HIGHLAND
community college

AQIP Systems Portfolio
November 2007

Highland Community College
Institutional Portfolio
November 2007

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Institutional Overview

O1 – Distinctive Features

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 149th year of providing higher education opportunities to the people of Northeast Kansas. The College has traditionally prepared students to continue their studies at baccalaureate institutions. Studies conducted at the Regents universities in Kansas show that students who begin their college careers at HCC and then transfer do as well or better academically as all other students who transfer to those universities and those who start there.

Approximately 2,800 students are enrolled on the main campus or through one of our six regional locations in our nine county service area. HCC offers Associate degrees in 50 concentration areas and has 15 programs that are technical education degrees. The main campus is located in a small, rural Northeast Kansas community surrounded by agricultural land. The main campus has 18 apartment-style housing units, including a living/learning center for Fine Arts students.

Governance The College is governed by a six-member Board of Trustees comprised of residents of Doniphan County, where the College is located, who are elected to 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. KBOR was reconstituted by legislative action in 1999 to include coordination of the state's 19 community colleges and 12 technical schools. Prior to 1999, Kansas community colleges and technical schools were under the auspices of the State Board of Education, which governs the state's K-12 system. The 1999 change was designed to implement a seamless system of higher education in the state.

Mission The mission statement adopted by the Board of Trustees in 1997 includes purposes of the College and goals and objectives to accomplish those purposes. The goals and objectives address many of the questions raised in the AQIP Categories.

MISSION STATEMENT
OF
HIGHLAND COMMUNITY COLLEGE

Highland Community College, the first college in Kansas, promotes lifelong learning by efficiently providing educational opportunities for our students, our employees, and our Northeast Kansas constituents.

In addition, the Mission Statement includes the *Purpose of the College* that includes four Goals and Objectives that are included in 1C1 and 2C1.

Following the adoption of this Mission Statement, administrators urged the Trustees to formulate their vision of what the College should be in the future. The combination of the Mission and Vision Statements allowed the administration to proceed with master planning (strategic and operational) in four key areas: Educational, Enrollment Management, Financial, and Facilities. The original Vision Statement was for five years, was thus called Vision: 2002, and consisted of five vision statements. The master planning that was done in the four key areas was designed to meet the five Vision Statements.
In 1998, the Trustees revisited their Vision Statements, made some additions, and extended those statements into the year 2010. *VISION: 2010* is included in 2C1.

O2. Educational Offerings

HCC offers four associate degrees: associate in arts (35 programs), associate in science (17 programs), associate in applied science (15 programs), and associate in general studies; and one certificate program.

O3. Student Base

In the fall of 2007, HCC served 616 students on its main campus, 395 of whom lived in campus housing units. In addition, 2,193 students were served at the six HCC regional Centers and 33 course delivery sites in the nine counties of Northeast Kansas that comprise the College's service area.

Figure O3.1 Student Base

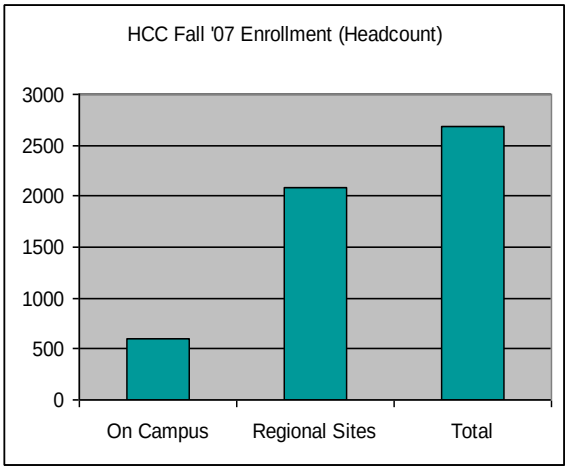


Figure O3.2 Student Base

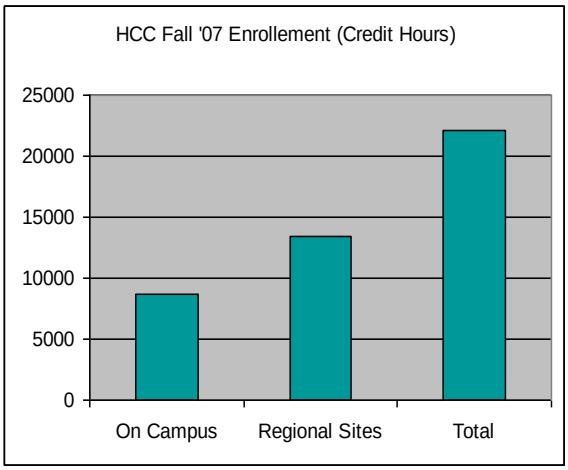
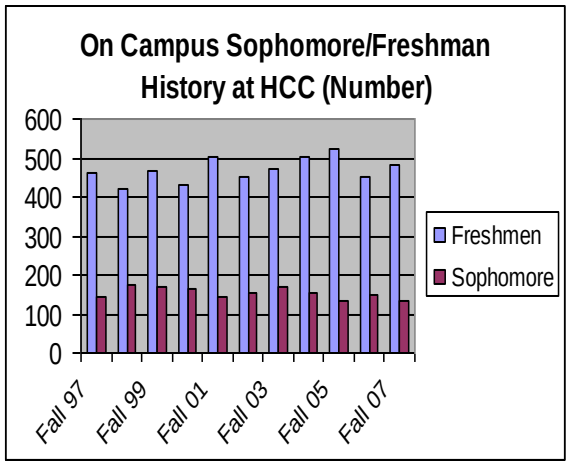


Figure O3.3 Student Base



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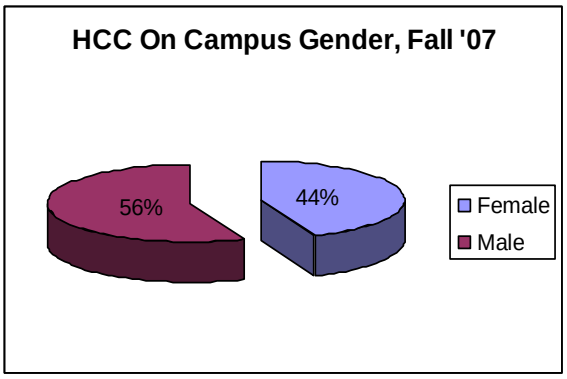
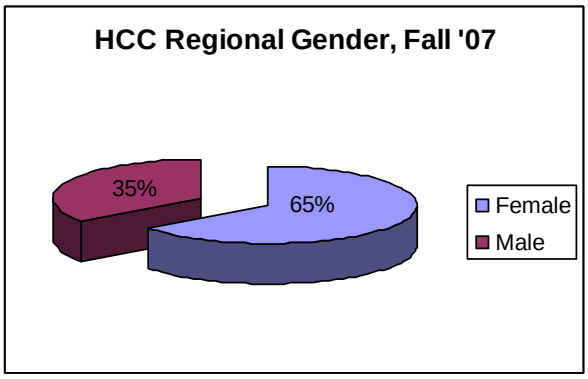


Figure O3.5 Student Base



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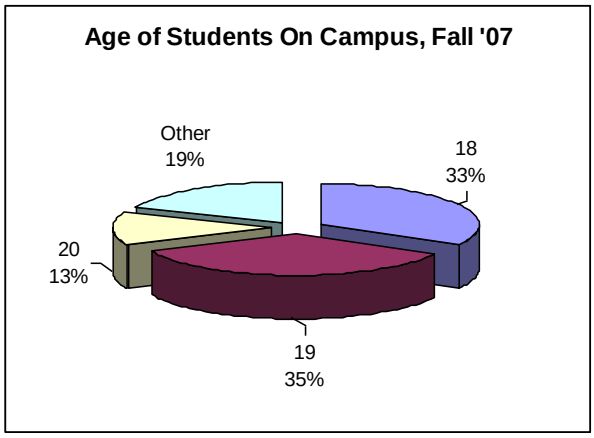

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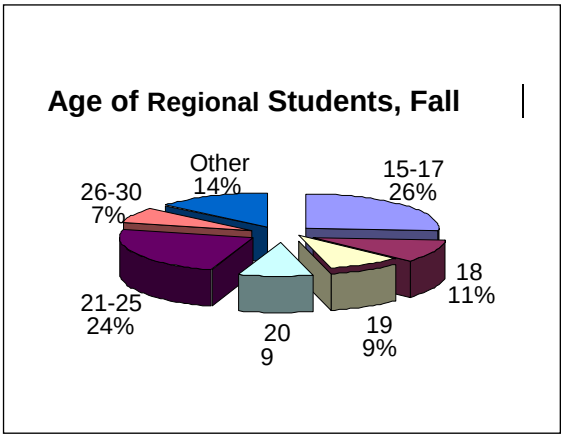
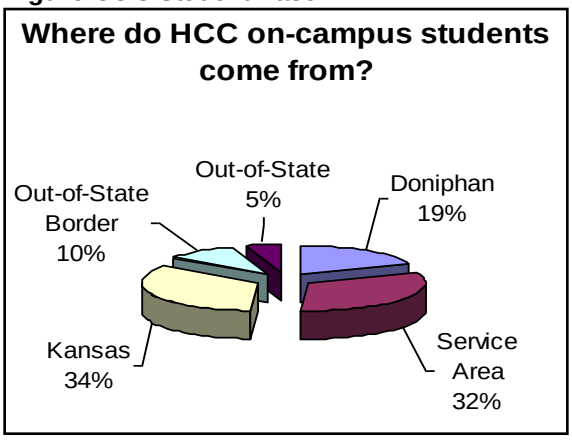


Figure O3.8 Student Base



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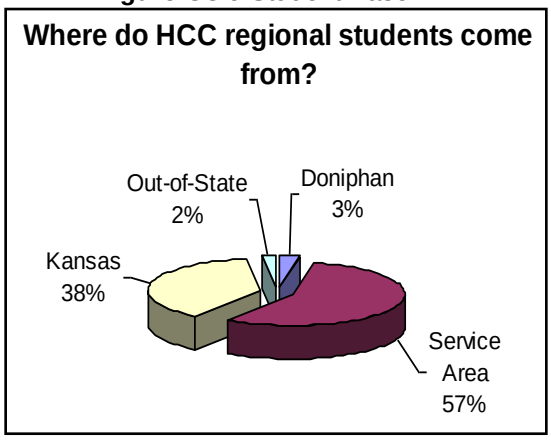
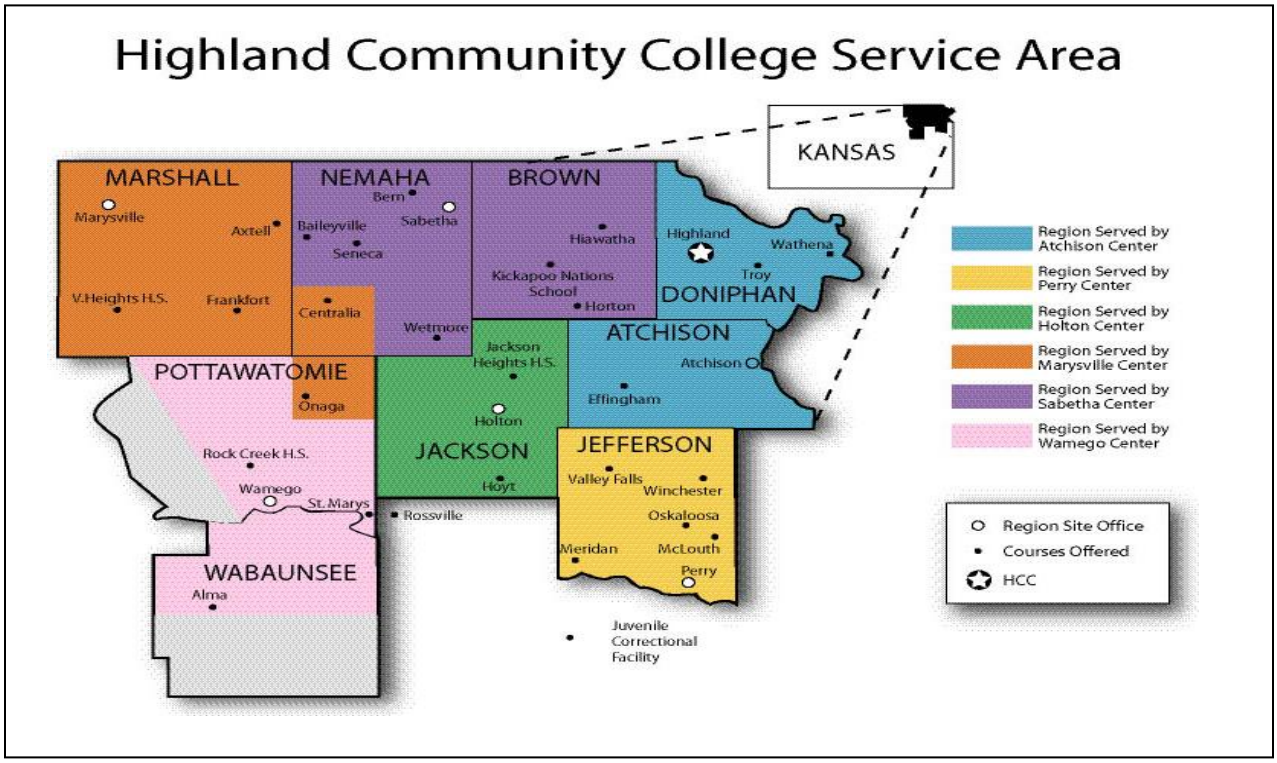


Figure O3.10 Student Base



O4. Collaborations

The primary collaborations the College has are with other educational institutions – with the state's bachelor degree granting colleges and universities to which our students transfer, high schools from which our students come and where we offer concurrent courses, and Northeast Kansas Technical College with which we partner to provide AAS degree programs. HCC also has key collaborative relationships with our alumni, the Kansas Board of Regents, the local economic development organizations, as well as various professional and civic groups.

O5. Faculty and Staff Base

Figure O5.1 Faculty and Staff Base

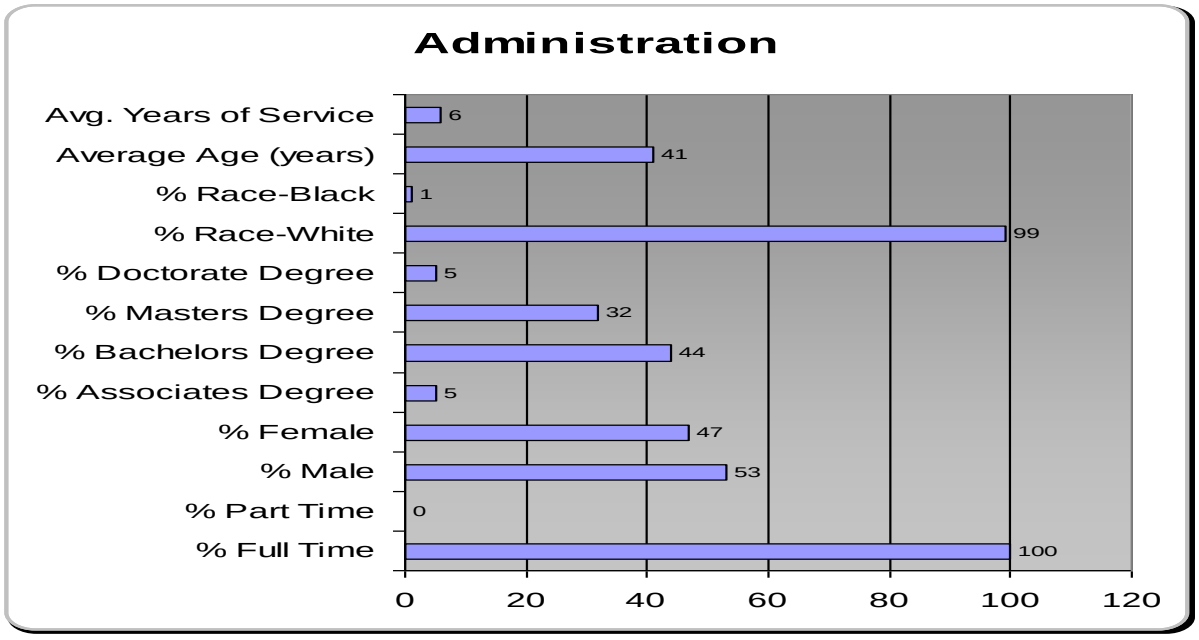
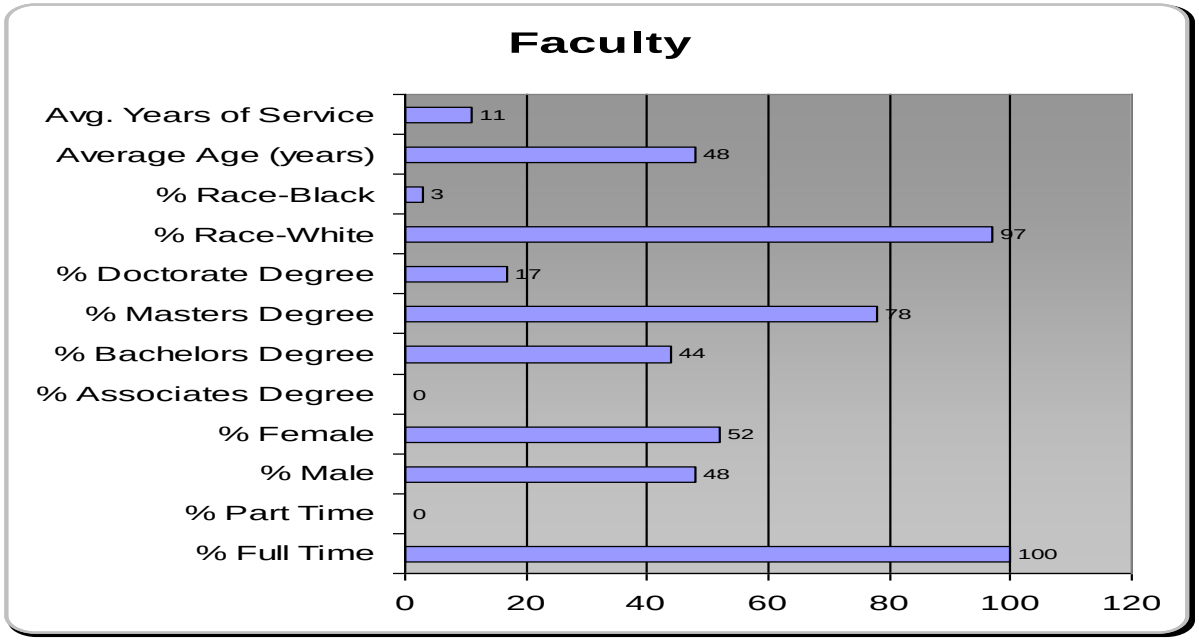
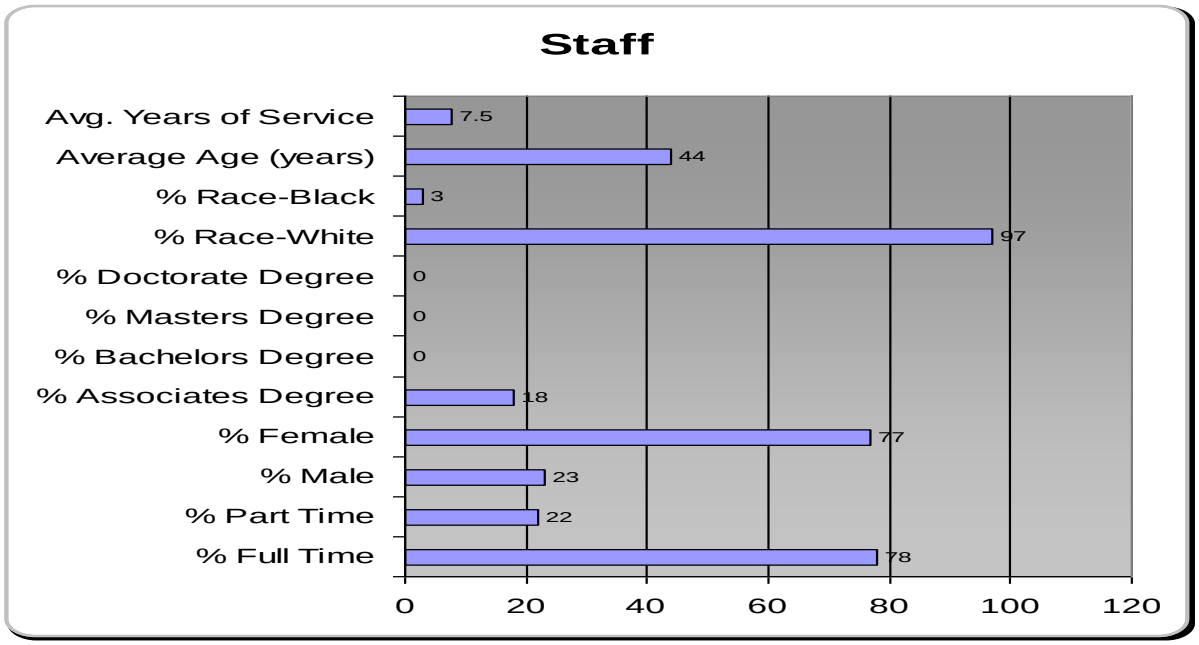


