to collect it. Faculty, staff, President’s Staff, and SPC meetings offer opportunities for employees to ask questions that might require the collection of new data or specific analysis and/or distribution of existing data.

### *7P4. Analyzing Data and Information*

The SPC conducts an annual SWOT analysis, reviews proposals and reports from Improvement Project Teams, and conducts an environmental scan to assess progress toward the Strategic Goals and Objectives. Various committees and teams analyze data for a variety of purposes. For instance, the student services staff continually examines recruitment, admission, and retention data as a way to evaluate their own processes. The Course Schedule Team works with drafts of semester schedules and suggests revisions that will better meet student needs and maximize use of classroom and lab facilities.

### *7P5. Comparative Data and Information Needs*

The SPC identifies needs for comparative data and information through its strategic planning process. We use the NCCBP, IPEDS, ACT, CAAP, Noel-Levitz, and Student Satisfaction reports for comparative information on those respective items. We attempt to identify peer comparison groups that are similar to HCC, such as other community colleges in rural areas. This is a current working project within KAQIP, the organization of Kansas colleges using AQIP. In general, we find most of what we need through already-established systems like CAAP, SSI, CCSSE, NCCBP, and the US Department of Education College Navigator.

### *7P6. Data and Goal Alignment*

At this point, program-level analysis of data happens almost exclusively in technical programs and about Regional Center activities. All of these analyses relate to the goals and objectives in our Strategic Plan. Major data analysis efforts come directly from Strategic Plan monitoring and environmental scanning. The analyses are shared through the SPC, which has representation from across the institution.

### *7P7. Timeliness, Accuracy, Reliability, and Security of Information System*

The IR Director has responsibility for assuring that state (KSPSD, KBOR) and national (IPEDS, NCCBP, College Board) reports are filed in a timely manner. Other employees, such as the VP for Finance and Operations and Registrar, have responsibility for other reports being accurate and reliable.

As part of these processes, some data entry items, such as student status, are specifically checked and discrepancies identified and corrected before submission. IPEDS, NCCBP, and KSPSD systems have internal mechanisms that flag potential errors and require correction

and/or explanation. Kansas Board of Regents staff work closely with HCC staff to assure that data is correctly entered into their database systems.

All of our stored data and server settings are backed up every night to a hard drive system (called Network Attached Storage or NAS). Full data and system backups are run every weekend and incremental backups run nightly during the week. This information is then duplicated again to a tape drive backup system. Every weekday morning the previous night's tape is removed from the tape backup hardware and stored in a fireproof safe. Our full campus student database (stored using Microsoft's SQL Database Server) is backed up on a nightly basis. Our e-mail information is backed up separately every night as well.

Our server/data infrastructure and network availability are monitored by several different operations monitoring software systems. The monitoring software programs that we use send e-mail and text messages to the IT Network Administrator and other members of the IT team in any situation of loss of connectivity, system problems and alerts, or any degradation of network or server infrastructure availability. These monitoring software programs check (in 2-5-minute intervals) many facets of our network and data infrastructure and send alerts to us if any issues are discovered. Our data center is backed up around the clock (24/7) by a battery backup system that notifies us if any losses of power or power irregularities occur.

## **Results**

### *7R1. Measures of Performance and Effectiveness of Information System*

There are built-in measures in our interactions with external agencies such as the US Department of Education, KBOR, Council on Occupational Education (COE), Perkins, and various other groups that require regular reporting. The reporting demands require that we produce reasonable data, which is then available for us to use to monitor and improve our performance in data collection and organization.

Perhaps the single most important use of our information and knowledge management system is in preparing an annual report for the Kansas Board of Regents in September of each year. That report is now the basis for our state funding each year. It consists of eleven different reports varying from 2314 individual data inputs to 304,954 inputs. This year's report totaled 882,031 inputs. In addition to the accuracy issues within each report, the state's computerized analysis also crosschecks for consistency between reports. This annual reporting process is one of the key measures gauging the accuracy and effectiveness of our information management system. KBOR staff members have been extremely helpful and cooperative in reviewing information to assure that HCC maximizes its funding status.

### *7R2. Evidence that System for Measuring Effectiveness Meets Needs*

The data we are collecting allows the SPC to assess progress toward our Strategic Goals and Objectives. We are able to complete all required reports, continually exploring changes in how we collect, code, and store data to facilitate better accuracy and ease of reporting.

### *7R3. How Results Compare*

Based on interactions with our peers in the state and region, and the feedback from KBOR, we are keeping up with our processes for measuring effectiveness. We collect the same information as do our peers and have the same challenges -- for instance, understanding and being able to affect the intangibles that influence student persistence (prior academic preparation, economic and social factors).

