

AY		2020-2023 HCC STRATEGIC PLAN GOALS AND INITIATIVES	
<i>Entire Plan Begun in AY 20/21, Items Listed In Chronological Order Per Topic</i>			
<i>Criterion = Blue bar, Core Component = Dark Gray, Subcomponent = Light Gray</i>			
CRITERION 1. MISSION The institution's mission is clear and articulated publicly; it guides the institution's operations.			
1.A. The institution's mission is articulated publicly and operationalized throughout the institution.			
		1.A.1 The mission was developed through a process suited to the context of the institution.	
		1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.	
	21/22	Review and update Highland Community College mission and related statements	
		1.A.3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.	
		1.A.4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.	
		1.A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities	
	22/23	Monitor marketing ROIs and evaluate how students hear about us to improve marketing strategies.	
	20/21	Utilize marketing and the HCC Foundation to help promote and potentially fund Strategic Plan goals.	
	22/23	Develop collaborative partnerships with other institutions of higher education and secondary education to broaden opportunities for students in the service area	
	20/21	Revive cross departmental Diversity and Inclusion Team to include faculty, staff and students, Share College value statement on Diversity, Inclusion and Equity	
1.B. The institution's mission demonstrates commitment to the public good.			
		1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.	
		1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	
		1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.	
	20/21	Engage business and community partners (in Diesel Tech and Precision Ag) to grow and expand facilities and offerings to students (Ag Grant)	
	21/22	Expand Early Childhood Education in the technical setting to reach SB155 eligible students	
1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.			
		1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.	
	20/21	Require each of the academic scholarship areas to offer regular student engagement opportunities within their areas.	
		1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.	
		1.C.3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.	
	20/21	Develop policy/procedure for peaceful protest and assembly	
CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT The institution acts with integrity; its conduct is ethical and responsible.			
2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.			
		2.A.1. The institution develops and the governing board adopts the mission.	
		2.A.2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.	
16/17	20/21	Implement training to align with Title IX compliance reviews	
16/17	20/21	Title IX, CARE, and Student Conduct Teams receive appropriate training and support for continued implementation of Federal Compliance associated with Cleary Act, VAWA, Campus Save, Association of Student Conduct, and National Behavior Intervention Team.	
16/17	21/22	Provide Professional Development/Training for all employees including adjuncts.	

	22/23	Organize policies, convert to electronic format, and make available to all employees.
	21/22	Create/update faculty, staff, and student handbooks so all are current.
	20/21	Personnel applications moved to electronic format
2.B. The institution presents itself clearly and completely to its students and to the public.		
		<i>2.B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.</i>
	22/23	Update live tuition and fee calculator for the HCC website.
		<i>2.B.2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.</i>
	21/22	Continue improvement of website accuracy/usability
	21/22	Clearly present program opportunities by location and delivery method in media releases
	20/21	Enhance career services opportunities for students across HCC. (Career Placement and Student Employment webpage exists but promotion needed.)
2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.		
		<i>2.C.1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.</i>
	20/21	KACCT Training for Board members
		<i>2.C.2. The governing board's deliberations reflect priorities to preserve and enhance the institution.</i>
		<i>2.C.3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decisionmaking deliberations.</i>
	21/22	Implement an annual review of board actions and summary at each June meeting, categorize decision making
		<i>2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.</i>
		<i>2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.</i>
	22/23	Review and update Highland Community College Board bylaws and policies.
2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.		
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.		
		<i>2.E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.</i>
		<i>2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.</i>
17/18	20/21	Use centralized data in Maxient to develop targets to increase campus safety, decrease plagiarism, and enhance campus climate.
		<i>2.E.3. The institution provides students guidance in the ethics of research and use of information resources.</i>
	21/22	Analyze data on integrity issues by course and implement education/preventative measures to implement to deter or counter dishonesty.
		<i>2.E.4. The institution enforces policies on academic honesty and integrity.</i>
	21/22	Add academic integrity module to Library orientation or College Success class to educate students
CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT The institution provides quality education, wherever and however its offerings are delivered.		
3.A. The rigor of the institution's academic offerings is appropriate to higher education.		
		<i>3.A.1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.</i>
		<i>3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.</i>
	22/23	Develop/revise documentation that supports the method in which the institution determines program levels, e.g., Bloom's Taxonomy of Learning Domains or other methodology or framework.
		<i>3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</i>
	22/23	Launch Comprehensive Assessment Program including Course-level and Program/Gen Ed-level Assessment for each Gen Ed Division and Technical Program in rotation.
	20/21	Implement new Online Platforms (Canvas) to have one system on and off campus, reduce cost for students, ease and consistency for instruction