Figure O5.2 Faculty and Staff Base



**In addition, there are over 500 adjunct faculty for which this data has not been collected.*

Figure O5.3 Faculty and Staff Base



O6. Critical and Distinctive Facilities, Equipment, and Technologies

The campus of Highland Community College is composed of nine buildings and athletic fields that sit on just over eight city blocks on the west edge of the city of Highland. In addition to the academic buildings, there are eighteen campus housing units which can accommodate 405 students. Distinctive facilities include the oldest college building not only at HCC, but in the state, and the newest campus building, the HCC Wellness Center, which provides a resource for student, staff, and community wellness needs.

Through a Title III grant, 24 of HCC's 26 campus classrooms have been converted to SMART classrooms. Now in the third year of the grant, much of the original equipment will be transferred to the regional sites as new equipment is purchased for the campus classrooms.

To better serve the students in Northeast Kansas, the College has established six regional Centers in our nine county service area. The regional Centers are located in Wamego, Sabetha, Perry, Marysville, Holton, and Atchison. The establishment of those Centers expressed the College's value of providing instruction in person to work directly with students, as opposed to distance learning. While the College still holds that value, we also recognize the need for distance learning to meet the needs of students who are restrictively place-bound or those with variable schedules. We currently offer several classes over a TELENET II system (can broadcast to up to four locations at one time) and 21 online classes were conducted for the first time in the Fall of 2007.

In addition to its traditional transfer opportunities, the College has been working in collaboration with Northeast Kansas Technical College to provide the associate in applied science degree opportunity to NEKTC students. This collaboration is evidenced by the location of the HCC Atchison Center on the NEKTC campus. In 2002, KBOR directed the Kansas technical institutions to decide by 2009 whether to be stand-alone institutions or to merge with an existing university or community college. HCC and NEKTC are currently working on the details of a merger to be in place by July of 2008.

O7. Competition

HCC is the only public institution of higher education in our nine county service area. There is one private college in our service area and the service area is surrounded by universities and other community colleges which attract students from our service area. While we anticipated higher enrollments as the result of the rapidly increasing tuition rates (almost 50% in the last three years) of the state's universities,

that forecast has not become a reality. The attraction of university life continues to outweigh the cost of that life.

The other competition we are facing is the ubiquitous online provider. We anticipated that our face-to-face approach would provide us with a market advantage, and it does for the student desiring that approach. For those who have grown up online, those who are place bound, and those with time restrictions, online is a market we can no longer ignore, especially when competitors count online enrollments as the one segment of their enrollment that continues to grow. Consequently, the fall 2007 semester saw the advent of our online course offerings. In the near future, the course offerings will be expanded to program offerings.

To offset out-of-state competition, we reduced our out-of-state tuition for those border state students living within 150 miles of our main campus. Those students can now attend HCC at a tuition rate below that of their local in-state college or university.

O8. Key Opportunities and Vulnerabilities

Two significant programs/concepts are changing the organization of the College: receipt and continuation of a $1.7 million, five year federal grant to develop a program aimed at students needing assistance with basic skills needed for college success, and the introduction of quality improvement concepts to drive our organization. Those programs/concepts have clarified at least four major challenges for the College:

> Over a third of our campus students come to HCC with developmental learning needs – primarily in mathematics, but also in composition and reading. Those needs significantly affect daily classroom instruction.
>
> Like many (most?) college campuses in the Midwest, athletics serve as the front door of the institution. HCC has ten sports; five for men (baseball, basketball, cross country, football, track) and five for women (basketball, cross country, softball, track, volleyball) that attract between 200 and 250 students each year. While athletics provide significant opportunities for students, they also require significant funds, support, and attention. In addition, many of the student athletes coming to the College are here for the athletics, not to be students. This has negative ramifications for our academic enterprise. It has become clear that while athletics are valued at HCC, they cannot be the tail that wags the dog.
>
> We have a networked computer system, but the administrative software we are using (PowerCampus, an SCT product) continues to provide challenges. Much customization is required at significant cost to get desired reports, and even then, the resulting reports don't always meet our needs. In addition, when customizations occur, other areas of the data base can be affected. Since we have invested hundreds of thousands of dollars in this system, and since reports of other systems are no better than ours, getting PowerCampus to really work for us is a real challenge. Joining AQIP has clarified for us the need and challenge of creating/providing information for data-driven decision-making.
>
> While we have recognized the value of our regional instruction program, we haven't paid as much attention to the differences in the campus and the regional academic enterprise. As we began looking at our processes, it became apparent that the processes needed for the same function on campus and in the region are distinct enough to warrant attention.

Taking advantage of the AQIP option for NCA accreditation is opening our eyes to a whole new way to view ourselves. While it has been exciting, it has also been daunting. We recognize that our challenges in beginning the quality improvement process are not unique, and that we need to learn to walk before we learn to run with these concepts. That makes these concepts no less challenging, and you will see that challenge in the lack of results and improvements in many of the categories. For some category questions, we have yet to even establish processes. Our "hows" do not yet translate into formal processes. We look forward to your feedback as we take the initial steps in our continuous improvement journey.

AQIP Category One: HELPING STUDENTS LEARN

CONTEXT FOR ANALYSIS (C)

1C1 Common Student Learning Objectives

In general, common student learning objectives are taken from the *Goals and Objectives* portion of the HCC Mission Statement. This section of the Mission Statement also addresses the pattern of knowledge and skills expected of HCC graduates:

The College also exists to serve each student. It provides educational leadership to help each individual become a well-informed, responsible citizen and a productive member of society.

Goals and Objectives:

1. This College will offer a general education program designed to help each student better understand himself/herself and his/her relationship to his/her environment:

    a. By providing courses which will enable the student **to better understand the physical environment and the living organisms which inhabit this physical environment**;
    b. By providing courses and experiences which will enable the student **to better understand the psychological, social, political, and economic environment of the world;**
    c. By providing courses and programs which will enable the student **to understand and appreciate art, music, literature, drama, and other aspects of the cultural environment;**
    d. By providing counseling and guidance in choice of courses of study and exploration of student interest and goals.

2. The College will offer an educational program designed to help each student develop his/her abilities and talents:
    a. By providing courses and activities which will **improve skills in oral and written communications and mathematics** which are essential to any career a student chooses;
    b. By providing courses and other opportunities for the student **to develop and display his/her talents in art, music, and drama;**
    c. By providing courses, intramural and intercollegiate athletic competition, and other recreational activities which will enable the student **to develop physical skills**.

3. The College will prepare students to find employment:
    a. By providing guidance and counseling for a student which will **enable him/her to choose the type of work** which suits individual abilities and interests;
    b. By offering two year associate degree programs in pre-professional training **to prepare the student to transfer to other colleges** to complete his/her professional training;
    c. By offering certain vocational and occupationally oriented courses and programs **to equip the student for employment opportunities** following a one or two year program.

4. The College will offer members of the community an opportunity for educational development and cultural enrichment:
    a. By providing basic adult education programs and testing for those who have not obtained their high school diploma;
    b. By providing 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. By providing art shows, lectures, athletic events, musical and dramatic performances for the cultural enrichment of the community;
    d. By providing facilities that can be available for community use, including a learning resource center.

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 held for all 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.

1C2 Aligning Learning with Mission, Vision, and Philosophy

As noted in 1C1, student learning expectations are aligned with the HCC mission through inclusion in the Goals and Objectives portion of the College's Mission Statement. To ensure communication of these expectations to students, faculty include the learning expectations of each of their courses in the course syllabus and first day handout that is required for each course.

For students seeking an AA, AS, or AGS degree, the CAPP Test is used prior to graduation. For those seeking an AAS or in technical programs/Perkins-funded programs, each program has goals and objectives tied to the mission, vision, and philosophy of the College. Reports are done annually on how goals and objectives were met. Some programs have additional industry standardized tests the student completes outside of the HCC environment.

1C3 Key Instructional Programs and Methods

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 completes the initial two years (60+ credit hours) of bachelor degree requirements.

Developmental Courses Since approximately 40 percent of each incoming class requires at least one developmental course, we sought and received a Title III grant to address this student population. The Title III staff is addressing these student needs with a variety of instructional techniques, including computer assisted instruction (CAI) and staff workshops on learning styles.

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

Concerning the use of technology within the formal instructional context, delivering educational programs throughout 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), and Smart

classrooms. One of the Title III initiatives allowed us to make nearly every campus classroom into a Smart classroom. Finally, HCC instructors are supplied with state-of-the-art computers, laptops, software, and technical support.

1C4 Preparing Students to Live in a Diverse Society and World

The College is committed to prepare students to live in a diverse world. To ensure this, cultural diversity topics and goals are included in the materials for classes all students take. Cultural diversity competency and assessment items have been added to Social and Behavioral Science courses. In order to graduate, students must take two Social and Behavioral Sciences courses. Thus, graduates will be exposed to cultural diversity in at least two of the classes they take on campus.

The College recognizes the importance of educating our students to live in a diverse world. Being located in a predominantly Caucasian (almost 95 percent), rural setting, our larger diversity challenge comes in assisting urban students of color in their adjustment to our setting, in addition to the acceptance by local students of their urban classmates. With 28 percent minority enrollment, the College is significantly more diverse than the county in which it is located.

Figure 1.1 Diversity

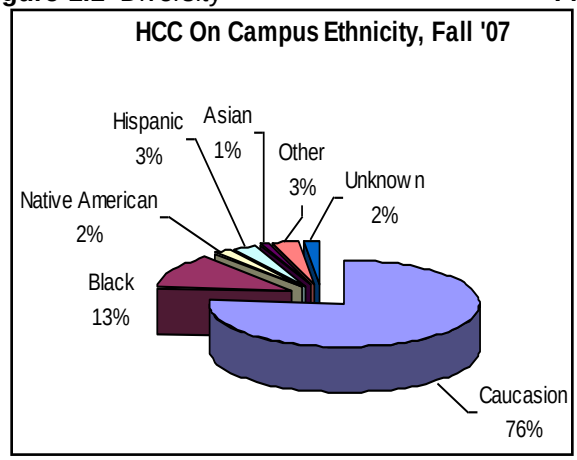
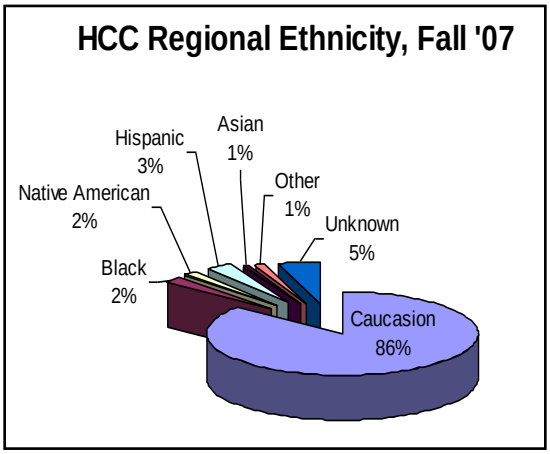


Figure 1.2 Diversity



The College's Title III program has offered a series of Boot Camps to assist faculty in meeting diverse student learning needs, as well as awareness training in cultural diversity. This training has helped ensure that courses are offered in a variety of formats to address different learning styles. These include lectures, laboratories, computer-enhance instruction, Power Points, videos, and Web-enhanced instruction. Math courses are structured so that students can work at their own pace through computer-assisted instruction. The campus also offers distance learning through the TELENET and online courses.

Outside the classroom, College programs address issues other than racial diversity. Housing orientation addresses the challenges of adapting to people of different backgrounds and values. Housing staff use the student development model in solving student problems on campus. There is a diversity component to the annual Student Leader Training conducted prior to each fall semester and Student Activities includes diversity programming throughout the year. In addition, the College has a full time administrator who handles ADA awareness and compliance, thus providing students with a source of information on ADA issues.

Prior to enrollment, students must have minimum ACT scores or complete the Asset Test and/or the Compass Test as the basis for appropriate course placement. To meet developmental needs, HCC has developmental courses in reading, writing, and mathematics. The Summer Blitz program was established in 2004 to address students with developmental needs. Those students are required to complete the Summer Blitz developmental program to ensure that they are ready to take college-level courses prior to

their initial fall semester. Regional students have Coordinators who assist them in accessing the appropriate resources for success.

Instructors receive training and in-service to address the needs of multiple learning types. Each year, instructors complete a Professional Development Plan which includes ways they plan to develop new learning strategies. HCC has made improvement with addressing ADA related issues, including creating a full-time position to work with students with disabilities. Students have more support, more accessibility, and more opportunities to succeed. Technical programs address basic skills with course objectives/competencies. Many students are more comfortable with demonstrated outcomes rather than paper and pencil tests.

1C5 Maintaining a Healthy Campus Climate

Our definition of maintaining a healthy campus climate is helping our students understand the values related to college coursework. These values are communicated and discussed in the Orientation class: on-time and continuous attendance, appearance, participation, timely homework, study time, respect for the instructor and classmates.

As the result of concern on campus with student class attendance and a perceived ambivalent attitude by students on academics, three new policies emerged from campus discussions: a new Attendance Requirement, an enhanced Academic Integrity policy, and a new policy on Classroom Disruptions. The basic philosophy behind these new policies was that the College exists to provide educational opportunities and those opportunities to learn should be celebrated, respected, and preserved. These new policies, which are printed in the College catalog and Student Handbook and are available online, make it clear that HCC faculty and students are responsible for high academic standards at the College, respectful class attendance is part of those standards, and the pursuit of those opportunities should reflect one's own efforts and growth. These policies are included in the first-day handouts of each faculty member.