## **Improvement**

### *7/1. Recent Improvements*

Over the past several years, we have made several improvements related to measuring effectiveness, including the following: set up annual review and analysis by SPC; established a process for ensuring matchup between individual program/work unit goals and organizational goals and mission; purchased iDashboards software with permanent license and accessibility for all stakeholders; and identified Common Learning Outcomes for our students and employees. Our processes and results address every area of our Strategic Plan.

### *7/2. Specific Processes to Improve*

Vice-Presidents for each of the three primary components of the College structure continually evaluate their programs to determine effectiveness. Through COE reporting, each of the programs at the Tech Center submits a review annually in which many facets of program performance are analyzed. The annual review by SPC evaluates institutional progress toward College goals/objectives, identifies which objectives have been accomplished, and proposes/selects new goals/objectives. Each of these has specific performance indicators.

The annual reporting process listed in 7R1 has revealed some inconsistencies in our data processes, especially in regard to student status: first-time, high school, returning or transfer. In response to that, the VP for Student Affairs has decided to restrict data entry to a smaller number of staff and provide in-depth training for those staff members.

The Director of Institutional Research conducts a check on that specific item each semester and advises involved personnel when it appears that data has not been reported properly. An example would be when multiple entries are made for one student, with that student's status conflicting with previous semester status.

**CATEGORY EIGHT:  
PLANNING CONTINUOUS IMPROVEMENT**

**8P1. Key Planning Processes**

HCC's key planning processes center on our Strategic Planning process. All other institutional planning is a component of that process.



The appraisal of our first portfolio identified strategic planning as a Strategic Issue. Subsequently, our former strategic planning process was reviewed. One of the important lessons learned through our Action Projects was the value of outside assistance on key issues, so we sought an external consultant to assist us with our strategic planning process. Through happenstance, that consultant turned out to be the chair of the appraisal team for our first portfolio, so he was very aware of our planning process needs. He was also very aware of the direction HLC was headed with this Category; consequently, the resulting plan was constructed to address issues related to Planning Continuous Improvement.

A team of representatives of College stakeholders worked with the consultant for a year and developed a Strategic Plan. That team is now called the Strategic Planning Council (SPC), and continues to refine both the strategic planning process and the Strategic Plan.

Shared with the entire College, the Strategic Plan provides a framework for planning at all levels of the College. Goals and objectives within the Strategic Plan are achieved through the planning done at the departmental level, and departmental planning is aligned with the Strategic Plan through the appropriate vice president.

#### *8P2. Short- and Long-Term Strategies*

Short- and long-term strategies are determined within the strategic planning process. Once goals are determined during each planning cycle, objectives are set for each goal and strategies selected to accomplish those objectives. Some strategies are determined at the SPC level, others by the department(s) directly involved in achieving the objective(s). For example, Goal 1 of the Strategic Plan is to Ensure Viability. There are five objectives for this Goal: funding sources, credit hour enrollment, program review, utilization of facilities and services, and operational efficiency. SPC identified current funding sources and possible strategies to influence those sources. Credit hour enrollment strategies were determined by the Enrollment Management team.

#### *8P3. Key Action Plans*

Key action plans are developed on two fronts: assignments from SPC to existing teams/departments to support goals and objectives within the Strategic Plan and creation of Action Project teams to address critical needs.

The SPC is responsible for developing action plans/strategies to accomplish its yearly goals and objectives. The HCC Strategic Plan is developed based on the budgetary cycle – goals and objectives are determined in March, in time that any needed resources can be included in the institutional budget planning process that begins in June. Once the goals are established, decisions are made on strategies and assignments to accomplish those goals and the objectives within those goals.

Most goals in the Strategic Plan are addressed by existing work units within the College. However, some necessitate the formation of an Action Project team, generally formed from across the institution. Those teams are charged with the responsibility and provided support for the successful completion of the Action Projects.

#### *8P4. Aligning Planning Processes, Organizational Strategies, and Action Plans*

As noted in 8P3, coordination and alignment of institutional planning processes, organizational strategies, and Action Projects is accomplished through the work of the Strategic Planning Council and its annual processes.

#### *8P5. Performance Targets*

Once the goals are determined for the annual Strategic Plan, the SPC immediately starts to determine the objectives necessary to accomplish those goals, data needs are determined and measures are selected for the activities needed to achieve those objectives, responsible parties are identified, and performance targets are set. With some goals, work units may provide needed information.

#### *8P6. Strategy Selection and Action Plans*

When the SPC determines its annual goals, part of the discussion – both within the SPC and within department-specific strategies – deals with the resources needed to accomplish those strategies.