	3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to cl
	3.B.1. <i>The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.</i>
	3.B.2. <i>The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</i>
22/23	Enhance student development by offering activity and classroom programming (topics need to be identified, consider adding financial literacy and life skills, can wrap into Non-Academic Program Review)
	3.B.3. <i>The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.</i>
20/21	Develop campus programming and training to address cultural diversity issues relevant to today's world
	3.B.4. <i>The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.</i>
	3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
	3.C.1. <i>The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.</i>
22/23	Create opportunity for visiting faculty to attract recent graduates interested in community college teaching
	3.C.2. <i>The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.</i>
	3.C.3. <i>All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.</i>
	3.C.4. <i>Instructors are evaluated regularly in accordance with established institutional policies and procedures.</i>
	3.C.5. <i>The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</i>
21/22	Value, support, and encourage professional development activities to include conference attendance, presentation, and research for faculty and staff. Increase funding for PD once financially possible.
	3.C.6. <i>Instructors are accessible for student inquiry.</i>
	3.C.7. <i>Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.</i>
21/22	Explore potential student services partnerships in physical and mental health areas.
	3.D. The institution provides support for student learning and resources for effective teaching.
	3.D.1. <i>The institution provides student support services suited to the needs of its student populations.</i>
20/21	Evaluate Student Services positions and structure/restructure for the evolving needs of the college
	3.D.2. <i>The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</i>
	3.D.3. <i>The institution provides academic advising suited to its offerings and the needs of its students.</i>
21/22	More rigorous advisor training and understanding of degree requirements, transferability, and recommended class choices.
21/22	Create an advising syllabus.
	3.D.4. <i>The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).</i>
22/23	Identify and implement research-based, best-practice active learning instructional techniques within selected courses and determine measures for assessing student learning outcomes for these activities.
	CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT The institution demonstrates responsibility for the quality of its educational programs, learning environments and support ser
	4.A. The institution ensures the quality of its educational offerings.
	4.A.1. <i>The institution maintains a practice of regular program reviews and acts upon the findings.</i>
21/22	Identify, develop and implement a web-based tool for assessing student perception of teaching effectiveness.
22/23	Continue to improve the academic program review process inserting benchmark reports to provide evidence that recommendations are implemented.
	4.A.2. <i>The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.</i>
	4.A.3. <i>The institution has policies that ensure the quality of the credit it accepts in transfer.</i>

	20/21	Implement Master Course Outlines for all general education courses.
		4.A.4. <i>The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</i>
		4.A.5. <i>The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</i>
		4.A.6. <i>The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.</i>
	21/22	Craft and implement a Student Exit Survey and take appropriate actions to address any concerns raised.
		4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
		4.B.1. <i>The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.</i>
		4.B.2. <i>The institution uses the information gained from assessment to improve student learning.</i>
		4.B.3. <i>The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.</i>
	22/23	Establish methods of institutional-level assessment of student performance of the Shared Performance Expectations across all modalities. Course competencies mapped to the SPEs on the Master Course Outlines can form the basis of this evaluation.
		4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.
		4.C.1. <i>The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.</i>
		4.C.2. <i>The institution collects and analyzes information on student retention, persistence and completion of its programs.</i>
		4.C.3. <i>The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.</i>
	20/21	Implement focused Athletic Advising as a component to retain students and increase completion rates, hire a dedicated Athletic Advisor for campus
		4.C.4. <i>The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their Determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</i>
	22/23	Develop and implement a useable data dashboard to include internal and external benchmarks.
CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its education		
		5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.
		5.A.1. <i>Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.</i>
	20/21	Strategic Planning process to include athletics, instructional, student support, foundation, technical education and Board of Trustees
		5.A.2. <i>The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.</i>
	20/21	Administer a nationally normed employee climate survey (CESS) and develop process to implement systematic change from the survey data.
16/17	20/21	Develop a Gen ED/CTE Collaboration Council to improve integration between general ed and career tech ed programs.
		5.A.3. <i>The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.</i>
	22/23	Conduct an environmental scan to inform the next strategic planning process.
	20/21	Engage more stakeholders in planning and college activities - Board, HCC Foundation Board, faculty, staff, students, and community members.
		5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.
		5.B.1. <i>The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.</i>
	21/22	Strengthen hiring approach and improve practices in defining qualifications for jobs.
	21/22	Formalize and publicize Employee Onboarding and develop New Employee Orientation Process to include a formal mentoring system for faculty and staff.
		5.B.2. <i>The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.</i>
		5.B.3. <i>The institution has a well-developed process in place for budgeting and for monitoring its finances.</i>
	20/21	Develop Standard Operating Procedures for payroll, budgeting, etc.