The enhanced Academic Integrity policy states that *Highland Community College faculty and students have the responsibility to maintain high academic standards. Academic dishonesty by students, which is not limited to cheating, fabrication, plagiarism, or facilitation of academic work, is reason for proper disciplinary action. Students should submit their own academic work. Faculty should not facilitate or leave unreported academic dishonesty by the student.*

The Attendance Requirement opens with the statement that *Students who do not attend at least one session of each course for which they are enrolled, by the end of the second week, automatically will be dropped from that course. Students may be dropped from a course when they are failing the class AND have absences totaling 20% of the class.*

The Classroom Disruptions policy's opening paragraph states, *No acts of disruption in the classroom will be tolerated at Highland Community College. If students are being disruptive, they are violating the rights of others to an educational atmosphere, interfering with the operations of the College, and/or being insubordinate to College authorities.*

PROCESSES (P)

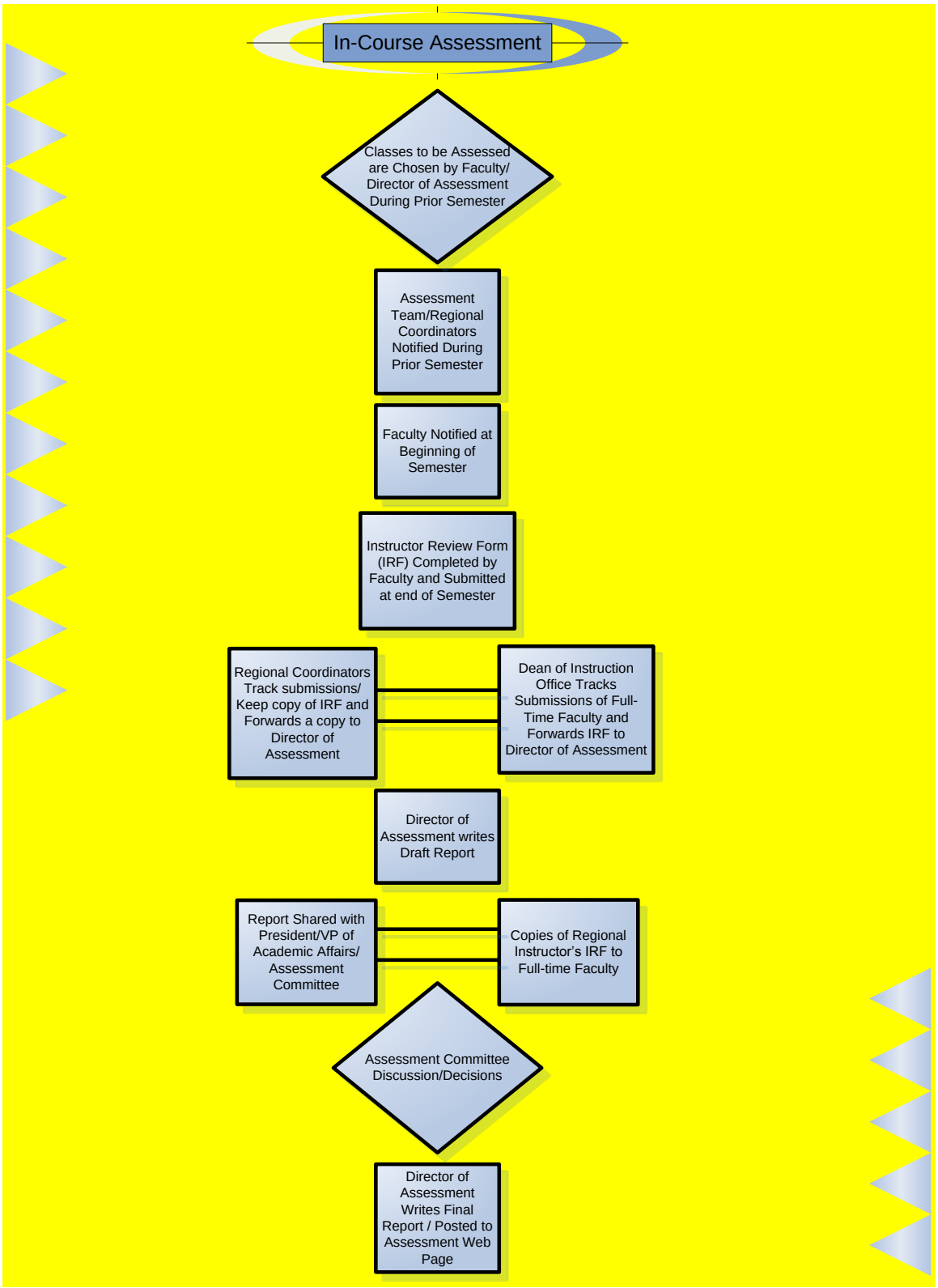
1P1 Determining Common and Program Student Learning Outcomes

Common student learning objectives have been determined by the faculty at large. To ensure common objectives across the state of Kansas, lead instructors from HCC have participated with faculty teaching the same discipline across the state to determine standard course competencies for each course. All instructors whose disciplines have been involved in the Kansas Core Competencies Project have been asked to update their standard course syllabus to reflect the competencies determined by the faculty in the project. They may add any additional competencies. All competencies must also have an assessment measure. KBOR maintains competencies for vocational courses. Pre/post tests are given to determine learning that has taken place.

Because of size and the fact that many academic disciplines have only one or two instructors, HCC has academic groupings instead of traditional departments. For ease of reference, these groupings are called departments. With that arrangement, Lead Instructors at the main campus have been identified in each academic discipline. These Lead Instructors determine student objectives for the discipline's courses and create a standard course syllabus listing those objectives and ways they will be assessed. All other campus and regional instructors teaching courses in that discipline at any site for HCC must adhere to these objectives. Lead and regional instructors meet annually. A part of this meeting is to discuss the standard course syllabus.

Core competencies are indicated by KBOR, as well as Industry Standards for some technical programs. Lead Instructors and/or Program Coordinators participate in statewide dialogue and bring back modifications or changes that need to be implemented. These modifications are made at the discipline level with guidance from the Curriculum & Instruction Team (C&I) and the Vice President for Academic Affairs.

Each semester, designated courses are assessed. All instructors teaching the designated courses are asked to fill out a questionnaire about the competency and assessment items along with changes, budgetary, and training the faculty member feels they need to enhance student learning in that course. The process map for this assessment is on the following page.



1P2 Design of New Courses and Programs

The Kansas Board of Regents (KBOR) has ultimate approval for the design of new courses and programs to facilitate student learning. To that end, KBOR has established guidelines for new courses and

programs, and has granted the right of approval to the College's Curriculum and Instruction (C&I) Team. Anyone wanting to introduce a new program of study at HCC will follow the same guidelines as introducing a new course, and submit their proposal to C&I. The process begins with a discussion with the Vice President for Academic Affairs.

The C&I Team is an advisory team to the Vice President for Academic Affairs. The Team addresses many of the issues associated with academic courses and programs. It revised its Ground Rules/By Laws during the 2005-2006 Academic Year to encompass the KBOR approval guidelines for designing responsive academic programming:

New Course and Course Modification Process

A. When a faculty member has a credit-bearing initiative to be considered for College approval, that individual should discuss the proposed course within the department. The discussion would center on student, program, curricular, fiscal, and personnel requirements for the course. The individual should proceed to the Office of Academic Affairs for the New Course or Course Modification Proposal Form. The individual instructor develops a course syllabus for the course using the HCC course syllabus format. Once this preliminary planning and course syllabus is complete, the information is discussed with the Lead Instructor, Coordinator or Department Chair. If the course is inappropriate for any department to act upon, then it is submitted to the Vice President for Academic Affairs.

B. The Lead Instructor/Coordinator/Department Chair indicates their approval or disapproval, and provides their signature on the Proposal Form. The Lead Instructor/Coordinator/Department Chair also provides supporting documentation for the decision. The Lead Instructor/Coordinator/Department Chair then refers the information to the Vice President for Academic Affairs.

C. The chairperson of the Curriculum and Instruction Team will then place the new/modified course proposal on a Curriculum and Instruction Team meeting agenda for consideration.

The Vice President for Academic Affairs either approves or disapproves the course based upon the action of the C & I Committee and any additional information deemed applicable. The Vice President for Academic Affairs submits the new/modified course on the Master Course List to the Kansas Board of Regents where it is identified as a new/modified course with the approval of the Curriculum and Instruction Team.

The Vice President of Academic Affairs submits the Master Course List to KBOR sixty days prior to each semester, Fall, Spring, and Summer. Any new/modified course must be submitted to KBOR 60 days prior to teaching the course.

This is basically a common-sense approach that can be applied to other processes in the College that facilitate student learning: research, proposal, approval, identification of leadership/resources needed, and implementation. This approach was used through an Action Project to get existing courses offered online.

Research: the Online Action Project team researched the variety of ways to offer courses/programs online.

Proposal: the Action Project team proposed partnering with an external eService company, and, after on-campus meetings with three of these companies, recommended a partnership with Learning House.

Approval: the proposal was discussed and approved in a meeting of the President's staff and then by the College's Board of Trustees.

Leadership/resources: in addition to their current responsibilities, a faculty member was appointed as the director of HCC Online, a regional coordinator became the assistant director, and another regional coordinator became responsible for the online enrollment process. The partnership with Learning House took care of most of the resources needed to implement the program, and the Colleges other processes provided the other resources needed.

Implementation: With all the components of an established total eService solutions company, Learning House guided HCC through its implementation plan, including ten (10) points of service. These services include the development of customized eContent, the leasing of a learning management system (LMS) to host all course materials, a 24/7/365 Tech Support center, faculty and staff training, marketing and advertising initiatives.

1P3 Required Student Preparation

There is now an emerging focus on assessment, analysis, and experimentation at HCC that corresponds to the concept of "institutionally derived, data-driven decision-making". For example, HCC uses standardized assessments for course placement.

All first time students not having an ACT score are required to take the COMPASS/ASSET assessment, which directs them into the appropriate entry-level courses. These scores provide proper placements into English, mathematics, and reading classes as well as furnish data for research. Students enrolled in pre-college level classes will be required to successfully demonstrate mastery of competencies at the pre-college level as a prerequisite for registration in general education courses. Successful completion of prerequisites is required for a student to move to the next level. The COMPASS/ASSET test is administered during designated advising days, orientation, or by appointment. All individual testing appointments should be made with the Assistant Dean of Student Services in the Irvin Hall Resource Center. Students attending regional sites may contact the regional coordinator at that site.

Highland Community College will cover all costs for the first COMPASS/ASSET test. Students will incur a $25 cost per subject for all subsequent tests taken. Students may choose to re-take the COMPASS/ASSET test up to 3 times per subject. A waiting period of 2 weeks between the first and second tests and 6 weeks between the second and third tests must be observed.
Only the Vice President for Student affairs can sign a waiver to authorize enrollment in any of these classes without the appropriate prerequisite. The following chart lists pre-requisite scores required for placement into classes.

Figure 1.3

High School Transcript Placement

Subject	Scaled Score	Course Placement
ENGLISH	Cum. G.P.A. of 2.74 or below	Fundamentals of English (no college credit)
	Cum. G.P.A. of 2.75 or above	College English I

ACT Score Placement

Subject	Scaled Score	Course Placement
ENGLISH	0-17	Fundamentals of English (no college credit) or Placement Test
	18-36	College English I
READING	0-16	Reading Skills I (no college credit) or Placement Test
	17-36	Adequate Reading Skills
MATHEMATICS	0-15	Fundamentals of Math (no college credit) or Placement Test
	16-18	Beginning Algebra
	19-21	Intermediate Algebra
	22-36	College Algebra or higher

SAT Score Placement

Section 1.01 Subject	*Section 1.02 Scaled Score*	*Section 1.03 Course Placement*
VERBAL	0-450	Fundamentals of English (no college credit) or

		Placement Test
	451 +	College English I
MATHEMATICS	0-100	Fundamentals of Math (no college credit) or Placement Test
	101-400	Beginning Algebra
	401-450	Intermediate Algebra
	450 +	College Algebra or higher

Compass Score Placement

Subject	**Scaled Score**	**Course Placement**
WRITING	0-55	Complete a Compass writing sample
	56-100	College English I
WRITING SAMPLE	0-4	Fundamentals of English
	5-8	College English I
READING	0-80	Reading Skills I
	81-100	Adequate Reading Skills
MATH (Pre-Algebra)	0-43	Fundamentals of Math
	44-100	Beginning Algebra
MATH (Algebra)	0-25	Fundamentals of Math
	26-40	Beginning Algebra
	41-60	Intermediate Algebra
	61-100	College Algebra or higher

Asset Score Placement

Article II. Subject	**Scaled Score**	**Course Placement**
WRITING	23-38	Complete a writing sample
	39-54	College English I
WRITING SAMPLE	N/A	Graded and recommendation given by faculty
READING	23-39	Reading Skills I
	40-54	Adequate Reading Skills
NUMERICAL SKILLS	23-39	Fundamentals of Math
	40-53	Beginning Algebra
ELEMENTARY ALGEBRA	23-29	Take Asset Numerical Skills Test
	30-35	Beginning Algebra
	36-45	Intermediate Algebra
	46-55	College Algebra or higher

The course placement procedure is continually reviewed and changes are implemented as the result of department recommendations to the Basic Skills Team and then to the President's Staff.

1P4 Communicating Expectations to Students

Expectations regarding student preparation and student learning objectives are communicated in a variety of methods and mediums.

For prospective and current students:

- Catalogue – hard copy & online
- HCC Web Site

- Program brochures
- Campus Visits/College faculty meet with visiting students
- College Recruiters/Admissions Office/Financial Aid
- Vice President of Student Services – mailings, meetings
- Senior Day/Junior Day
- College Planning Conference/Career Fair

For entering/new students:

- Enrollment Orientation/Housing Orientation
- Freshman Orientation Class

For current students:

- Leadership Camp/Campus Leaders
- GPA's & ACT Scores/ transcripts
- Compass Test or Placement Testing
- Course Syllabus
- CAPP Test
- Tutors – Resource Center
- Advisors/Advisory Councils
- All HCC individuals – Faculty, Staff, Board, Alumni, & Students
- Graduation Check/Degree Sheets with Advisor
- Articulation Agreements
- Grading Rubrics

1P5 Advising and Placement

The College provides many avenues for student to choose programs of study that match their needs, interests, and abilities. Students select programs based on interests from high school, perusing the College catalog, on test scores, through their advisors in the College Success and Orientation where a class period is devoted to looking at career information, individual appointments with advisors, taking interest inventories, having guest speakers in classes, placement with a specific advisor, and conversations with their advisor.

Once students arrive on campus, if they haven't taken ACT or SAT tests, they are assessed through the use of Compass or Asset tests in which we determine placement in developmental classes. Advisors point out, based on scores, extra time the student may need in reaching goals and questionnaires are completed in the orientation class. Faculty and instructors are taught student learning styles as part of in-service and Boot Camp opportunities.

Many of the regional students have a strong idea of which way they want to go. These students are highly focused and averse to being placed in courses they may view as irrelevant. For those who are unsure and open to options, advising the student to enroll in the Career Orientation class gives them the opportunity to complete a learning styles inventory and explore a career area of interest for their project. Career exploration services are available to any student seeking assistance. Discussing interests with students can also put them on the right degree plan path by identifying their goals of a few classes, an associate's degree, or a bachelor's degree plan.

Communication among coordinators, instructors, and students is encouraged. By working together, they can identify students not attending class regularly or those having trouble in the class and then work together to find a solution. Administrators and Lead Instructors observe classes and how the students and instructor interact. Since those classes are fairly small, instructors quickly learn most students' plans, personalities, availabilities, and needs.

1P6 Documenting Teaching and Learning Effectiveness

HCC has a multifaceted method of documenting teaching and learning effectiveness. The Vice President of Academic Affairs conducts faculty evaluations according to the master contract. Additionally, regional

coordinators conduct faculty evaluations of regional faculty. These include classroom observations and written evaluations. Students also provide feedback by completing evaluations of instructors. These evaluations are shared with the faculty members. Annually, faculty write a plan for self-improvement.

The ACT CAAP and WorkKeys tests are given annually, as appropriate. 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. The results of these assessments are shared with the board, administrators, and faculty, and adjustments are then made to courses based on those results.

Every semester, Lead Instructors evaluate one course they are teaching with the Instructor Review Form. All adjunct instructors teaching the same course that semester also complete the form. These are sent to the Director of Assessment. They are summarized, discussed in Assessment Committee, and followed up on if there are concerns/needs. An annual report of these findings and the CAAP findings are put for public viewing on the Assessment Web page.

Three four-day Title III Boot Camps were offered to all full-time faculty. Effective teaching skills were presented and evaluations of effective teaching in the classroom were offered to participants.

Emporia State, Kansas State, and Wichita State Universities conduct transfer studies in which they compare the gpa's of our students with students from other colleges as well as their own students.

1P7 Course Delivery System

Building an effective and efficient course delivery system that meets the needs of our students remains a challenge. It is important to acknowledge that courses have traditionally been scheduled for instructors' convenience rather than for the student or the institution. Another traditional consideration has been accommodating student athlete schedules.

The math/science department does meet during the class schedule process each semester to make sure their classes offered in the schedule avoid conflicts and promote course availability for students. Replication of this effort needs to be expanded to include the entire class schedule. The Academic Vice President (who is responsible for creating the class schedule) would then assemble the results of such departmental planning sessions and meet with all instructors to iron out difficulties and correct deficiencies.

A greater degree of coordination and communication is important to reduce course and scheduling conflicts and to facilitate students' ability to take the classes they need when they need to take them. With the advent of online courses, students do have greater flexibility in times to take those course offerings.

1P8 Curricular Currency and Effectiveness

The currency and effectiveness of our curriculum is determined by continual monitoring from the Academic Vice President, the Kansas Board of Regents, receiving institutions and employers, and our technical education advisory teams.

Our assessment process for individual courses is the first step in making any changes. Program Coordinators and instructors (part and full time) share information, resources, and ideas concerning curriculum. Regular department meetings also allow for the sharing of ideas.

The Curriculum and Instruction Team addressed this issue while revising the ground rules/by laws for the Team. To that end the following process was identified:

HCC's Process for Introduction of
New Programs, New Coursework, or Course Modification:

Person/Initiator goes to the Office of Academic Affairs and is given the appropriate paperwork

Initiator completes the paperwork which includes departmental approval and attaches the syllabus. If there is a question concerning department approval, the VP of Academic Affairs will provide direction.

The new program, new course, or course modification is introduced for discussion by the C&I Team.

Following Team discussion, the new program, new course, or course modification is put on the agenda for approval. At the next meeting, a C&I committee member must present a motion for approval. If approved, the appropriate paperwork is submitted to KBOR.

1P9 Determining Student and Faculty Support Needs

Student support needs are determined in two primary ways: the Student Satisfaction Inventory (SSI) and direct conversation by faculty and staff. The SSI provides information concerning advising, library usage, computer labs, housing, counseling, and course offerings. Information resulting from the SSI is then shared with the appropriate College personnel for action. Information gleaned from conversations is also shared with appropriate personnel. Two such recent examples from student leader group conversations resulted in changes in housing visitation hours and in campus security.

The Learning Resource Center provides peer and professional tutors for all subject areas, career exploration opportunities, and support for academic advisors, who assist students with appropriate course selection.