As noted in 8P3, the strategic planning cycle is constructed in alignment with the budgetary planning cycle. Consequently, allocation of current resources is an integral part of the decision-making dealing with the selection of goals, objectives, and activities: are resources available now and will they be in the future to support the accomplishment of those goals?

When the SPC determines its annual goals, objectives are subsequently determined, as are the strategies needed to accomplish those objectives. Thus, strategy selection is linked to the action plans. Part of the discussion, both within the SPC and within departments assigned strategies, deals with the resources needed to accomplish those strategies.

In addition to the work of the SPC, all College employees are encouraged to submit an Individual Action Project (IAP) to help further institutional initiatives. Anyone who initiates an IAP must complete a form outlining the nature of their Project and identifying who is responsible for its completion. That form contains a section on the resources needed to accomplish the Project, which is a prime consideration in the approval process for the IAP.

#### *8P7. Risk in Planning Processes*

The Strategic Planning cycle includes an analysis of strengths, weaknesses, opportunities, and threats (SWOT). An assessment of the relative risks involved in accomplishing the goals established for the ensuing year is included in that analysis. This SWOT analysis is an integral part of the annual strategic planning process. Within the context of a natural Midwest conservatism in resource allocation, risk issues are assessed and addressed accordingly.

#### *8P8. Addressing Changing Requirements*

The concept of an SPC was formulated with the idea of nurturing faculty, staff, and administrator capabilities by encouraging participation from throughout the College. While it is always difficult to ensure an inexact experience, opportunities for enhancing faculty, staff, and administrator leadership and communication capabilities are inherent in the Strategic Plan because of the membership of the SPC.

It is made clear to all members of the SPC that theirs is, at the minimum, a participative role. They are expected to interact and be active in all discussions. They can also step forward to assume leadership roles. This expectation comes in a supportive environment where no put-downs are allowed and voting is a very conscious and conspicuous process utilizing red

(stop/no/disagree), yellow (cautious yes/neutral), and green (proceed/yes/agree) cards. Participation in and communication from the SPC then provides the entire campus community with a basic understanding of direction and actions underway, thereby serving as a base to address any issues in the future.

## Results

### 8R1. Measures of Effectiveness

After reviewing information previously collected and analyzed from The Docking Institute Report, the National Community College Benchmarking Project, and The IDEA Center data evaluation, it was determined that other measures would need to be gathered to measure the effectiveness of our continuous planning.

Beginning in Fall 2010, after the first full year of Strategic Plan implementation, all faculty and staff were asked to complete a survey to help the SPC evaluate the knowledge and understanding campus stakeholders had about one segment of the new Strategic Plan – use of the Improvement Project Team (IPT) Review Process and its work.

In addition to IPTs, there are Individual Action Projects (IAP). An SPC subcommittee reviews IAP and IPT submissions to ensure resource allocation, integration with the strategic plan, and with the vision, mission, and goals of the College.

The student population was administered the Noel-Levitz Student Satisfaction Inventory (SSI) in Fall of 2010. We have longitudinal information from 2006, 2008, and 2010.

Other data used to measure effectiveness are credit hours generated, head count reports by location, program completion, graduation rates, retention data, transfer information, dismissal, and measures required by KBOR and the TEA.

### 8R2. Performance Results

About 40% of the staff who answered the IPT Review Process survey indicated that they were involved in the IPT process. Sixty percent felt the process was about the same as the previous structure.

SSI results

Credit hours generated

Head counts by location

Program completion

Graduation rates

Retention data

Transfer information

Dismissal

KBOR measures

TEA measures

### *8R3. Projections or Targets for Strategies and Action Plans*

Other projections and targets are related to the Noel- Levitz SSI, for which we have an action plan for any item with a gap score above 1.0.

We have targets for increasing credit hour enrollment and head count at the Perry, Wamego, and Atchison Centers as well as maintaining enrollment at all locations.

There are established performance targets with each KBOR Performance Agreement goal, IPTs, and IAPs, which all tie back to the Strategic Plan, comprising a Plan, Do, Check, Act cycle of continuous improvement.

### *8R4. How Results Compare*

As of this report, we have not compared the performance results of our Planning Continuous Improvement processes with those of other higher education organizations.

### *8R5. Evidence that System is Effective*

We will execute the completion of the IPT Review Process survey each fall semester to identify areas for improvement of the process. We have baseline data to use for comparison.

A Climate Survey was administered in Spring 2011 and will be repeated each spring to establish an ongoing measurement of the College climate. The data will be used to drive the Plan, Do, Check, Act model of improvement.

## **Improvement**

### *8/1. Recent Improvements*

The creation of a strategic planning process guided by the SPC is the most significant improvement in the College's Planning Continuous Improvement activities.