		<i>5.B.4. The institution's fiscal allocations ensure that its educational purposes are achieved.</i>
	20/21	Implement budget initiatives that support adequate numbers of staff members and competitive and equitable salary packages.
	21/22	Develop a campus wide, transparent budgeting process that supports the strategic plan.
5.C. The institution engages in systematic and integrated planning and improvement.		
		<i>5.C.1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.</i>
		<i>5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.</i>
	21/22	Implement a non-academic program review process (co-curricular assessment) and establish benchmarks for comparison year over year.
	22/23	Develop learning outcomes for non-academic programs and develop process for assessment of achievement of those learning goals.
		<i>5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</i>
	21/22	Utilize alumni network to survey alumni on Highland experience and value added to achieving educational goals.
		<i>5.C.4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.</i>
	22/23	For the purpose of improving maintenance and condition of student housing, develop a long-range plan for campus apartment maintenance.
		<i>5.C.5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.</i>
	21/22	Engage architecture services to develop a Facilities Master Plan Document
		<i>5.C.6. The institution implements its plans to systematically improve its operations and student outcomes.</i>
	20/21	Now that ERP and Payroll improvements have been made, increase the use of Paycom in the onboarding and benefits process.
17/18	21/22	Upgrade Bookstore Software and Create Online Bookstore Purchasing Portal

RESPONSIBLE	RESULTS	NOTES	REFERENCES
<i>Person, Group, Department, and/or Working Team</i>			<i>SPE's, CCSSE, SSI, Climate Survey</i>
President's Staff, BOT, DOM, VPSS, Academic Deans, IR, HR	In progress		<i>SPEs updated SP22</i>
President's Staff, DOM, BOT, Foundation Academic Deans	In Progress In progress		
President's Staff	In Progress		<i>training provided to staf on schedule for Fall 2022 inservice for faculty</i>
President's Staff, Foundation Academic Deans	Completed In Progress		<i>Ag Grant, Foundation Donors List ECH in Western Center 2021, adding to Wamego Fa 2022</i>
VPSS, Academic Deans			
President's Staff, BOT	Completed		Board Minutes
In Progress			
VPSS	In Progress		Completed at Regional sites SP 2022
VPSS	In Progress		Completed at Regional sites SP 2023
President's Staff			

HR	In progress		Canvas shell developed/inservice for faculty. Staff training at meetings
HR	In progress		Intranet updates/Canvas for faculty
HR	Completed		Paycom
VPSS, IT			
DOM	In Progress		. New DOM June 2022
DOM			
VPSS, DOM			<i>New DOM June 2022</i>
BOT	Completed		Board Minutes
President	<i>In progress/ongoing</i>		<i>Most recent update June 2022</i>
President's Staff, BOT	In Progress/Ongoing		Board Minutes
VPSS, Academic Deans	<i>in progress</i>		
VPSS, IR	<i>in progress</i>		
VPSS, Academic Deans			
Academic Deans	In progress		See assessment
Academic Deans	<i>In progress</i>		<i>Gen Ed/Institutional/course level cycle completed. Tech Ed to start Fall 2022</i>
Academic Deans, IT	Completed		

changing environments.			
Academic Deans			
President's Staff	in Progress		
HR, Academic Deans			
President's Staff			<i>Award Bruning and Bauer awards</i>
VPSS			
VPSS, HR	Completed		Job Descriptions, Record of Hires
VPSS			<i>Director of Advising developing</i>
VPSS			
Academic Deans			
vices, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.			
Academic Deans, IT, DOM, IR			
Academic Deans			

Academic Deans	In progress		
VPSS, DOM			
Academic Deans	In progress		Assessment Academy work with HLC
VPSS, AD	Completed		
President's Staff, IR			
ditional offerings, and respond to future challenges and opportunities.			
President's Staff	Completed		
President's Staff, IR			
Academic Deans			Will be implemented with Tech Ed assessment 22/23
President's Staff, IR			cross functional task force implemented end of SP22.
President's Staff, BOT, DOM, VPSS, Academic Deans, IR, HR			
President's Staff, BOT, DOM, VPSS, Academic Deans, IR, HR			
HR, Academic Deans			
VP Finance, HR	In Progress		

President, VP Finance, HR			
VP Finance			
President, VP Finance	in progress		co-curricular assessment with HLC assessment academy
President Staff, VP Finance	in progress		co-curricular assessment with HLC assessment academy
Alumni, Foundation, IR			
BOT			Housing renovations in progress with many happening Summer 22
BOT, Foundation			
HR	Completed		Paycom
VP Finance	Completed		Website