Faculty also have a variety of methods to communicate their needs: President's meetings, Teams, maintenance request forms, departmental meetings, and use of TrackIt, a help line for their technology needs. The Vice President for Academic Affairs meets monthly with the academic units to discuss needs and possible solutions. Faculty can access TrackIt on the Intranet to report technology needs and also an IT help line for immediate needs.

The HCC Library and staff provide basic and support materials for classes, working directly with instructors to provide the support needed. They also conduct a Library orientation, conduct special sessions for specific classes, provide one-on-one help, program special events like Constitution Day, Kansas Day, poetry jams, and holidays. Most importantly, the Library provides an enforced place to study and computers for research and writing.

The Title III Grant personnel meet a variety of support needs for both faculty and students. Faculty can take advantage of diversity training, Boot Camps on instructional methods, and computer training. Developmental students take advantage of Structured Study Programs which are aligned with existing courses to provide avenues a guided learning environment and support.

1P10 Alignment of Curricular and Co-Curricular Goals

While the College has a long history of providing a wide variety of extracurricular activities, from athletics to cultural events to entertainment to intramurals, there has been minimal alignment of those activities with curricular goals. Some instructors send students to some activities and some activities are held with classroom possibilities in mind, but there is little effort to link the two. With the advent of the Athletics Action Project, that Team has drafted guidelines for athletic recruitment/type of student/coaching values

desired by the College. These guidelines tie that extracurricular activity directly to curricular requirements.

HCC has recently promoted the use of learning communities as a way to align co-curricular goals and curricular learning objectives. A learning community consists of a group of students who enroll in two or more classes that are linked together and taught by instructors who work together to plan and teach their classes. For example, a sociology and a psychology class might be team taught. As the instructors work together, learners often find that both courses begin to "make more sense" and have greater relevance. Students who enroll in the coordinated sections would be together for both classes, allowing them to work together on assignments and study together for tests. As students do this, they often find that they get to know each other better and begin to rely on one another, forming a community of learners. Curricular goals such as academic achievement and student retention in classes, more coordination of course content and assignments, inter-related courses, and interesting subjects and study groups that increase understanding and retention of material are met. And co-curricular goals such a developing a sense of belonging to a community and providing opportunity for friendships are simultaneously met through the use of learning communities.

The Student Government Association (SGA) has a process for implementing new student organizations that includes a section for how the new organization relates to the academic enterprise.

1P11 Student Assessment Process

Processes for student assessment rest with individual faculty members and is inherent in their professional duties. Student assessments are aligned with the KBOR Core Competencies Project.

Assessment is critical to achieving the mission and purposes of Highland Community College. The College has made a commitment to assess its efforts by evaluating feedback from all constituencies. HCC's assessment program is a comprehensive, systematic, and continuous process that has the support of faculty, administrators, and staff. Our goal for assessment is to demonstrate improved student learning. This is a multifaceted program which includes course placement, course competencies, and general education assessment. We have been successful showing that students of Highland Community College benefit from their experiences on our campus.

Course-Entry Assessment is designed to assess student competency in reading, math, and English. Placement tests include the ACT, SAT, ASSET, Compass, or Nelson Denny. These tests identify that students are appropriately placed in courses so that they will be successful. The tests also identify developmental needs the student may have.

In-Course Assessment. Each course syllabus contains core competencies intended to be statements of student abilities after completing the course. The lead instructors select which items, projects, assignments, or other class work will be part of the assessment by describing the assessment procedure in the standard course syllabus. A standard course syllabus is available for each course currently offered at Highland Community College. When teaching assignments are made, instructors are given a copy of the syllabus for use in preparing instruction and as a basis for developing a course outline.

A sample of courses is chosen each semester to be reviewed. The instructors of the chosen classes submit an Instructor Review Form at the end of the semester. The instructor answers questions about their satisfaction of the competency and assessment items, changes that they will make as a result of the review, as well as, budget and training needs. The results are shared with the lead instructors, Assessment Committee, and administration. An annual report is posted at the Assessment web site. All archived reports are also at the site.

General Education Assessment. The ACT CAAP test is used as a measure for the General Education Assessment. It provides HCC with a local comparison of nationally-normed data. The data helps us to ascertain the "value added" to our students by their educational experience at Highland.

Each year students are required to take the CAAP at the end of the semester that they will graduate. The CAAP tests used include Reading, Writing, Math, Science Reasoning, and Critical Thinking. The results of these assessments are shared with all entities on campus including members of the Assessment Committee, faculty, and administrators. The results of the tests are used to improve teaching and learning.

The faculty of Highland Community College believe graduates will be prepared through the HCC general education program 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.

In sum, a Highland Community College education is designed to foster a lifetime interest in learning.

1P12 Student Preparation for Further Study or Employment

The effectiveness of our academic preparation is documented in two primary ways: testing and studies done by key partners. CAAP/ WorkKeys tests are given to graduates depending on the degree they are seeking.

Emporia State, Kansas State, and Wichita State Universities conduct transfer studies in which they compare our students with students from other colleges as well as their own students. Those studies show that, with only a few exceptions, our students do as well or better than the other groups at the transferring institutions.

1P13 Performance Measures

Annually, the CAAP/ WorkKeys scores are evaluated, and honor rolls and academic probation/dismissal lists are compiled. Reading scores are evaluated every semester. Pre/Post tests are administered for vocational programs. Starting with the Fall 2006 semester, concurrent instructors who do not have a master's degree will be giving the same comprehensive final to their students as that administered to students on the main campus.

RESULTS (R)

1R1 Student Learning Achievement

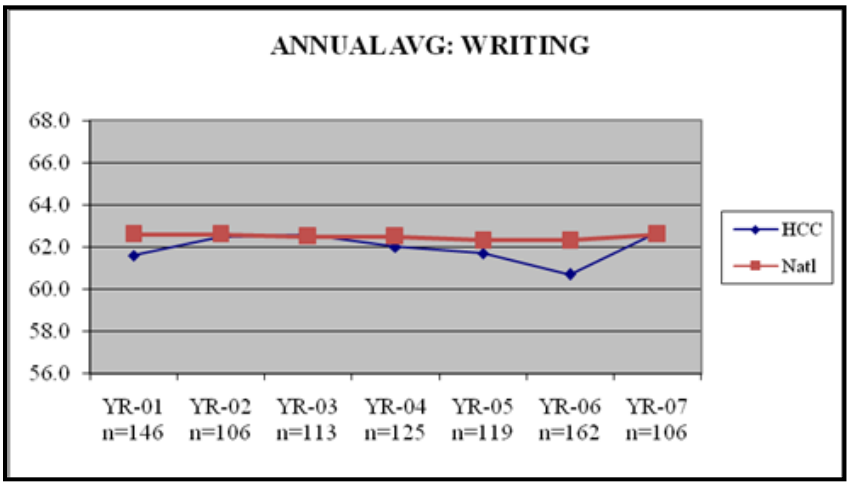
The ACT CAAP data indicates that Highland Community College students are meeting desired general education learning outcomes. Results are used to inform the faculty, Assessment Committee, and administration of the knowledge attainment of graduating students. The CAAP test is administered twice a year to graduating students during their last semester.

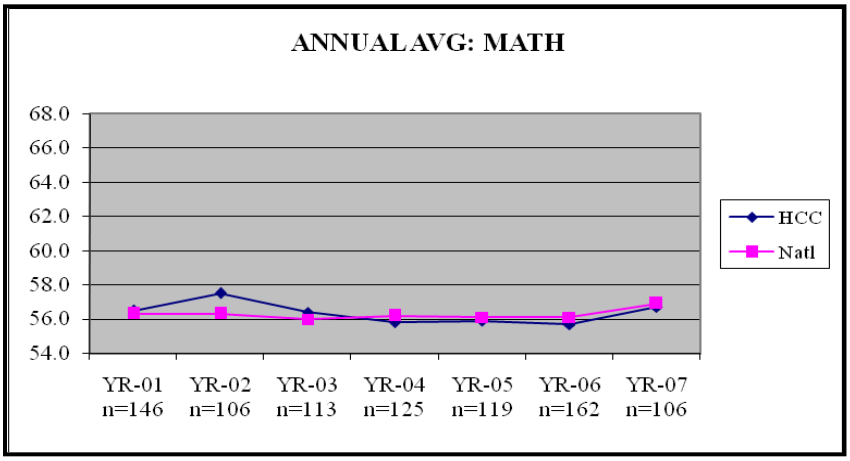
The student CAAP scores for the last three years were reviewed. Findings included:

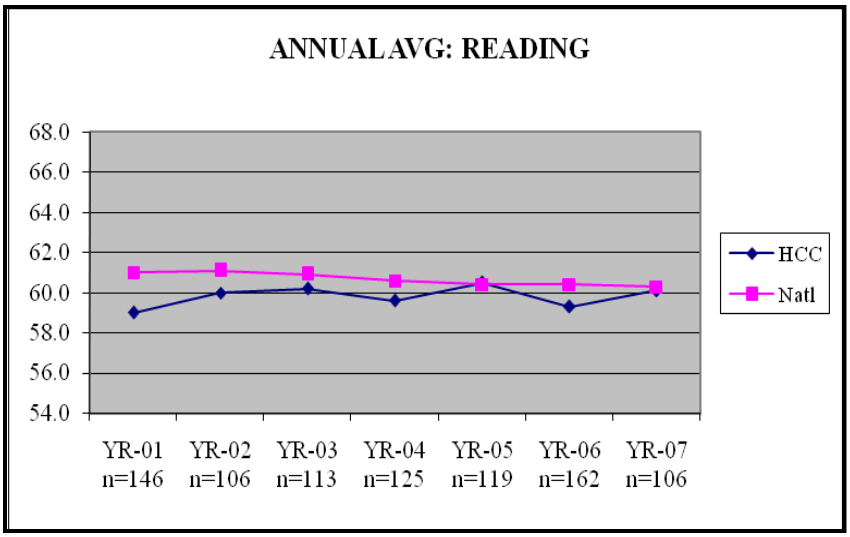
- HCC ACT and CAAP scores are consistently close to the national average.
- Science Reasoning scores are consistently slightly higher than the national average.

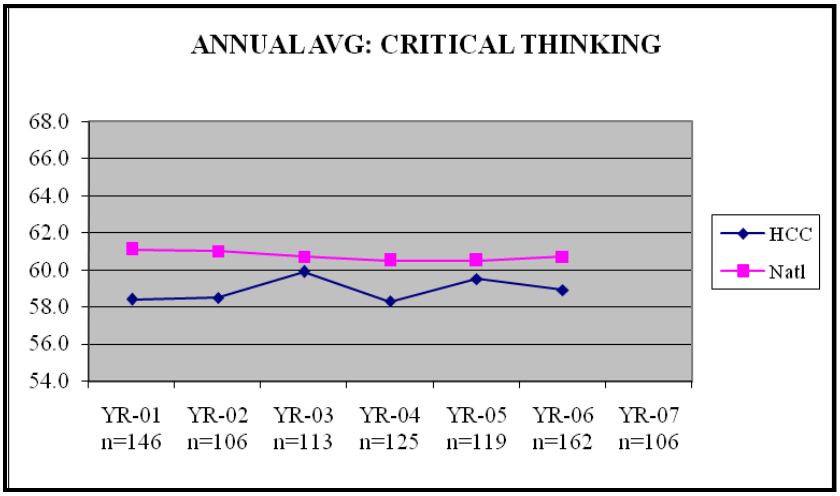
- Critical Thinking scores are consistently slightly lower than the national average.
- Predicted performance for HCC students is generally close to the national average.

Figure 1.4 CAAP Results









Because Critical Thinking Scores for HCC students were found to be lower than the national average the committee is investigating ways to improve these scores. In addition, a lack of student exposure to diversity in the current courses became apparent. As a result, faculty members that teach courses that fulfill the Social and Behavioral Science electives toward an associate's degree have been asked to add a diversity competency and assessment item to their standard course syllabi.

The results of the annual **Instructor Review of courses** are shared with faculty, administration, and the Assessment Committee. Each course syllabus contains core competencies intended to be statements of student abilities after completing the course. HCC faculty members have been a part of the Kansas Core Competency Project where instructors from across Kansas' 2-year and 4-year colleges have come to a consensus of the standard competencies for each course. The lead instructors select which items, projects, assignments, or other class work will be part of the assessment by describing the assessment procedure in the standard course syllabus. A standard course syllabus is available for each course currently offered at Highland Community College. When teaching assignments are made, instructors are given a copy of the syllabus for use in preparing instruction and as a basis for developing a course outline.

A sample of courses is chosen each semester to be reviewed. The instructors of the chosen classes submit an Instructor Review Form at the end of the semester. The instructor answers questions about their satisfaction of the competency and assessment items, changes that they will make as a result of the review, as well as, budget and training needs. The results are shared with the lead instructors, Assessment Committee, and administration. An annual report is posted at the Assessment web site. All archived reports are also at the site.

Results indicate that most instructors are satisfied with the course competencies and assessment items listed on the standard syllabus. As a result of the review, instructors have identified many changes to improve their courses, as well as training and resources needed. Some examples follow on the next page.

Competency/Assessment Item Changes:

Using a standard course final
Adding more writing and research projects
Adding lab exercises
Updating textbooks
Individual student conferences

Equipment/Budget Needs:

New biology equipment
Tablet PC
Wireless internet connection
Computers for classrooms
Smart Room equipment
Videos
Maps
Projector
Video camera
Math software
Projector
Video camera
Math software

Training:

Attend a developmental English seminar
Learn to use MS1 equipment
Learn ways to enhance student participation
Training in the "Read-Right" system
Workshop to learn to the use of manipulations in math
Power Point training
Training on how to engage adult learners
Training on teaching to different learning styles
Training in using the internet in classrooms
Training in teaching developmental math

The Assessment committee has worked to ensure that the needs listed have been met. Videos have been purchased through the HCC library. All classrooms at the main campus have been converted to Smart Rooms with internet access, projectors, and laptops. A substantial amount of funds have been used to purchase new biology equipment for the regional science labs and software for math courses. All textbooks are updated every three years. Training has been offered to full-time and regional faculty to use the Smart Rooms, teach to different learning styles, and Power Point. Also, workshops for using math manipulatives and teaching developmental math have been given

1R2 Evidence of Adequate Student Skills

Students successfully completing the coursework for a degree must maintain a GPA of 2.00. All degree seeking students are required to take the CAPP Test and/or the WorkKeys test prior to graduation.
Some programs prepare students for Industry or Professional Credentialing. Students are tracked to determine how many are placed in their field of study. Technical programs have advisory boards and committees that provide up to date information on industry standards and/or changes. For those going on to four year institutions, HCC has been tracking their progress at certain institutions by comparing the GPA of our transfer students to others.

1R3 Results of Processes for Helping Students Learn

Each semester, the Vice President for Student Services collects data that indicate the results of our processes for helping students learn. The President's List (4.0 on a 4.0 scale), Dean's List (3.5 on a 4.0 scale) provide comparative data by semester to indicate the proportion of the student body earning those honors. On the other end of the scale, the Vice President compiles the results of those students on probation, were dismissed for academic reasons, and those losing their scholarships for academic reasons.

Figure 1.5 Campus Academic Honors List

	F 02	Sp 03	F 03	Sp 04	F 04	S05	F05	S06	F06	S07
Headcount	619	538	652	536	656	560	663	538	598	518
President's and Dean's Lists										
President's List	55	75	99	51	44	33	37	31	31	27
% President's List	9%	14%	15%	10%	7%	6%	6%	6%	5%	5%
Dean's List	64	93	128	66	64	61	72	66	59	55
% Dean's List	10%	17%	20%	12%	10%	11%	11%	12%	10%	11%
# President's & Dean's	119	168	227	117	108	94	109	97	90	82
% President's & Dean's List	19%	31%	35%	22%	16%	17%	16%	18%	15%	16%

Figure 1.6 Academic Loss List

Probation, Dismissals, Lost Scholarships										
Academic Probation	107	56	108	61	132	89	173	75	133	98
% Probation	17%	10%	17%	11%	20%	16%	26%	14%	22%	19%
Academic Dismissal	16	46	11	38	7	53	31	53	24	49
% Academic Dismissed	3%	9%	2%	7%	1%	9%	5%	10%	4%	9%
Disciplinary Dismissal	3	4	9	0	2	2	8	1	3	1
% Disciplinary Dismissal	0%	1%	1%	0%	0%	0%	1%	0%	1%	0%
Total Ac/Disc Dismissed	19	50	20	38	9	55	39	54	27	50
% Total Ac/Disc Dismissal	3%	9%	3%	7%	1%	10%	6%	10%	5%	10%
# on Scholarship	396	307	449	345	442	359	415	347	404	321
% of Students on School	64%	57%	69%	64%	67%	64%	63%	64%	68%	62%
Lost Scholarship	91	51	107	39	96	57	153	59	87	61
% Lost Scholarship	23%	17%	24%	11%	22%	16%	37%	17%	22%	19%

In its first semester, HCC Online staff and Learning House personnel worked together to construct 21 online courses that were offered for the first time in the Fall of 2007. Through the partners' combined efforts, HCC Online registered 428 students from Kansas, Missouri, California, and Tennessee.

1R4 Results Comparison

Studies conducted by Emporia State, Kansas State, and Wichita State Universities show the each year, their students who transfer from HCC do as well or better academically – according to GPA as a group – than all other students transferring to those institutions and those students who started as freshmen at those institutions.

Figure 1.7 Academic Comparison

Fall 2004 **Emporia State University**

Number of students	47	1033	3089
Comparison of GPA's:	HCC students	All Kansas community colleges	All other ESU students
ESU semester GPA	2.95	2.79	2.88
ESU cumulative GPA	3.01	3.04	3.02

In Fall 2004 HCC students performed better for the semester at Emporia State University than did students from other community colleges and students that started their freshmen year at Emporia.

Spring 2005

Number of students	46	981	2853
Comparison of GPA's:	HCC students	All Kansas community colleges	All other ESU students
ESU semester GPA	2.94	2.84	2.91
ESU cumulative GPA	3.03	3.03	3.02

In Spring 2005 HCC students performed better than or as well as students from other community colleges and students that started their freshmen year at Emporia State University.