Coming out of that creation was another significant improvement – the reduction of the number of standing and working committees on which employees were asked to work. The reduction of standing committees allows employees to focus on work that has been determined to be central to College operations. A major component in the reduction of standing committees was introducing the concept of allowing employees to pursue projects they are passionate about, individually and collectively. Employees create Improvement Project Teams (IPTs) designed to pursue those passions and submit proposals to the SPC in which they describe the scope of the project, including its alignment with the Strategic Plan.

Even though the new strategic planning process was a significant improvement, as work proceeded on the second portfolio, it became apparent that many employees were not aware of what was entailed in the Strategic Plan. Consequently, the Plan (as well as the Mission and Vision statements) was posted throughout the College and was included on screen savers made available to all employees.

*8/2. Specific Processes to Improve*

Creation of the Strategic Planning Council and implementation of the Strategic Plan has provided the framework for selecting institutional processes to improve. The strategic planning process identified six primary goals on which to focus. During the initial phases of the first Strategic Plan, employees discovered the value of process maps. Consequently, process mapping is becoming an integral part of planning.

Each of the six Strategic Plan goals has objectives designed to help achieve the goals and strategies to accomplish the objectives. During the monthly SPC meetings, the goals, objectives, and strategies are discussed and actions taken are reviewed. During those discussions, specific processes needing improvement are identified and responsibilities made clear to address the improvements needed.

**CATEGORY NINE:  
BUILDING COLLABORATIVE RELATIONSHIPS**

**9P1. Relationships with Educational Organizations**

HCC creates and builds relationships with the educational institutions and other organizations from which the college receives its students. Eight key collaborative relationships have been identified, all of which are directly related to the College mission. Those key relationships center on our educational, coordinating, and economic partners.

**KBOR** – the Kansas Board of Regents is the legislated coordinator of Kansas community colleges

- The HCC Academic Affairs office, through the processes of HCC's C & I committee, collaborates with KBOR staff regarding the College's Master Course List, and course and program creation and modification

**USD's** – the unified school districts in our service area are the primary providers of our students

- HCC has numerous articulation agreements with area high schools that support the Kansas Career Pathways in the following academic areas: 38 human services, 19 agriculture, 25 business, and 37 early childhood education
- Admission representatives visit local high schools and meet with high school counselors, principals, and support staff. Additionally, they remain in contact via phone calls, email campaigns, social media, and mailings
- Informational Financial Aid Workshops are presented at local high schools
- HCC hosts a College and Career Fair as well as attends local College and Career Fairs and College Planning Conferences
- High school students can visit campus or a Regional Center and get a tour, visit with instructors and current students, and learn about courses and programs
- HCC staff serve on advisory boards for high schools and establish articulation related to Kansas Career Clusters
- Contacts are prioritized according to which schools are our best "feeder schools." Feeder schools are the schools that typically have a large number of students enrolled at HCC. In evaluating our efforts and planning activities, we look at not only number of students enrolled, but also the number of seniors at that school and the percent who enroll at HCC
- Regional Coordinators provide placement testing (ACT Asset Test), conduct enrollment days for concurrent credit classes, provide basic academic advising, and give presentations on the benefits of attending community college
- WorkKeys testing is provided by the HCC Technical Center for those students entering technical programs. High school students may enroll in classes part-time during their regular school hours as a junior or senior

**Area Colleges and Universities** – these institutions are the primary receivers of our AA, AS, and AGS students, and also provide some reverse transfer students

- We work closely with local colleges and universities on course transfer guides
- Several 2+2 Agreements have been established with our HCC Online Program

**Area Businesses** – our AAS and certificate students are hired by these businesses and the businesses also provide members of our Program Advisory Councils

- Businesses work with HCC to advise us on the latest industry trends, seek training, and form cooperative relationships
- Business and Industry people serve on our Program Advisory Councils
- Local businesses provide materials for students to study and develop a trade, and/or provide internship opportunities, and send employees for specialized technical training
- HCC provides specialized training to local businesses and meeting/classroom space within the Region

**Economic Development** – the College has a strong history of involvement with local economic development efforts across our nine-county service area.

**Community and Profession Organizations** – the College plays a key supportive and participative role in the community and profession organizations.

- Work Keys testing is given to local Adult Learning Centers so students may earn Kansas WorkReady certificates
- We provide testing to local Alternative Schools
- HCC employees are members of local Chambers of Commerce, helping sponsor and host receptions and open houses
- We work closely with Kansas Grape & Wine industry in conjunction with HCC's Viticulture Program
- HCC provides Adult Basic Education in local communities and GED testing for Northeast Kansas GED Programs

#### *9P2. Relationships with Educational Organizations and Employers*

HCC creates, prioritizes, and builds relationships with educational organizations that depend on the supply of students and graduates through 2+2 Programs, HCC Block Party (campus), Articulation Agreements, and College Planning Conferences. Relationships with employers are created, prioritized, and developed through our Allied Health Program, Early Childhood Education Program, Program Advisory Councils, instruction, lectures and internships, and Career Fairs.