Fall 2005

Transfer students	43	937	3091
Comparison of GPA's:	HCC students	All Kansas community colleges	All other ESU students
ESU cumulative GPA	3.04	3.06	3.03
ESU cumulative GPA	3.04	3.06	3.03

In Fall 2005 HCC students performed better for the semester at Emporia State University than did students that started their freshmen year at Emporia.

Spring 2006

Transfer students	44	933	2845
Comparison of GPA's:	HCC students	All Kansas community colleges	All other ESU students
ESU semester GPA	2.86	2.86	2.85
ESU cumulative GPA	3.04	3.04	3.03

In Spring 2006 HCC students performed better than or as well as students from other community colleges and students that started their freshmen year at Emporia State University.

Figure 1.8 Academic Comparison
Fall 2004 **Wichita State University**

22 HCC students included in report

Comparison of G.P.A.'s	Engineering	Health Prof.
WSU student GPA's	3.044	3.247
HCC student GPA's	3.481	3.37

Spring 2005
21 HCC students included in report

Comparison of G.P.A.'s	Engineering	Health Prof.
WSU student GPA's	3.046	3.264
HCC student GPA's	3.507	3.664

Fall 2005
20 HCC students included in report

Comparison of G.P.A.'s	Engineering	Health Prof.
WSU student GPA's	3.046	3.260
HCC student GPA's	3.423	3.507

Spring 2006
20 HCC students included in report

Comparison of G.P.A.'s	Engineering	Health Prof.
WSU student GPA's	3.053	3.254
HCC student GPA's	3.468	3.435

HCC students consistently earn higher GPA's in Engineering and the Health Professions than do other students attending Wichita State University.

Figure 1.9 Academic Comparison
Spring 2005 **Kansas State University**

HCC transfer students 7

Comparison of GPA's:	HCC students	All Kansas community colleges	All other KSU students
KSU semester GPA	2.84	2.49	2.01
KSU cumulative GPA	2.75	2.82	2.30

HCC students performed better than other community colleges and students that started their freshmen year at Kansas State University.

Fall 2005

HCC transfer students 85

Comparison of GPA's:	HCC students	All Kansas community colleges	All other KSU students
KSU semester GPA	2.640	2.601	2.430
KSU cumulative GPA	2.645	2.637	2.461

HCC students earned higher GPA's than students from other community colleges and those that started at KSU both for the semester and cumulatively.

Spring 2006

New transfer students 23

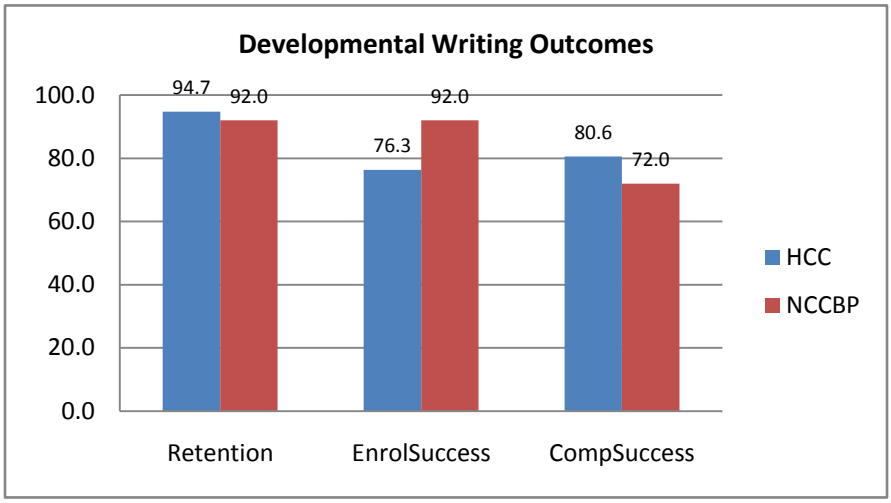
Comparison of GPA's:	HCC students	All Kansas community colleges	All other KSU students
KSU semester GPA	2.678	2.567	1.784
KSU cumulative GPA	2.768	2.809	1.869

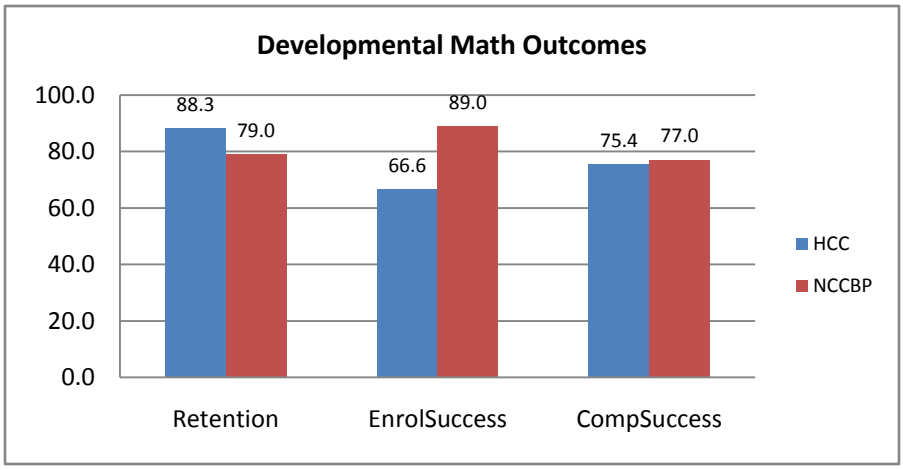
HCC students performed better for the semester than other community colleges and students that started their freshmen year at Kansas State University.

In addition to the data above, our membership in the National Community College Benchmarking Project (NCCBP) provides us with comparative data that we are just beginning to analyze. The information below dealing with our developmental courses and cost per student are show us that we still have challenges, but that we are also experiencing some comparative success.

Developmental courses include all fundamentals classes and all math classes lower than College Algebra. Calculating basis begins with the total number of final grades, including W's, in credit developmental courses at the end of the Fall 2005 term, inlcuding concurrent credit students. Retention shows portion who did not withdraw from the class. Success rate shows proportion of studentswho earned a grade of C or above. Enrollees includes students who withdrew; Completer rate does not include those. With just under 12% of developmental math students withdrawing from classes, we rank in the highest quartile for retention. With about 67% of enrolling students earning a CR or a C or higher in their developmental math courses (Fundamentals, Beginning and Intermediate Algebra combined), HCC ranks in the 89th percentile among the NCCBP schools. In regard to the proportion of completers earning those grades, we rank at the 77th percentile.

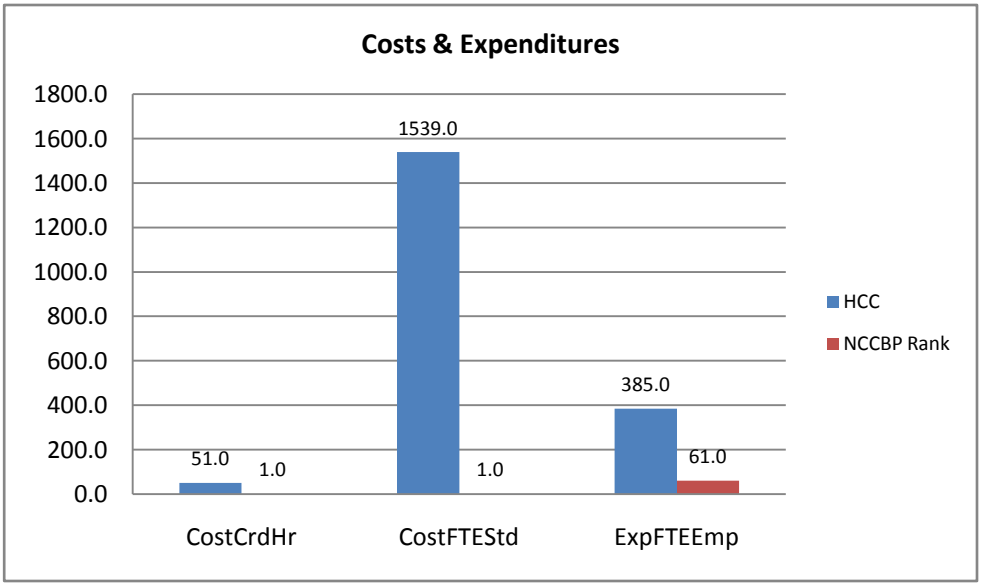
Figure 1.10 Developmental Course Outcomes





HCC's costs per credit hour and per FTE Student are at the lowest of any participating colleges in the NCCBP. Expenditures per FTE employee, however, rank at the 61st percentile.

Figure 1.11 Costs and Expenditures



IMPROVEMENT (I)

1I1 Improving Processes and Systems

While we have yet to institute a formal improvement cycle, individual components of the College are encouraged to evaluate apparent needs and implement needed improvements. For example, after recognizing the growing numbers of students with developmental needs, a Title III grant was written and received to address those needs. Following a determination that faculty needed assistance in dealing with these educational development needs, the Title Ill program conducted Boot Camps that focused on teacher effectiveness and technological competence to improve instruction, with a follow-up project that focused on in-class implementation of these. A new teacher orientation series in the fall of 2005 also focused on these same topics. Smart classrooms were installed and the differences in learning styles were addressed.

Common learning objectives have been imbedded in all course syllabi that make clear how that course meets the objectives of the Kansas Core Competencies Project.

Class evaluations and CAAP test results have identified other needs. When we recognized the need for curricular assistance outside the classroom, a tutoring program for students was instituted, using peer tutors to cover all course areas. The Irvin Hall Resource Center maintains a diverse staff of academic tutors to provide assistance for students with a variety of classes and subjects.

When it became apparent that entering students with marginal academic skills had a high drop-out rate, Student Services pioneered a Summer Blitz program to increase retention and improve academic success for entering freshmen.

Recognizing the need for additional math assistance, the Administrative Council recently required all developmental math students to enroll in free, non-credit study sessions beginning in the fall of 2006, and approved a CAI based system for developmental math that will allow self-paced study beginning in the fall of 2006.

Several pilots have been conducted by Title III to improve the academic success of developmental students. These include learning communities/linked courses and structured schedules.

Improvement is made with the College's technical programs when the Perkins Grant Advisory Committees work with their respective technical programs to maintain ongoing refinement and direction.

Guidelines issued by KBOR also affect our systems, and it is up to the President's Staff to ensure that those guidelines are implemented in a manner which improves the system affected. For example, KBOR recently issued guidelines pertaining to concurrent classes. The vice president for academic affairs was charged with the responsibility to make sure that those guidelines were implemented without affecting the quality of the student learning process already in place.

1I2 Targets for Improvement

Targets for improvement are set through discussions in the President's Staff, discussions with the president at his monthly meetings with faculty and staff, and the work of our Teams. One recent example is the advent of implementing a service learning component through Campus Compact. An administrative staff employee has been given responsibility for this initiative.

Although the President's Staff develops KBOR goals for improvement (called Performance Agreements) and has developed Vision Statements, there is probably a need for even more focused attention on developing processes for this item. The four Performance Agreements currently in effect are:

- Increase the number of developmental students who are eligible to enroll in math and English courses that meet an associate degree requirement.
- Increase the number of students served through collaborative programs developed between HCC and Northeast Kansas Technical College.
- Increase the numbers of students completing Allied Health courses/workshops.
- Improve facilities for HCC's Perry Center service area.

We know there is a correlation between ACT scores and CAAP results, but we haven't charted those correlations and determined their ramifications for helping students learn.

New Action Projects that were identified include Athletics, with the goal of clarifying the role of athletics at HCC, and Online Offerings, to implement online degree programs.

As a result of the encouraging response to our initial online offering, the College is looking to build HCC Online in the coming months. Currently, the partners are developing new courses to be offered in spring 2008. As a more long term goal, HCC will be seeking NCA approval to offer an online degree completion program in the fall of 2008.

AQIP Category Two: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

CONTEXT FOR ANALYSIS (C)

2C1 Other Institutional Objectives

Our explicit institutional objectives in addition to helping students learn are contained in the HCC Vision Statements 1-7:

1. All students of Highland Community College will achieve success
2. The Northeast Kansas service area will have a positive attitude toward HCC, and will look to the College to provide for any type of postsecondary education needed in the area
3. The campus will be used to maximum efficiency
4. The College will be recognized for excellence in programs and services
5. Manage institutional resources to fund the steadily growing College
6. The Board recognizes the importance of an equitable distribution of funding from its funding sources
7. Alumni and friends of the College will be active in support of the College

In addition, HCC Goals & Objectives 2-4 (starting with 2.b.) in the College Mission Statement contain other institutional objectives:

2. The College will offer an educational program designed to help each student develop his/her abilities and talents:
   b. By providing courses and other opportunities for the student to develop and display his/her talents in art, music, and drama;
   c. By providing courses, intramural and intercollegiate athletic competition, and other recreational activities which will enable the student to develop physical skills.

3. The College will prepare students to find employment:
   a. By providing guidance and counseling for a student which will enable him/her to choose the type of work which suits individual abilities and interests;
   b. By offering two year associate degree programs in pre-professional training to prepare the student to transfer to other colleges to complete his/her professional training;
   c. By offering certain vocational and occupationally oriented courses and programs to equip the student for employment opportunities following a one or two year program.

4. The College will offer members of the community an opportunity for educational development and cultural enrichment:
   a. By providing basic adult education programs and testing for those who have not obtained their high school diploma;
   b. By providing 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. By providing art shows, lectures, athletic events, musical and dramatic performances for the cultural enrichment of the community;
   d. By providing facilities that can be available for community use, including a learning resource center.

As noted above in 2. c., intercollegiate athletics are included as a distinctive objective for the College. During our Strategy Forum, we discovered that we were not comfortable with the handle we had on our athletic programs: most of the opportunities we identified were related in some form to our athletic programs. Consequently, Athletics has become a current Action Project. To date, that Team has identified Athletic vision statements and statements about stakeholders in athletics and their importance (See 2R1). This year, the Team is working on measures.

2C2 Alignment with Mission and Vision

Our other distinctive objectives are included in the College Mission Statement and the Board of Trustees' Vision Statement, thus ensuring their alignment.

2C3 Support and Complement for Helping Students Learn

Our other distinctive objectives support and complement student learning specifically through HCC Vision Statements 3, 4, 7:

Vision 3 on Campus Efficiency: The HCC Wellness Center positively impacts student learning through healthy lifestyle development and helps cultivate a sense of community, as well as providing a basis for area residents to be on campus regularly.

Vision 4 on Program/Service Excellence: In addition to classroom instruction, program excellence includes co-curricular activities outside the classroom (theatre trips to Kansas City and New York, agriculture visits to area farms and production facilities in Missouri and Nebraska, business trips to Kansas City businesses). Students can also take advantage of excellent career and articulation services offered by Student Services which link student learning to future goals. Other programs of excellence include advising, orientation, housing, and the implementation of "Smart" classrooms.

Vision 7 on Alumni/Friends Support: A variety of scholarships funded by alumni and friends of the College provide opportunities for learning and involvement in academic and extracurricular activities. The HCC Foundation constructed a new Stadium Center on campus and purchased a former middle school to house one of the College's regional centers.

Currently, the regional centers do not have the support and resources to explore student interest in extracurricular activities at most of our regional sites. We are just beginning to explore organized tutoring options, along with student-led study and interest groups for future semesters at several sites.

The Wamego site currently has two clubs – a **Science Club and a** History/Anthropology/Archaeology Club. Both clubs are led by faculty at the Wamego site and have had money-raising projects such as bake sales and karaoke nights to attract actively participating students.

The Phi Theta Kappa Society at Wamego has about 40 members and will be having another induction in the fall (two are held a year). This organization attracts students due to the availability of automatic scholarships when they transfer to four year schools.
Clubs and activities tremendously enhance the learning experience and build relationships that are valuable to students, instructors, and administrators.

PROCESSES (P)

2P1 Setting Distinctive Objectives

The other distinctive objectives at HCC were identified by the Board of Trustees and administrators at a summer retreat. In discussions with the President and other administrators in 1998, the Trustees revised the existing Vision Statement to extend into the year 2010. Since 1998, the Vision 2010 has been reviewed annually and goals set for each Vision statement by the President and the President's Staff, which includes the Vice Presidents for Academic Affairs, Finance and Operations, and Student Services, and the Executive Assistant to the President. Within the framework of leading and communicating, Action Projects are selected or continued for the ensuing year.

2P2 Communicating Distinctive Objectives

Following the annual summer retreat, during fall in-service, the President shares accomplishments made on the College Mission Statement and Vision 2010, and also shares expected enhancements to the goals and objectives under each Vision statement. Those accomplishments and enhancements are also communicated in the Annual Report, discussed with the Board of Trustees, and shared with the community during civic presentations. These expectations are also available on the College's Web site.

2P3 Determining Faculty and Staff Needs

To date, faculty and staff needs relative to other distinctive objectives are determined through individual and group discussions.

2P4 Review and Assess Distinctive Objectives

The College's objectives are reviewed annually during the administrative retreat. Each objective is discussed and actions taken to accomplish the objective are reviewed, using available data. The President's Staff, in consultation with the Board of Trustees, then updates the objectives, and reports this progress to the campus community. Assessment is made by reviewing actions taken in the previous year, evaluating available data, and reporting the successes made/opportunities still existing.

Subsequent to joining AQIP, specific Action Projects were identified which relate to our other distinctive objectives. Based on Conversation Day discussions, possible action projects were reduced to nine. Those nine were then discussed by the President's Staff and the Strategy Forum Team, who further reduced the possibilities to five to take to the initial Strategy Forum. The Team returned from the Strategy Forum with three: success and retention of developmental learners, develop an institutional marketing plan, and improve the invitational culture on campus. After two years, the faculty and staff were surveyed for new Action Projects. Following discussion of those results, the AQIP Advisory Team selected two replacement Projects: athletic issues will replace the marketing plan project, and distance education will replace the developmental learner project.

The selection of new projects revealed a hole in our Team meeting process. Our Action Teams meet on Friday afternoons. There are only so many meeting times. While two of the Action Projects met their objectives, there is still a need to meet and communicate. Adding new Action Projects necessitated the creation of new teams. Those involved in the existing teams had no desire to disband; in fact they wanted to continue to meet and work on their identified project. But there was no meeting time available in the existing structure. Consequently, new meeting times were created on Wednesday afternoons. Also, we will need to align future Action Projects with existing Action Teams – hence they will have a meeting time.

2P5 Measures

There are a variety of data sets and sources we collect and analyze annually to measure our other distinctive objectives. The measures are listed below the distinctive objective:

Vision 1: All students of Highland Community College will achieve success

> Kansas State University, Emporia State University, and Wichita State University provide HCC with academically-related information on HCC students transferring to their respective institutions. Technical programs regularly conduct follow-up surveys. Graduating sophomores take the CAAP test.

Vision 2: The Northeast Kansas service area will have a positive attitude toward HCCC, and will look to the College to provide for any type of postsecondary education needed in the area.

The Public Relations Team conducted a series of focus groups in the communities in the College's home county. The Team also collected data through a survey mailed to community residents.

Vision 3: The campus will be used to maximum efficiency

These items document usage of the campus: Wellness Center Log, CALL Lab Log, Library Log, Art Exhibit Participant Log, Faculty Requests, Use of Master Calendar, Course Schedule for utilization of class rooms.

Vision 4: The College will be recognized for excellence in programs and services

The College needs to develop a formal process for establishing and measuring program excellence.

Vision 5/6: Manage institutional resources to fund the steadily growing college
The Board recognized the importance of an equitable distribution of funding from its funding sources

The following provide assessment of financial resource utilization: Annual Audit, Annual Statements, Auxiliary Fund, Tax Base, Alumni Funding, KBOR.

Vision 7: Alumni and friends of the College will be active in support of the College.

Participation in the Foundation's Annual Fund, Alumni Banquet, annual Alumni Games, and attendance at various activities throughout the year demonstrate active support of the College by alumni and other friends of the College.

HCC Goals & Objectives 2: The College will offer an educational program designed to help each student develops his/her abilities and talents

In addition to the College's ten athletic teams, numerous organizations, such as Phi Theta Kappa, Student Government Association, Business Professionals of America, NEA Student Program, and FCA provide opportunities for students to develop their abilities and talents. Also, such programs as photography, music, art, and drama supplement the core academic areas in achieving this goal. Additional measures are provided by the Evaluation of Advisors and Noel Levitz Student Satisfaction Survey (SSI).

3. The College will prepare students to find employment

The HCC technical programs focus on preparation for employment, HCC provides the general education component of NEKTC's AAS degree, and career counseling is available in the Student Resource Center.

4. The College will offer members of the community an opportunity for educational development and cultural enrichment

Several on campus and regional programs offer community members opportunities for educational development and cultural enrichment: GED Program, Regional Academic Program, special performances in music and drama, and non credit courses including a variety of offerings through the Wellness Center for fitness and recreation.

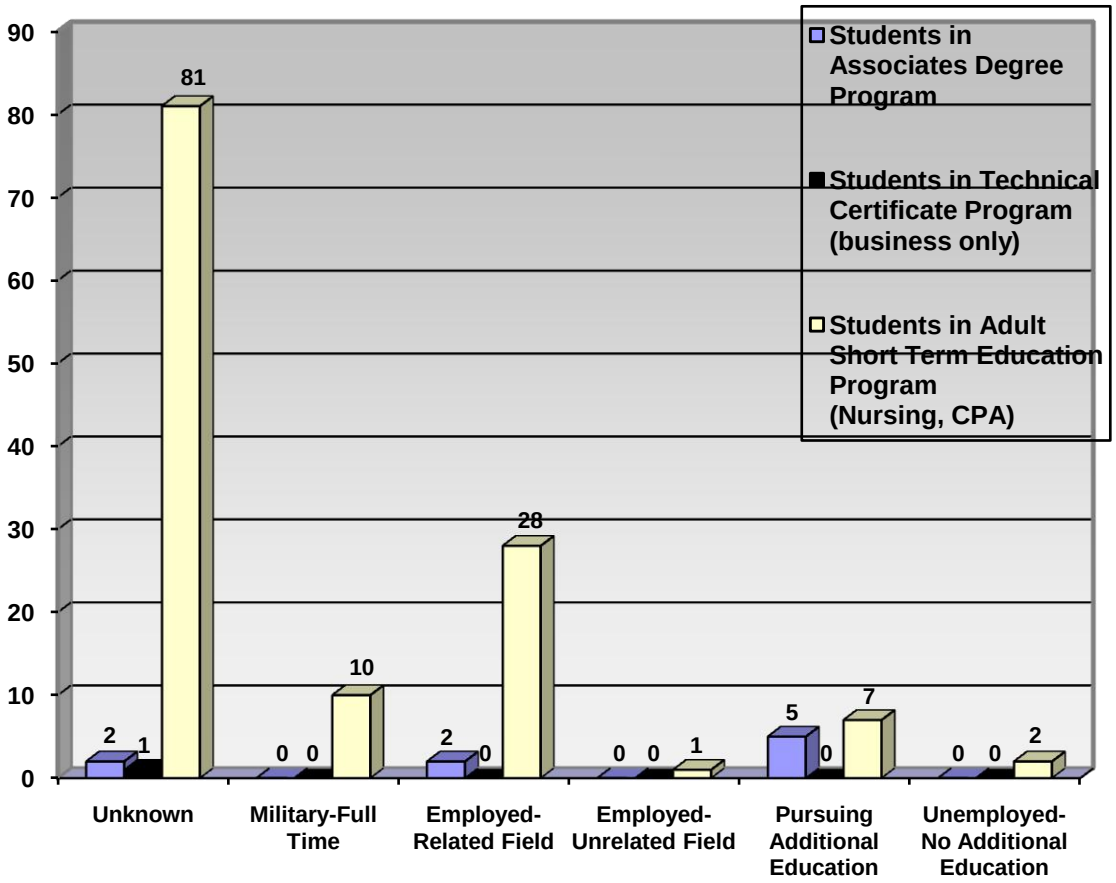
RESULTS (R)

2R1 Results in Accomplishing Other Distinctive Objectives

Vision 1: All students of Highland Community College will achieve success

In addition to the academic success demonstrated by HCC transfers to area universities (shown in 1R4), HCC students enrolled in Technical programs were surveyed with the following results.

Figure 2.1 Technical Student Results



Vision 2: The Northeast Kansas service area will have a positive attitude toward HCC, and will look to the College to provide for any type of postsecondary education needed in the area.

The Public Relations Team conducted a series of focus groups in the communities in the College's home county. The Team also collected data through a survey mailed to community residents.

Vision 3: The campus will be used to maximum efficiency

These items document usage of the campus: Wellness Center Log, CALL Lab Log, Library Log, Art Exhibit Participant Log, Faculty Requests, Use of Master Calendar, Course Schedule for utilization of class rooms.

Vision 4: The College will be recognized for excellence in programs and services

Since the College needs to develop a formal process for establishing and measuring program excellence, there are no results for this distinctive objective.

Vision 5/6: Manage institutional resources to fund the steadily growing College/
The Board recognizes the importance of an equitable distribution of funding from its funding sources

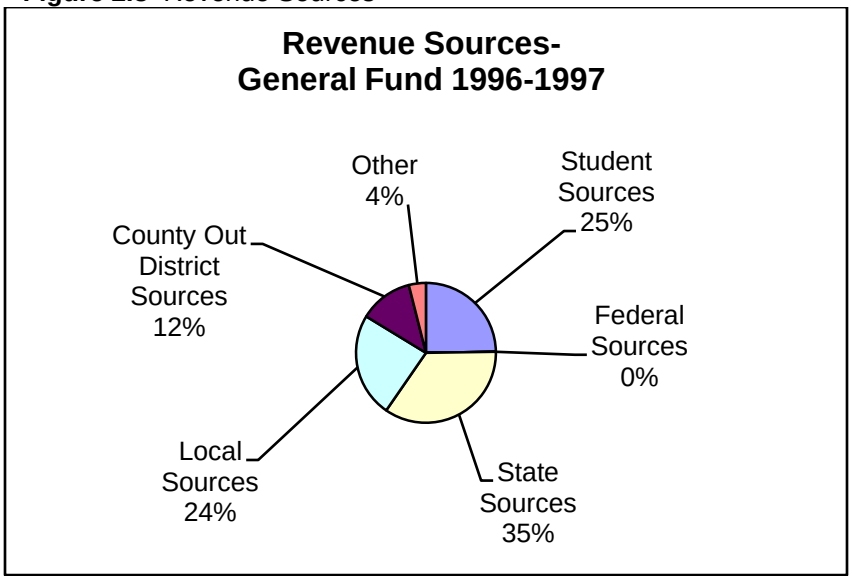
Continuous lowering of mill levy since 1997 and the stabilization of the tax contributions from the county

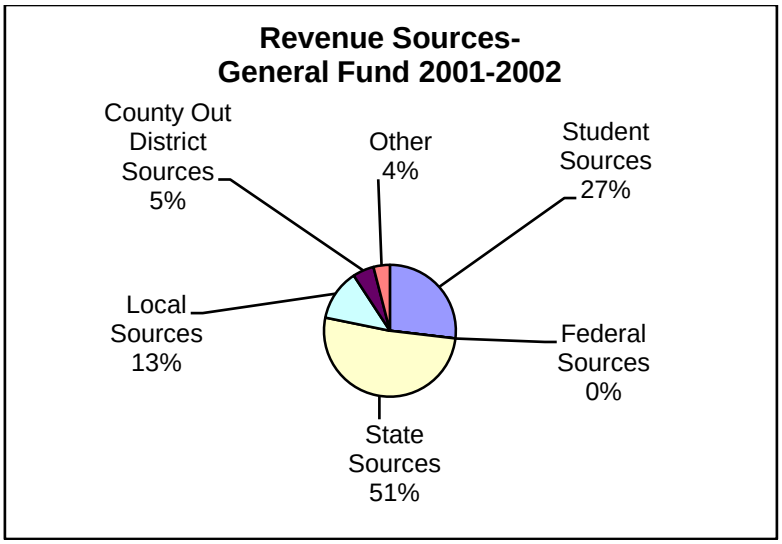
Figure 2.2 Mil Levy History

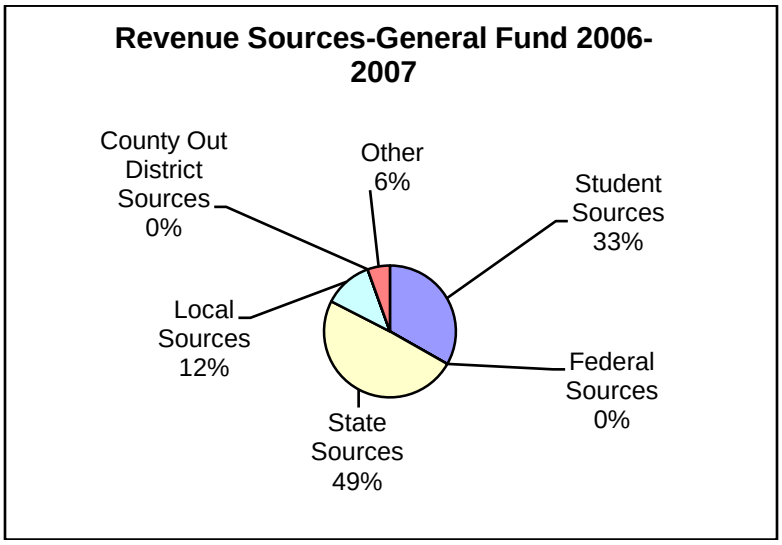
Doniphan County Mil Levy History for Highland Community College

Year	Levy	Actual Levy $
1997	24.2	$ 1,058,853.00
1998	23.8	$ 864,836.00
1999	18.8	$ 845,842.00
2000	17.3	$ 792,798.00
2001	14.8	$ 848,980.00
2002	15.8	$ 937,170.00
2003	15.8	$ 956,656.00
2004	14.9	$ 955,391.00
2005	14.91	$ 976,837.00
2006	14.6	$ 976,837.00
2007	14.4	$ 967,337.00

Figure 2.3 Revenue Sources







6 building projects in 4 years:

Stadium Center	Foundation/College	Outcome-College will own
Wellness Center	Auxiliary Fund	Issued Revenue Bonds
Perry Center	Foundation	Outcome-College lease
Piper Hall	Auxiliary Fund	Cash payment
Weight Room	General Fund	Cash payment
Scottie Pause	Auxiliary Fund	Cash payment

This demonstrates different funding methods to building and expanding our campus for growth.

Vision 7: Alumni and friends of the College will be active in support of the College.

Major gifts in excess of $1.5 million realized in the past three years
125-150 alums donate each year to the Foundation's Annual Fund
175-200 attend the annual Alumni Banquet
85-100 participate in the annual Alumni Games
200-225 attend the annual Alumni Games

and attendance at various activities throughout the year demonstrate active support of the College by alumni and other friends of the College.

HCC Goals & Objectives 2: The College will offer an educational program designed to help each student develops his/her abilities and talents

2.c. **Highland Community College Athletic Mission Statement**
HCC offers a quality athletic program in a small, rural setting in which student athletes are afforded opportunities to accomplish their personal goals and grow in a competitive, ethical, and academic atmosphere.

Here is the result of the work to date by the Athletics Action Team.

Core Beliefs-related to HCC Athletics

HCC should recruit student-athletes who possess these qualities…

- good work ethic
- desire to succeed
- positive attitude on life
- possessing a vision of a team
- possessing core values, sense of purpose
- values whole educational experience
- Self-disciplined
- Motivated
- Academically prepared – met all admissions requirements
- Athletic Ability
- All-around respect for themselves as well as for others
- Responsibility for themselves as well as for others

A successful student athlete is able to…

- balance academics, sports, social life, and personal life
- ask for help, regardless of stigma
- compete (be competent)
- conform to essential guidelines
- Balance classroom and athletics
- Attendance (class and practice)
- Contribute to campus life
- Role model/leader on campus
- Manage time
- Set priorities
- Follow priorities
- Respect themselves, as well as others
- Adapt to a variety of situations
- Study effectively
- Practice conflict resolution

An effective community college athletic program is one that…

- teaches students to work effectively on teams
- identifies and helps people with particular needs
- notices and rewards the positives, celebrates what's right
- places the student athlete's well-being above other institutional interests
- Recruits student athletes who are aware of career options, contingencies, probabilities
- Graduate/transfer in good standing
- Positive reflection, character, etc- sportsmanship
- Wins off and on the field – demonstrates success – competitive
- Prepares student athletes for the next level
- Is concerned for the entire student
- Develops good Citizens
- Offers athletic advisors/compliance officer

A good coach is one who…

- builds rapport with student athletes
- promotes academic success
- Sets a good example for everyone
- Provides leadership
- Problem solver/conflict resolution
- Good Communicator with players, staff and Community
- Balances Sports with academics, family, etc
- Has integrity
- Strives to be fair and equitable
- Is understanding and willing to work with the student
- Respects the personal space, beliefs, and rights of others
- Supports programs of others
- Possesses proper training
- Prepares student athletes for the next step
- Is concerned for the whole student (academics and athletics)
- Is visible on campus
- Congenial of all colleagues on campus

A good faculty member for student athletes is one who….

- is patient
- listens to students' wishes and goals
- is flexible and considerate
- maintains academic standards
- Respects athletes and understands athletes challenges (time)
- Accommodating to excused absences
- Available
- Communications
- Is concerned for the whole student success
- Is visible on campus
- Congenial with all colleagues on campus
- Realizes that a student might be here because of athletics

A good student athlete contributes to the culture of the campus in the following ways….

- Participation
- role modeling (using the spotlight positively)
- being responsible
- understanding and promoting institutional values
- Responsible, respectful of property
- Demonstrate leadership
- Attendance in class
- Respectful of faculty/administration
- Practicing considerate behavior
- Participates in other activities and draws others into them

A quality instructional program for student athletes includes…..

- includes developmental programs – if needed
- provides flexibility in schedule
- adds value to the whole person
- helps students find success
- always follows all Conference eligibility guidelines
- includes a knowledgeable advisor
- Accessible faculty
- Support from entire campus and community
- Resource Center
- Addresses special needs
- Has compliance officer/athletics advisors

In addition to the College's ten athletic teams (250 participants), numerous organizations, such as Phi Theta Kappa (30), Student Government Association (35), Business Professionals of America (25), and FCA (20) provide opportunities for students to develop their abilities and talents. Also, such programs as photography (14), music (35), art (14), and drama (25) supplement the core academic areas in achieving this goal.

3. The College will prepare students to find employment

The HCC technical programs focus on preparation for employment, HCC provides the general education component of NEKTC's AAS degree, and career counseling is available in the Student Resource Center and is a component in the Orientation class. Results from a survey of these students are shown in Figure 2.1.

4. The College will offer members of the community an opportunity for educational development and cultural enrichment

Several on campus and regional programs offer community members opportunities for educational development and cultural enrichment: GED Program, Regional Academic Program, special performances in music and drama, and non credit courses including a variety of offerings through the Wellness Center for fitness and recreation.

2R2 Results Comparison

State reports provide limited comparison to other community colleges in Kansas on academic items. HCC has also joined the National Community College Benchmark Project which will enable us to compare some of our objectives. In regard to our other distinctive objectives which are uniquely ours, comparative data is not available.

2R3 Strengthening the Institution and Enhancing Relationships

Accomplishing our other distinctive objectives provides a richer, more well-rounded educational experience for our students in an efficient manner that continues to ease the burden on local taxpayers. HCC students achieve academic success at the state's universities; with the continued lowering of and communication about the local mil levy, service area perception of the College continues to improve; community involvement has increased with the advent of community passes to use the new Wellness Center, and the involvement of area children in Children's Theatre productions.

Encouraging faculty involvement in the recruitment of students to "their" academic program is paying dividends. For example, involvement of mathematics faculty in the direct recruitment of mathematics scholarship students resulted in additional qualified mathematics students. Traditional interest in Calculus II classes by those enrolled in Calculus I has been negligible. In the Fall of 2006, following interested involvement by mathematics faculty in the recruitment of mathematics scholarship students, 15 Calc I students indicated plans to enroll in Calc II.