#### **Area Colleges and Universities**

- HCC offers several 2+2 programs with four-year colleges and universities, allowing students to take classes at HCC before completing their degrees elsewhere. These agreements are reviewed on a regular basis.
- HCC maintains transfer agreements with 17 colleges and universities (more in progress), facilitating students' opportunities to continue their education. Each of these agreements is established and reviewed with each participating college or university by the Assistant Dean for Student Services.
- HCC hosts a College Planning Conference every Fall on the Highland campus to which four-year colleges and universities are invited.

#### **Area Businesses**

- HCC hosts a Block Party on the campus the first week of school and invites all area businesses to participate. These businesses are encouraged to talk with students about what they have to offer. This event is a great opportunity to introduce students to Highland and its area businesses.

- HCC's Allied Health Program works directly with area businesses, providing the needed training and courses requested by each business. Continued contact is maintained with each business, including nursing homes, assisted living centers, and hospitals.
- HCC serves on local business advisory boards to provide and receive feedback on academic offerings, potential training opportunities, and ways to facilitate cooperation between the business and the College.
- HCC also relies on local business people as guest speakers in courses and to provide work and internship opportunities.
- HCC hosts a Career Fair every spring for HCC students and local high school students interested in specific career fields; a committee of HCC employees asks businesses to participate to share knowledge of their business or profession with students.
- HCC partners with Employers Resource Council Resource & Referral, which provides customized child care referrals, professional development, and resources for early childhood professionals by providing early childhood education courses.

### 9P3. Relationships with Organizations that Provide Services to Students

HCC creates, prioritizes, and builds relationships with organizations that provide services to our students in several ways.

- HCC partners with SER Corporation, a Kansas-based not-for-profit specializing in helping Kansans, in offering the Migrant and Seasonal Farmworkers Program, a nationally directed program created by Congress in response to the chronic seasonal unemployment and underemployment experienced by migrant and seasonal farmworkers. Eligible students must have worked on a farm and received some form of payment for their work. The grant gives them skills to either be able to work full-time or to move away from the seasonal work that is typically found on a farm.
- Students visit four area businesses in the Business Visitation Course. They have a tour of the business and there is a question/answer session about technology, personnel practices, and working environment.
- Guest speakers from the community and local organizations are asked to visit classes to provide insight into their organization.
- HCC hosts a Block Party on campus during the first week of school in the fall and invites all area churches, businesses, and organizations. They are encouraged to talk with students about what they have to offer.
- HCC hosted a campus Open House this Spring. The day consisted of tours given by our students, information stops to talk with faculty and staff, and refreshments in Scottie Pause.
- Health Department Training is given via HCC's Interactive Distance Learning Network throughout the Regional Centers and the Main Campus in conjunction with the Northeast Corner Regionalization Initiative.
- HCC is offering tutoring to the Regional Centers for the first time this school year. Students can connect via Skype with campus tutors by appointment.

### 9P4. Relationships with Organizations that Supply Materials and Services to Organization

The following is a list describing several ways that HCC creates, prioritizes, and builds relationships with the organizations that supply materials and services.

- HCC submits projects for bid or a Request for Proposals (RFP). The College advertises in area newspapers and uses solicited or unsolicited vendor lists compiled in-house to contact bidders.
- HCC also has a Board of Trustees purchasing policy. If a successful experience has been had, we can renew vendors on projects for up to three years without going through a formal bid or RFP process each year. The College may ask for referrals from current vendors to obtain other services.
- The Technical Center hosts a Tool Day at which vendors sell tools to students at discounted rates.
- The Wamego Center partners with a local print shop to provide student packets for classes.
- HCC Online partners with an online bookstore, MBS Direct, to provide textbooks and other instructional materials to online students. HCC Online also partners with The Learning House, an online education partner, providing students with an online distance learning program, support and services.
- Regional Centers partner with local libraries to provide students with needed resources for completing coursework.

#### *9P5. Relationships with Education Associations, External Agencies, Consortia Partners, and General Community*

HCC creates, prioritizes, and builds relationships throughout our nine-county service region by participating in organizations in our communities. These activities allow the College to gain exposure and foster relationships with stakeholders, students, and alumni, which lead to opportunities for business partnerships for employee training, internships, and apprenticeships. Some of the organizations are:

- Chambers of Commerce
- USD Boards of Education
- Economic Development Agencies
- Program Advisory Councils
- Community service organizations such as local food pantries, holiday activities, toy drives, blood drives, and parades.
- Career Fairs
- Concurrent Enrollment program at high schools in our service area
- Booster Clubs at high schools

HCC collaborates with other colleges by participation and membership in:

- Kansas Board of Regents
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Core Outcomes Project
- Viticulture and Enology Science and Technology Alliance (VESTA)
- Phi Theta Kappa
- Future Business Professionals of America
- Kansas Academic Quality Improvement Program (KAQIP)

#### *9P6. Ensuring Partnership Relationships Meet Needs*

HCC assesses the extent to which our relationships meet the needs of our partners by:

- Frequent communication, surveys, and testing
- Technical programs meet annually with an Advisory Board consisting of industry members, educators, and students
- Articulation agreements with high schools are reviewed and renewed annually
- Transfer articulations with four-year universities are monitored and updated annually
- Academic Affairs conducts an in-service with high school teachers who teach our concurrent credit classes each academic year.

#### *9P7. Relationships Between and Among Departments and Units*

HCC's interdepartmental partners meet regularly at all levels.

- The VPs for Academics, Finance and Student Services, and the Executive Assistant to the President meet with the President weekly.
- Full-time faculty meet once per month with the President's Staff as well as independently as a Faculty Association.
- Faculty sub-units meet periodically (i.e. Math/Science)
- Regional Coordinators from across the nine-county service area meet with staff representing financial aid, registrar, admissions, HCC Online, Health Sciences, and technical education 3-4 times per semester
- Full-time faculty serve on two College committees, which leads to crossover and collaboration between committees and teams.
- The entire staff of the College meets at the end of each semester for a recap and awards recognition
- Informal meetings, such as Student Services Coffee Breaks, occur frequently at the Highland campus
- The physical distance between Highland and the six Regional Centers necessitates much e-mail communication and cooperation to ensure that materials are delivered, services are performed, and tasks are completed in a timely manner.

### **Results**

#### *9R1. Measures of Building Collaborative Relationships*

HCC collects measures of building collaborative relationships, both external and internal. (Table 9.1)

Table 9.1

Relationship Measures		
Relationship Type	Relationships	Measures Collected
<i>External</i>	<i>KBOR</i>	<ul style="list-style-type: none"> <li>• Course &amp; program approvals</li> <li>• Master course list numbers</li> <li>• Concurrent Portfolios collected</li> </ul>
	USD's	<ul style="list-style-type: none"> <li>• Admission/Regional visits</li> <li>• Financial Aid workshops presented</li> <li>• College/Career Fairs attended</li> <li>• Campus tours given</li> <li>• Articulation Agreements</li> <li>• High School Enrollment Trends</li> <li>• Asset/Work Keys Testing</li> <li>• Concurrent Enrollment Figures</li> </ul>
	Area Colleges & Universities	<ul style="list-style-type: none"> <li>• Transfer Agreements</li> <li>• 2+2 Programs</li> <li>• Transfer Student Enrollment Figures</li> </ul>
	Area Businesses & Economic Development	<ul style="list-style-type: none"> <li>• Trainings Provided</li> <li>• Job Placement</li> </ul>
	Community & Professional Organizations	<ul style="list-style-type: none"> <li>• Non-credit Offerings</li> <li>• GED course offerings</li> </ul>
<i>Internal</i>	SHINE	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Participant Numbers</li> </ul>
	Formal Committees	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• Participant Numbers</li> </ul>
	In-Services	<ul style="list-style-type: none"> <li>• Participant Numbers</li> </ul>
	Department Meetings	<ul style="list-style-type: none"> <li>• Participant Numbers</li> <li>• Meeting Minutes</li> </ul>

9R2. Performance Results

HCC's performance results in building key collaborative relationships with its *external* partners are as follows:

**KBOR**

- HCC currently has over 1000 active courses approved through KBOR and nearly 300 additional inactive courses approved. New program approvals include Online Medical Coding, Associate Degree in Nursing, and Viticulture.
- Collected 175 concurrent portfolios in 2010.

**USD's**

- In 2010 there were over 650 visits to area USD's
- Twenty-five Financial Aid workshops were presented
- HCC attended and participated in 37 College/Career Fairs

- From August 2010 to January 2011, over 300 Campus/Regional tours were given. In addition, over 150 students attended the campus Junior/Senior Day.
- HCC has articulation agreements with all 32 high schools in our service area.
- In 2010 over 1000 students were administered the Asset Test and over 160 students were administered the WorkKeys Test.