IMPROVEMENT (I)

2I1 Improvement of Systems and Processes

Improvements are made to our systems and processes largely as the result of discussions in President's Staff meetings, Team meetings, and Student Leader meetings. A recent example of an improvement involving all three of those entities was a change in campus housing visitation hours. The proposal for change came from the Student Leaders, received discussion in the Retention Team, and was approved by the President's Staff. After Student Leaders indicated a need for quiet study space and a space to congregate on weekends, the Library expanded its

weekend hours and the College converted a little-used student lounge into an attractive area called Scottie Pause which encourages informal student gathering with food, high definition televisions, and surround sound.

2I2 Targets for Improvement

In order to better assess our abilities to accomplish Vision 1, helping students achieve success, we must first have a handle on what students have defined as success. Therefore, one target for improvement is implementing a method on our application for admission for students to self-declare their success intentions. We can then track whether those students have met their initial objectives.

Once those intentions are determined, other distinct objectives related to meeting student needs become more clear, since retention of students – a continuing Action Project (our sophomore class now constitutes only 20 percent of our enrollment) is a high priority.

The Athletic and Online Action Projects also provide targets for improvement on other distinctive objectives. Clarifying the role of athletics in the institution will assist those students involved in those activities in addition to enhancing the academic enterprise. Further development of HCC Online provides enhanced learning and programmatic opportunities.

Communicating results and targets for improvement is accomplished at Trustee meetings, at the semi-annual in-services, department meetings, monthly team meetings, and by e-mail.

AQIP Category Three: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

CONTEXT FOR ANALYSIS (C)

3C1 Student and Other Stakeholders

Figure 3.1 Student and Other Stakeholders

STAKE-HOLDERS	NEEDS AND REQUIR-MENTS	BUILDING & MAINTAINING RELATIONSHIPS	DETERMINING SATISFACTION
ALUMNI	-Continue Traditions -Student Success -Continued Growth – Student, Faculty & Facility -Connections to other Alumni -An opportunity to give back	-Alumni Activities – Banquet and Games -Alumni Publications -Alumni Board -HCC Foundation Board	-Feedback from Alumni and Foundation Boards
COMMUNITY AND TAXPAYERS	-No increase in property taxes -Continued Career Training -Cultural and Sporting Events -Access to Facilities	-Participating in Local Service Clubs/Activities -Focus Groups -Being positive w/Discussion about the College within the Community -Block Party & Career Fair – Opportunities for Businesses to Interact w/College -Encouraging Community use of College Facilities -Business/Industry Grants -President's Column in Area Papers -Sporting, Cultural, and Social Events -Service Learning Projects	-Feedback from Focus Groups -Public Comment Section at Regular Board Meetings -Community Input to Board of Trustee Members -Annual Budget Hearing
FACULTY/STAFF	-Fair Compensation & Benefits -Access to Technology & Training -Advancement Opportunities -Good Supervisor -Academic Support & Continued Education -Good Work Environment	-Monthly Faculty/Administrator Meeting -Department Meetings -Title III Boot Camps on Technology/Learning Styles -Participation on Standing Teams -Bruning Award	-IDEA Center Faculty Feedback System for Administrators -Monthly Faculty/Administrator Meeting -Department Meetings -Standing Team Recommendations
PARENTS	-Safe Campus -Affordable – Financial Aid & Scholarships -Fair to all students	-Recruiting Publications and HCC Web Site -Orientation Session for Parents	-No Formal Process in place
PROSPECTIVE STUDENTS	-Financial Aid and Scholarships -Academic Programs -Campus Visits -Constant Improvement -Easy Information Access:	-Campus Special Events: Spirit Spreader, Quiz Bowl, Summer Theatre, Children's Criminal Justice Workshops, Children's Phtography Workshops, Athletic Camps	-Prospective Students to Applicant Conversion Rate

	Phone, Web Site, High school visits, CPC, Career fair -Traditions of Proven Student Success	and Clinics -ACT Testing Site -ABE/GED Program -Gender Equity Program -Junior/Senior Days -Recruiting Publications and HCC Web Site	
SCHOOL DISTRICTS	-Small Districts need Junior/Senior Level Courses -Need General College Information -Facilities for hosting large events (District, Conference, League)	-Explore District requests for Concurrent Courses & Training -HCC Provides Facilities for area high school Conference events -Financial Aid Workshops for high school students/parents	-No Formal Process in Place
STUDENTS – ON-CAMPUS	-Effective Teaching, Courses & Programs -Financial Aid and Scholarships -Safety on campus -Technology/Facilities -Housing/Food Service -Activities/Entertainment -Support Services -Easy Admissions Process -Degree Programs -Transfer Information -Graduation Requirements	-One-on-one contact w/Advisors, Faculty & Staff -Open Door/Office Hours -Low Student/Teacher Ratio allows Faculty to be accessible -Leadership Camp Enhances Relationships with Students/Staff -IQ Web & HCC Web Site Enhances Advisor, Instructor, & Student Communication -Free Admission to Campus activities/events fosters contact between Students & Staff -Clubs and Organizations sponsored by Faculty/Staff -Resource Center Tutors -Service Projects	-Student Satisfaction Inventory -Student Evaluations of Faculty -High School Counselor Survey -Focus Groups -Evaluation of Retention Rate -Exit Interviews -Housing Survey -Food Service Comment Box
STUDENTS – REGIONAL	-Effective Teaching, Courses, & Programs -Financial Aid and Scholarships -Access to Classes – Convenience -Tech Support -Re-training Programs	-Visible Regional Coordinators and Regional Staff -Convenient hours for Regional Office -HCC shows a Community interest in each area -Regional Staff work closely with high school counselors -Seek and retain Adjunct Instructors who are professional, knowledgeable, and personable -Student Advisement Available	-Student Satisfaction Inventory -Student Evaluation of Faculty Focus Groups
STUDENTS – NONTRADITIONAL	-Same needs as above with the addition of Childcare -Evening and Weekend classes	-Same as On-Campus and Regional	-Same as On-Campus and Regional
TRANSFER SCHOOLS	Need Current Catalog, Course, and Program Information	-Keep Communication open with the Universities by keeping Contact information current -Keep Transfer Information Updated	No Formal Process in Place

		-Make Catalog and other Program/Course Information available to Universities	

3C2 Student and Other Stakeholders' Needs and Requirements

In a single statement, most students expect to have their needs met, whether in respect to affordable quality higher education opportunities that accommodate student schedules, degree requirements, and transferability with 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 requirements for the different categories of students are the same initially: graduation from high school (except for concurrent students) and ASSET & ACT scores, but the expectations and needs of students in these categories can be quite different, ranging from updated computer skills to a jump start on transfer hours for concurrent students or complete degree programs. Most class sessions are mixed with differing types 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
- Easy 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

- Don't raise taxes
- Continued Career Training
- Cultural Events
- Access to Facilities

Faculty/Staff Needs/Requirements

- Fair Compensation
- Access to Technology/Training
- Advancement Opportunities
- Good Supervisor
- Academic Support/Continued Ed.
- Benefits
- Good Work Environment

Alumni Needs/Requirements

- Continue 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, CPC, Career Fair
- Traditions of proven student success

Parents

- Safe Campus
- Financial Aid & Scholarships - affordable
- Fair to all

PROCESSES

3P1 Changing Needs of Student Groups

In addition to continuous discussions with students, particularly the Student Leader group, that reveal the changing needs of students, the College administers the Student Satisfaction Survey that provides indicators of changing student needs. As Student Satisfaction Inventory (SSI) results are reviewed each year, the institution considers the performance gap score, which is defined as the difference between student expectations in the category and the services provided by HCC. Students are asked to rate their expectations for each item on a scale, 1-7 and then asked to rate their satisfaction with the same items using the same 1-7 scale. In general, large performance gap scores (1.50 or more) indicate that the institution is not meeting students' expectations. Small or zero gap scores (.50 or less) indicate that an institution is meeting students' expectations. Negative gap scores indicate that an institution is exceeding student's expectations. Since HCC has yet to receive a gap score that is 1.5 or above, the various areas and departments are required to address gap scores of 1.0 or above in the form of an action plan, personal or department goals. Each of the broad areas listed on the SSI is associated with a particular group of questions addressing various activities within the department. Stakeholders from each department are presented with specific scores for each question so that they can determine specific areas of strength and weakness.

After reviewing SSI results, HCC staff considered it necessary to add ten of our own institutional questions to the SSI. HCC's questions deal with student satisfaction in two student service area: housing and student activities.

3P2 Building and Maintaining Relationships with Students

The creation and maintenance of an invitational culture on campus was one of our first Action Projects which addresses our student retention issue. It has been made clear that it is everyone's responsibility to make our campus an inviting place to be, study, and work. Some of the activities identified for special attention are:

Building Relationships –

- College Planning Conferences (CPCs) (admissions personnel attend state CPCs and host one on campus as a way to make initial contact with prospective students
- Phone calls to prospective students
- Career Fair on campus as another means to initiate contact with prospective (and even current) students
- ACT Testing Site allows campus and regional personnel to be an initial point of contact for students making their college choice
- High School Quiz Bowl, Cheer & Dance Clinics, Camps – football, track, volleyball, basketball, softball, & baseball introduce our coaches to junior high and high school students and also showcase our facilities to them

- Campus visits tailored to the students interests and needs
- Relationships between HCC recruiters and high school officials – counselors during high school visits or:
- Junior/Senior Days which invite targeted high school juniors and seniors (and their counselors and parents) to campus for focused visit activities
- Pizza Information Suppers provide another initial or follow-up opportunity for campus personnel to make contact with prospective students in their hometown
- Academic Advisors & Freshman Orientation

Maintaining Relationships

- 1-on-1 contact with advisors, faculty, and staff
- Open door / Office Hours
- Low Student/Teacher ratio allows faculty to be easily accessible
- Leadership camp enhances relationship between student leaders and campus personnel
- IQ Web & Web Site enhances advisor/instructor/student communication
- Free Admission to campus activities/events fosters contact between students and College staff
- Faculty & staff attend student events
- Clubs & Organizations/Faculty sponsors
- Resource Center – tutors
- Service Projects done by various groups on campus – HCC Foundation Scholars, RAs, Tutors

3P3 Identifying, Analyzing, and Responding to Stakeholder Needs

Everyone on campus is responsible for gathering information from stakeholders they interact with and taking appropriate action. That information gathering begins with the Board of Trustees who are elected to represent all College stakeholders.

As part of an Action Plan to create an institutional marketing plan, a survey of Doniphan County residents was conducted. After compiling the results of that survey, College representatives conducted focus groups in each of the major communities in the county to gather additional narrative information about meeting the needs of these key stakeholders.

Results from the Student Satisfaction Inventory reveal student expectations of key aspects of their collegiate experience and how well HCC meets those expectations. Those results are sent to supervisors to evaluate those areas HCC could improve to better meet student expectations. Those supervisors then compile a plan to accomplish those improvements.

3P4 Building and Maintaining Stakeholder Relationships

Just as we focus on building and maintaining student relationships, College personnel work to communicate with our key stakeholders in order to maintain the relationships that have been built over time. Many of the activities engaged in by College personnel to build and maintain relationships with stakeholders actually cross stakeholder lines – the activity actually affects more than one group of stakeholders. Some of the activities engaged in to achieve that end are:

- Participating in local activities/service clubs
- Being positive in discussion about the College within the community
- Block Party and Career Fair opportunities for businesses to interact with College personnel and students
- Encouraging community use of College facilities
- Business/Industry Grant
- President's column in the area papers
- Training workshops for area educators
- Publications/mailings
- Alumni Activities – Banquet and games
- Alumni Publications
- Sporting, Cultural & Social events

- Service Learning Projects
- Days they are invited to campus for special events – Walk for Life, Spirit Spreader, Quiz Bowl, Summer Theatre, Children's Criminal Justice Workshops, Children' Photography Workshops
- Doniphan Co. Scholarships - Trustees
- Doniphan Co. reduced tuition
- Attend Civic Organizations
- Web Site
- Articulations & Transfer Agreement
- Clinics, Camps, Trips, and Art Day
- Radio Spots
- Offer ACT Testing
- GED Program
- Gender Equity Program

3P5 Determining New Student and Stakeholder Groups

Determining whether new student and stakeholder groups should be included in our educational offerings is currently determined through informal needs assessments. When College personnel become aware of a possible new group, a content person approaches Academic Affairs to assess interest. If the College has interest in addressing the new group, a proposal is made to the President's Staff, which gets C&I involved. Those groups look at trends, occupational data, and budget ramifications to determine the College's response. For an example, this process is described in the determination of HCC Online in 1P2.

A similar approach was used in making the decision to bring Northeast Kansas Technical College (NEKTC) within the governance and operation of HCC. In that case, KBOR directed that NEKTC decide its future. Following that directive, NEKTC approached HCC officials to explore the possibilities of a merger. Expanding our abilities to offer technical education opportunities appears to mesh well with NEKTC's proactive mission to meet the technical education needs of Northeast Kansas. While the merger exploration is ongoing, it is anticipated that the merger will take place by July 1, 2008.

3P6 Collecting and Analyzing Complaint Information and Communicating Action

Complaints regarding the academic enterprise are reported to, collected by, and addressed by the Vice President for Academic Affairs. Complaints about faculty members are addressed through an established Grievance Procedure. Complaints regarding grades assigned follow a Grade Appeal process. Complaints involving other students are covered in the Code of Conduct. Informal complaints can be lodged with Campus Security, housing personnel, and the Vice President for Student Services. Personnel complaints are addressed to and by the Human Resources Manager who follows standard human resources procedures and personnel law.

To date, complaints simply have been collected and addressed. There has been no systematic approach for analyzing the complaints collected.

3P7 Determining Student and Stakeholder Satisfaction

The results of the SSI (reported below in 3R1) are the primary method used to determine student satisfaction. If there is a performance gap score of1 or above, that item is targeted for an action-planning process. In addition to the SSI, there are other methods used to collect information about student satisfaction.

- Counselor survey, student evaluations of faculty
- Focus groups with students Invitational and disinvitational aspects of the five P's: people, places, policies, programs, and processes / visiting with students in regional service area to determine how HCC can better meet their and peer needs

- Evaluation of retention rate: number of sophomores vs. freshmen on campus
- Exit interviews
- Housing Survey
- Food service comment box
- ESU, KSU, & WSU – study on success of HCC students at their institution

The SSI is basically the only data-based instrument used to determine student satisfaction. That instrument is currently under review for improvement of analysis. We are also researching instruments to collect and analyze data on stakeholder satisfaction.

RESULTS (R)

3R1 Student Satisfaction Results

Results documenting HCC student satisfaction with the College are currently confined to the Student Satisfaction Survey.

Figure 3.2

Student Satisfaction Survey
Highland Community College Institutional Results and National Group Comparisons

	2004				2005				2006			
Scale-Rated on 1(low) to 7 (high)	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l
Academic Services	7	5.90/ 5.98	5.50/ 5.30	.40/ .68	7	5.74/ 6.01	5.32/ 5.36	.42/ 1.05	5	5.90/ 6.02	5.55/ 5.39	.35/ .63
Academic Advising/Counseling	1	6.07/ 6.08	5.66/ 5.10	.41/ .98	1	5.96/ 6.10	5.49/ 5.15	.47/ .95	1	6.09/ 6.11	5.67/ 5.18	.42/ .93
Admissions/Financial Aid	5	5.93/ 5.96	5.31/ 5.00	.62/ .96	5	5.77/ 6.00	5.11/ 5.05	.66/ 1.21	7	5.88/ 6.00	5.32/ 5.08	.56/ .92
Campus Climate	8	5.85/ 5.91	5.40/ 5.19	.45/ .72	8	5.74/ 5.93	5.09/ 5.22	.65/ .71	8	5.80/ 5.94	5.32/ 5.25	.48/ .69
Campus Support Services	11	5.18/ 5.39	4.89/ 4.85	.29/ .54	11	5.10/ 5.43	4.69/ 4.89	.41/ .54	11	5.19/ 5.44	4.88/ 4.93	.31/ .51
Concern for the Individual	4	5.95/ 6.04	5.49/ 5.13	.46/ .91	2	5.84/ 6.06	5.15/ 5.16	.69/ .90	2	5.95/ 6.06	5.40/ 5.19	.55/ .87
Instructional Effectiveness	2	6.04/ 6.14	5.50/ 5.31	.54/ .83	4	5.82/ 6.15	5.16/ 5.34	.66/ .81	4	5.93/ 6.15	5.37/ 5.36	.56/ .79
Registration Effectiveness	3	6.00/ 6.11	5.53/ 5.31	.47/ .80	3	5.83/ 6.13	5.30/ 5.33	.53/ .80	3	5.94/ 6.14	5.52/ 5.37	.42/ .77
Safety and Security	10	5.74/ 5.95	4.90/ 4.81	.84/ 1.14	10	5.54/ 5.96	4.18/ 4.87	1.36/ 1.09	10	5.71/ 5.96	5.03/ 4.94	.68/ 1.02
Service Excellence	9	5.84/ 5.89	5.41/ 5.13	.43/ .76	9	5.71/ 5.92	5.17/ 5.18	.54/ .74	9	5.79/ 5.93	5.40/ 5.21	.39/ .72
Student Centeredness	6	5.91/ 5.91	5.48/ 5.26	.43/ .65	6	5.77/ 5.94	5.17/ 5.29	.60/ .65	6	5.89/ 5.95	5.36/ 5.32	.53/ .63

General Analysis

- Year in and year out academic advising and counseling is the highest priority for HCC students. HCC performs consistently above the national average in this area with the gap score for the past three years averaging .43.
- Concern for the Individual, Instructional Effectiveness, and Registration Effectiveness rounds out the top four areas of importance for HCC students. HCC performs consistently above the national average in these areas as well.
- HCC has performed above the national average in all three years in all areas except Safety and Security in 2005.
- HCC's highest area of concern deals with Safety and Security. In 2005, HCC's gap score was 1.36 which was higher than the national average and over 1.00. Questions in this section of the survey deal with the amount of parking space and lighting on campus as well as responsiveness from security staff and overall campus safety. The amount of student parking space is the question that has received low satisfaction from the students in all three years of this analysis. With the exception of 2005, gap scores related to questions about response of the security staff have been below 1.0 and HCC has performed above the national average in this area.