#### **Area Articulated Colleges & Universities**

- HCC currently has 17 transfer agreements and 3 pending.
- HCC Online currently has two 2+2 programs in place with Brescia University and Midway College.

#### **Area Businesses & Economic Development**

- In 2010, computer training was provided to Hiawatha Hospital. The training had 49 participants and included three classes.

#### **Community & Professional Organizations**

- From 2008-2010, HCC had 495 GED students. Of those students, 362 had educational gains and 169 were GED completers.

HCC's performance results in building key collaborative relationships with its internal partners are as follows:

#### **Formal Committees**

- HCC currently has 22 formal committees that meet monthly. Each committee is comprised of 5-20 employees.

#### **In-Services**

- HCC schedules in-services throughout the school year. These in-services are comprised of faculty and staff as well as adjunct and concurrent faculty.
- Additionally two in-services are scheduled for all employees in December and May. In 2010, the December in-service had 160 participants and the May in-service had 140 participants.

#### **9R3. How Results Compare**

Currently HCC does not compare performance results of our Collaborative Relationships with other higher education organizations or organizations outside of higher education.

#### **Improvement**

##### **9/1. Recent Improvements**

As the initial work on Results is completed in this category, HCC has created a baseline set of data from which comparison and analysis can be conducted to achieve institutional improvement in the future. Having identified the relationships that the College currently has forged, HCC can now focus on any deficiencies or oversights regarding the needs and demands of the College and its stakeholders.

9/2. Specific Processes to Improve

As part of a Strategic Plan objective to increase involvement with community organizations, upper administration of HCC has informally given local-level supervisors, especially regional coordinators, the flexibility to forge collaborative relationships at the local level. That freedom has allowed for a wide variety of relationships to be built, as evidenced above. By identifying those relationships in this portfolio, the College can now compare what is being done in an apples-to-apples fashion from one area of the College to another. Successes and deficiencies can now be identified and action taken to rectify any opportunities.

**Index to the location of evidence  
relating to the Commission's  
Criteria for Accreditation  
found in Highland Community College's  
Systems Portfolio**

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**Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

**Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.**

- The Mission Statement updated and adopted by the Board of Trustees in 2010 clearly states the significance of the College's history, a commitment to lifelong learning, and the role of the College in its community. [Overview]
- The organizational commitment to Common Learning Outcomes was established with the identification of these outcomes for students and employees alike through an Action Project in 2011. [1P1]
- A strategic plan process was developed as the result of the appraisal of our first portfolio in 2007. The initial Strategic Plan under this process was developed in 2009 which identified six institutional goals, the objectives needed to meet those goals, and the strategies designed to accomplish the objectives. That document is updated annually and serves as the "north" on our compass. [5P1]
- In addition to the printed Mission and Vision Statements in the College catalog, Web site, Student Handbook, and other materials, HCC leaders communicate mission, vision, values, and expectations at the semester in-services, regular staff meetings, and through daily interaction. [5P7]

**Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

- The Mission Statement includes the concept that the College "provides lifelong learning opportunities." We chose not to mention specific student demographics as we have such a range of students with a wide range of goals, from a one-year certificate in welding to a pre-med transfer student. Similarly, our activities in our nine-county service area vary greatly depending on local needs, thus our mission is to "contribute to economic development to enhance the quality of life in the communities we serve." [O1]
- The College is committed to prepare students to live in a diverse world. Our new Common Learning Outcomes refer to human diversity in two of the outcomes: Respect Others – Show respect for other people and be open to perspectives different from your own... and Work Effectively on Teams – Contribute productively...as part of a team that may have members who are different from you in some significant way. [1P1]
- For some positions, announcements are posted throughout the nation to promote a more diverse faculty and staff. Many vacancies are posted more locally in the neighboring towns and cities and in the appropriate professional publications. [4P3]

**Core Component 1c. Understanding of and support for the mission pervade the organization.**

- All new employees given a New Employee Orientation and a copy of the HCC Personnel Policies Manual that includes the College Mission material. [4P4]
- Adherence to the College Mission is central to the Strategic Planning Process. [5P1-5P3]

- After discussing Mission materials annually with the Board of Trustees, the President's Staff is responsible for sharing updates and changes with the rest of the College community. [5P1, 5P8]

**Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.**

- Effective leadership from Board of Trustees and administration, as well as a model of inclusive decision-making characterized the development of the Strategic Plan and the on-going continuous improvement process that is guided by the Plan. [5P1, 5P2]

**Core component 1e. The organization upholds and protects its integrity.**

- HCC upholds and protects its integrity through transparency of data and processes within and external to the institution through regularly publicized open meetings and published minutes. [5P7]
- Recently, HCC conducted a very inclusive process that involved all institutional employees and the Board of Trustees to identify Common Learning Outcomes that will apply to both students and employees. [5P8]

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**Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.**

**Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**

- HCC uses the Strategic Planning Process to prepare for our future, coordinating our annual review of our goals and objectives with the budgetary cycle, thus integrating resources acquisition and allocation discussions into the yearly process. [8P3]

**Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

- Although HCC, along with all of the other institutions in Kansas, has undergone significant cuts in state funding, we have continuous to thrive by strategically targeting areas for growth and developing strategies to achieve our goals, e.g., increases in enrollments in our online programs have off-set some decreases in other sectors. [8P5, 8P6]

**Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- The College has a variety of strategies to measure effectiveness across the variety of our programs and operations. Many of these strategies relate to one or more of the agencies to which we report annually, including the US Department of Education, the Council on Occupational Education, and the Kansas Board of Regents. [7R1]

**Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

- HCC's Strategic Plan, which forms the basis of all other planning, was developed from the foundation of our Mission and Vision statements and we continue to use those statements as our guide as the Plan is annually reviewed and enhanced. [O] [8P1]

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**Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

**Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- For both our general education courses, which are used primarily for transfer to four-year institutions, and for our technical programs, learning outcomes are stated clearly. [1P1-1P2]

**Core component 3b. The organization values and supports effective teaching.**

- The expectations of faculty at HCC are outlined in the Master Contract for full-time faculty, including the process of evaluation and feedback from administration and from students and for regular professional development. For adjunct faculty, the evaluation process is described in a Adjunct Handbook and a Concurrent Handbook for Instructors, and systems are in place for feedback and professional development. [1P11]
- Each of our Tech Programs has a Program Advisory Council that works with faculty and administration to assure that our programs are up-to-date, relevant, and that our standards for learning are appropriate. [1P13]

**Core component 3c. The organization creates effective learning environments.**

- HCC has a variety of learning environments in which students pursue a variety of education and training goals. Within our strategic plan, we set specific goals related to ensuring that each of those settings has the equipment and materials that are necessary of effective teaching and learning. [6R3, 8P3, 8P6]

**Core component 3d. The organization's learning resources support student learning and effective teaching.**

- Through several systems through which we seek input from faculty, students, staff, and other stakeholders, the College continually monitors both the effectiveness of our learning resources and the perceived satisfaction in the support services that we offer. We attempt to address identified deficiencies through "local" action plans and through the strategic planning process. [1P11, 1P13, 1P18]

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**Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

**Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

- At HCC, we have systems in place to assure that each student has a chance to succeed. These systems and services include placement testing and appropriate assignment to developmental classes, when indicated; tutoring and advising designed specifically for non-majority and first-generation students; required first-semester orientation class to assist in the transition to college; required second orientation for students on academic warning after their first semester; tutoring for students in the foundational courses; scholarship groups and an honor society that both nurture the academic and personal growth of our best students; support services for students with identified disabilities. [1P10, 1P16, 1I1, 2P6]
- The College provides professional development opportunities to faculty and staff and financial support to those who want to seek further professional training or education outside of HCC. [4P8, 4P9]

**Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

- In addition to the knowledge and skills required by our many technical programs, we have a set of broad general education goals that our students need to prepare them to transfer to four-year programs. [1P17]

**Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- Our new Common Learning Outcomes refer to respect for other people and openness to different perspectives and the ability to work in teams that might include people who are different from us in some significant way. The outcome “Be Competent in Your Work” includes the ability to know an area of work and the expectations which, in a global economy, encompass multicultural understanding. [1P1]

**Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- In our Student Handbook, we clearly state our policies about ethical behavior related to use of information and knowledge. [1P6] Our Common Learning Outcomes – which apply to both students and faculty/staff – prescribe that we Act Responsibly by meeting our commitments and being accountable for our own professional behavior and performance. For faculty especially, professional behavior includes the standards for ethical academic inquiry. [1P1]

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**Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

**Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

**AND**

**Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- Because our Board of Trustees is elected in the county and we have Program Advisory Councils for each of our technical programs, which consist mainly of professionals and business leaders, we have ample opportunity to stay in touch with our constituents and communities. The staffs at our Regional Centers and at our Technical Center are members of the local Chambers of Commerce and other community groups. In addition, through concurrent credit classes in high schools in our nine-county service area and regular meetings with superintendents, we stay in continuous touch with the needs of our educational partners. [2P1, 2P4, 2P5, 9P1]

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- Through the contacts and collaborations described in 5b above, HCC continually monitors its relationships with key constituent groups. [9P5, 9P6]

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- HCC applies a variety of measures to continually assess our effectiveness with our collaborative partners, both internal and external, and with the communities in which we operate. [9R1, 9R2]