HCC staff considered it necessary to add ten of our own institutional questions to the SSI. HCC's questions deal with student satisfaction in two student service areas: housing and student activities.

Figure 3.3

HCC Specific Questions

	2004				2005				2006			
Scale-Rated on 1(low) to 7 (high)	HCC Order of Importance	Importance	Satisfaction	Performance Gap	HCC Order of Importance	Importance	Satisfaction	Performance Gap	HCC Order of Importance	Importance	Satisfaction	Performance Gap
HCC Student Activity Questions												
Adequate on-campus student activities are provided during the weekends.	5	5.22	4.41	.81	5	5.25	4.21	1.04	5	5.31	4.76	.55
Adequate on-campus student activities are provided during the weekdays.	4	5.28	4.97	.31	4	5.39	4.79	.60	4	5.46	5.18	.28
There is a reasonable variety of on-campus activities provided for students.	2	5.56	5.11	.45	1	5.52	4.74.	.78	3	5.57	5.19	.38
Student government is responsive to student needs.	3	5.34	4.77	.57	2	5.44	4.35	1.09	2	5.58	5.00	.58
Student leaders (SGA officers, RA's, academic tutors) contribute to a positive campus experience.	1	5.70	5.23	.47	3	5.42	4.85	.57	1	5.73	5.30	.43
HCC Student Housing Questions												
Campus housing is well maintained.	1	6.10	4.86	1.24	1	5.96	4.37	1.59	2	5.92	5.08	.84
The housing staff (director(s) and RA's) is helpful.	2	6.06	5.22	.84	4	5.79	4.59	1.20	1	5.97	5.22	.75
Housing policies and procedures are reasonable.	5	5.85	5.04	.81	5	5.72	4.10	1.62	5	5.79	5.02	.77
The atmosphere in and around campus housing is inviting.	4	5.97	5.13	.84	3	5.83	4.67	1.16	4	5.82	5.09	.73
The housing staff is fair and unbiased in their treatment of all students living on campus.	3	6.02	5.22	.80	2	5.92	4.56	1.36	3	5.87	5.39	.48

Student Activities General Analysis:

- SSI results indicate that it is most important to our students that student leaders contribute to a positive campus experience. Gap scores for all three years are well below 1.0, which indicates that student leaders are contributing to positive experiences for other students.
- Two areas of concern emerged in 2005. Performance gap scores indicated that attention should be given to providing more student activities during the weekends and that student government needed to be more responsive to student needs. Satisfaction in these areas improved on the 2006 survey.

Student Housing General Analysis:

- Students expect campus housing to be maintained and for the housing staff to be helpful.
- Performance gap scores in the area of housing maintenance indicated student dissatisfaction in 2004 and 2005. Efforts to upgrade housing maintenance have been initiated and successful as evidenced by the gap score closing in 2006.
- Gap scores in 2005 within the housing piece of the questionnaire were all over 1.0, which was cause for concern. Improvement was made in all areas in 2006 as evidenced by all gap scores lower than 1.0.

3R2 Results of Student Relationship Building

Other than the results from the SSI and the data listed below, we recognize the need to implement additional methods to determine the results of our student relationship building efforts.

Figure 3.4 shows the Departmental Scholarship Statistics from the Fall of 2007 which is one of the student relationship building activities listed in 3P2.

Figure 3.4 Fall 2007 Academic Departmental Scholarship Statistics

	Goal	# on Schol	DP	KS	Dept./OSS	# 1st year	# 2nd year or above	% 1st year	% returners
Ag	25	20	9	9	2	16	4	80%	20%
Art	17	14	5	8	1	12	2	86%	14%
Athletic Training	15	13	1	11	1	12	1	92%	8%
Business	23	43	8	34	1	35	8	81%	19%
Cheer	12	6	0	3	3	5	1	83%	17%
Criminal Justice	35	19	2	16	1	15	4	79%	21%
Dance	25	10	6	4	0	6	4	60%	40%
Education	25	25	4	20	1	18	7	72%	28%
Math/Science	18	19	10	7	2	12	7	63%	37%
Inst. Music	20	18	1	17	0	14	4	78%	22%
Vocal Music	20	17	0	17	0	13	4	76%	24%
Photography	10	14	1	12	1	14	0	100%	0%
Theatre	25	25	3	21	1	22	3	88%	12%
Total	270	243	50	179	14	194	49	80%	20%
Misc Schol									
Academic Misc		19	0	19	NA	11	8	58%	42%
Academic Ex		5	0	5	NA	3	2	60%	40%
Deans (non-specified)		3	0	3	NA	1	2	33%	67%
GED		12	0	12	NA	7	5	58%	42%
Journalism		2	1	1	NA	2	0	100%	0%
Foundation Misc		0			NA		0		

Total	41	1	40	24	17	59%	41%
			0				
Grand Totals	284	51	233	218	66	77%	23%

3R3 Stakeholder Satisfaction Results

A major concern of one of our major stakeholder groups, local county taxpayers, has been the mil levy assessed on their property for support of the College. Realizing this concern, the College Board of Trustees and College officials have made every effort to reduce or maintain the mil levy. The chart below shows the results of that effort. Other than this indicator, we currently have no method to capture satisfaction levels of other stakeholder groups.

Figure 3.5 Mil Levy History

Doniphan County Mil Levy History for Highland Community College

Year	Levy	Actual Levy $
1998	23.8	$ 864,836.00
1999	18.8	$ 845,842.00
2000	17.3	$ 792,798.00
2001	14.8	$ 848,980.00
2002	15.8	$ 937,170.00
2003	15.8	$ 956,656.00
2004	14.9	$ 955,391.00
2005	14.91	$ 976,837.00
2006	14.6	$ 976,837.00
2007	14.4	$ 967,337.00

3R4 Results of Stakeholder Relationship Building

We are researching instruments to collect and analyze data on stakeholder satisfaction.

3R5 Comparison of Results

Comparison of HCC results on the SSI with the national average is included in the chart and analysis in 3R1.

IMPROVEMENT (I)

3I1 Improvement of Processes and Systems

Understanding the needs of our stakeholder groups occurs on the level where the stakeholder groups interact with College personnel. To improve the systems and processes for dealing with those groups, the interacting College personnel make recommendations to their supervisors who then forward the proposals to the President's Staff for consideration.

3I2 Current Improvement Priorities

Targets for improvement in understanding the needs of our key student and stakeholder groups are largely set by those most closely aligned with those groups. For example, when the Retention Team learned that only eleven percent of the campus student body is from the local service area, they decided to explore the determining factors in that data: what is our legitimate market share of the local county graduates, where do they go, why do the go there, what are we doing to attract/retain them, what are we doing that is not attractive to them? When the Student Leader group brought concerns to their meeting, a SWOT analysis was done that lead to changes in institution policies.

It is difficult to set specific targets in the region. We're committed to continuing to increase the student and stakeholder populations, but we really can't set a concrete target at this time. There are too many variables involved. We achieve the goal of increasing our population by doing the activities listed in 3P2 and 3P4. The results are communicated at Regional Coordinator meetings and by sharing resources and documents among coordinators.

Unsure order of priorities at this time – some ideas - Develop surveys for continuing education opportunities, expand number of adjunct instructors, improve quality of courses and facilities, brainstorm on best methods to attract and retain new students, collect additional data and statistics for regional students and site to explore demands and needs of all types of students and possible expansion of degree and certificate programs to regional sites through various delivery methods.

AQIP Category Four: VALUING PEOPLE

CONTEXT FOR ANALYSIS (C)

4C1 Organization of Work

Highland Community College is a traditional college, offering freshman and sophomore level courses with the majority of these courses intended for transfer to a four-year institution. As such, it is of tantamount importance that the faculty possess the qualifications required by the Kansas Board of Regents as well as those desired by the receiving institutions.

HCC is somewhat unique in Kansas regarding the utilization of around 500 part-time Adjunct Instructors to teach courses throughout its nine-county service area. Each of these adjunct instructors must meet the same qualification guidelines as their on-campus counterparts. As a result, a great deal of time is spent ensuring that these minimum qualifications are met.

Apart from this unique feature, HCC's organizational chart is quite similar to most small colleges. (See Organization Chart at the end of the Overview)

4C2 Key Institutional and Geographic Factors

HCC is located in a very rural area of Northeast Kansas. Farming and agricultural related industries have been a major feature of the area. However, the small family farm is becoming less and less able to provide adequate income and many of the children from farming families must look outside the agricultural industry for a career. The result is that the population of HCC's home county of Doniphan has decreased over the years as these young people seek employment opportunities in other counties and states.

Finding qualified employees from within the county, and even surrounding counties, has become increasingly difficult, necessitating advertising of vacant positions in a much broader area and sometimes even nationwide. For faculty and administrative positions this brings a much needed diversity to the College. However, for support staff positions, it is unrealistic for an employee to relocate to the area for a position that may start as low as $7.50 per hour. It is also difficult to attract applicants for these positions from the nearby cities, as gas prices make travel more and more of a concern. The nearby city of St. Joseph, Missouri, has a population of over 70,000 with a work force that would certainly meet the needs of the College; however, the 30 mile drive keeps many people from applying. In a number of cases, the College has had to hire people who do not
meet the desired minimum qualifications and take the time and dollars required to train them. This has worked out well except in those cases where the employee, with their new-found knowledge, is now more employable and moves on to a position elsewhere that pays more.

Part-time support staff positions are the most difficult to fill as they do not have benefits such as insurance associated with them. Consequently, the College has very few permanent part-time positions.

4C3 Demographic Trends

HCC's rural location is not for everyone and attracting qualified faculty, especially in the sciences, has become difficult. In addition, the salaries the College is able to afford often do not compare to salaries that employees might receive at a larger institution or in a more populated area. Demographic trends of note center on the business climate in the area and whether that climate is going to be able to retain current employers and attract other major employers.

With the advent of online courses, some of these problems may see some relief as the instructors will not have to leave their homes, wherever that may be. It remains to be seen what effect online courses will have in the whole scheme of instruction at HCC, but no matter what type of instruction is being offered, the individuals hired will meet the minimum qualifications for instructors.

4C4 Key Training Initiatives

In a somewhat ironic situation, the College is looking at partnering with an outside provider of training for clerical and support staff members. This training is online, short in time duration, affordable at $10 per half hour session, and could provide a means of ensuring that these personnel have the skills necessary for their positions.

PROCESSES (P)

4P1 Identification of Credentials, Skills, and Values of Employees

Instructor qualifications at Highland Community College require that full-time instructors have a completed master's degree in their discipline. Part-time Adjunct Instructors must have at least 18 graduate hours in the field they will be teaching. This guideline was a standard set years ago by our accrediting agency, North Central Association. Although NCA no longer has this particular minimum requirement, Highland Community College 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 who can be assured that the courses were taught by a qualified instructor; second, students receive their money's worth as they are taught by a person highly knowledgeable in the subject area; and third, the perception by the community of Highland Community College as a place to receive a quality education is enhanced by having qualified instructors.

In 1965, State legislation reorganized the community college system under the Kansas State Board of Education, with local Boards of Trustees elected from within the counties where the colleges were located. The KSBE adopted the same guidelines as NCA regarding college level instructors at community colleges. In 1999, the Kansas Legislature placed Kansas community Colleges under the auspices of the Kansas Board of Regents. The instructor guidelines were kept the same until 2006 at which time KBOR changed the guidelines for instructors teaching a college course in a high school setting, known as Concurrent Courses. Because many high school instructors do not have a master's degree, or even 18 graduate hours in their teaching field, KBOR mandated that Concurrent Classes may be taught by an instructor with a bachelor's degree as long as they have at least 24 undergraduate courses in the subject area they will be teaching.

The only other exception to the 18 graduate hour rule is when a course is vocational or non-transfer in nature. These courses may be taught by someone with a bachelor's degree in that discipline.

HCC's hiring process requires that all part-time adjunct instructors have official transcripts sent to us as a part of the application process. Once their application is complete, the file is turned over to the President of the College for review. The President thoroughly examines the applicant's transcript(s) and determines what courses that person may teach based on the criteria as explained above. If the applicant does not possess the minimum criteria, they are not approved and will be notified that their credentials do not allow them to teach for Highland Community College at this time. Having official transcripts in hand assures that the President is making his/her decision based on actual credentials.

The hiring process for full-time instructors differs slightly in that the applicants may provide unofficial copies of their transcript(s) for the application process. Once hired, they are required to have official transcripts sent to the Human Resources Office. Upon receipt, the transcripts are reviewed to make sure that they match the information provided by the applicant in their original application.

4P2 Recruitment Process

Recruiting of employees includes advertising in local newspapers, on applicable websites, and in nationwide publications. The HR Department also maintains a page on the College's Web site and has a page on the local cable channel, both of which list current openings at the College.

Permanent full-time and part-time employees are required to attend a New Employee Orientation with the HR Manager. During the Orientation, the employees are provided with an Employee Policy Manual and an Orientation Manual. The Policy Manual is reviewed in depth by the HR Manager. The Orientation

Manual contains general information about the College and the employee is encouraged to review it. The employee is also required to view a Sexual Harassment Awareness video at this time.

Due to the thoroughness of the recruitment and hiring process, planning for changes in personnel typically occurs only when the College is gaining or losing a program.

4P3 Work Processes that Contribute to Communication, Cooperation, High Performance, and Ethical Behavior

Decision making at Highland Community College is largely a product of committee work. All employees have the opportunity to serve on committees and thus have a say in the direction the College is headed. The committees' recommendations are heavily weighed in the final decision by the President or the Board of Trustees. Participation on committees gives the employee a sense of empowerment, allows for expansion of innovative ideas, promotes cooperation and communication between departments that might not otherwise have much contact with each other, and lets the employee see the big picture as they learn about what other departments are doing.

In a small college setting, unethical practices usually come quickly to light. Specific policies dealing with ethical practices start with the Board of Trustee Bylaws which limits employment of relatives. Immediate family of Board Members shall not be employed in a full-time capacity at the College. Immediate family is defined as children, spouse, parents, or spouse's parents. If a full-time employee's immediate family member is elected to the Board, the employee shall resign at the end of the contract year or prior to the beginning of service by that Board Member.

In addition, no members of the Board may receive any compensation for any services rendered the district, although expenses may be reimbursed for travel on College business if so authorized by the Board.

Policies for employees that deal with ethical practices include:

1. A policy restricting outside employment unless approved by the President (Assures no conflict of interest with the College or State.)
2. A Conflict of Interest Policy (Honesty and professional integrity are addressed as well as the prohibition of an employee using their official position and influence to further personal gain.)
3. Drug and Alcohol Prevention Program Policy (Prohibits the use, possession, sale, gift, or otherwise furnishing drugs or alcohol, as well as working under the influence.)
4. 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.)
5. 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, to 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.)
6. Notice of Non-Discrimination (HCC is committed to a policy of nondiscrimination on the basis of race, age, sex, religion, color, national origin, creed, disability, marital or parental status. A grievance process is in place for employees and students alike.)
7. Prohibition of Sexual Harassment (HCC specifically prohibits any act of sexual harassment and provides a grievance process for employees and students alike.)

4P4 Training and Developing Employees

Full-time faculty are provided the opportunity to pursue additional coursework in their discipline or related discipline. $150 per credit hour is provided for applicable graduate hours. $100 per credit hour is provided for continuing education hours. In addition, faculty are encouraged to attend training, seminars, conferences, or clinics provided the item has been budgeted. In some cases, a grant may pay for their attendance. In addition, full-time faculty may be eligible 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 approved work experience.

Administrators and Classified employees may attend training, seminars, conferences, clinics, or HCC classes that are relevant to their field of work provided the item has been budgeted. There are no procedures in place to reimburse an administrative or classified employee for non-HCC coursework completed. In most cases, training is reinforced through incorporation of the knowledge into the employee's work.

The HCC Vice President for Academic Affairs works with every new faculty member by linking the new instructor with an experienced faculty mentor to provide assistance on everything from understanding paperwork to campus culture to teaching tips.

Part of our campus culture is the concept of lifelong learning. Faculty include their professional development activities in their yearly Individual Plans of Action. In recent years, three faculty members and one administrator have completed doctoral studies while working for the College.

The College provides yearly in-service programs which include professional development activities like computer training, online workshops, teaching techniques, and topics of current interest.

The focus of the College's Title III grant is students with developmental needs. One aspect of the grant is to also work with faculty to assist the instructors with teaching techniques when working with developmental students. Consequently, the Title III staff conducts workshops called Boot Camps for HCC faculty members. These Boot Camps provide the faculty with instructional skills designed to assist developmental students.

4P5 Determining Training Needs

Professional training needs are determined in two primary ways: by individuals in their Plans of Action, and from the Professional Development team for the faculty as a whole. The Professional Development team uses group discussions, personal experience, and input from the Vice President for Academic Affairs to determine their recommendations for training. In-course assessments provide directions for training related to course offerings, which then augment our focus on helping students learn.

Whenever new software becomes available that is of use College-wide, or a College-wide project is identified that requires training in existing software, the College provides workshops and individual training. One example would be the use of IQ Web to identify student course attendance and performance for student advisors and activity sponsors (including athletic coaches).

4P6 Design and Use of Personnel Evaluation System

The current personnel evaluation system has been in place for 15 years. As a right to work state, faculty employment is subject to state statute. The faculty evaluation system is part of the employment contract negotiated between the College and the HCC Faculty Association.

IX. EMPLOYEE EVALUATION PROCEDURE

A. Procedure for Evaluation of Professional Employees Job Performance:

1. Evaluator shall be defined as the professional employee's immediate supervisor responsible for the Employee Evaluation Report of the professional employee.

2. Within four (4) weeks of the beginning of each school year the evaluator shall review with each professional employee to be evaluated during the current academic year the evaluation procedure, including the criteria for evaluation and instrument to be used for the required observation(s). A professional employee hired or reassigned after the beginning of the school year shall be notified by the evaluator of the evaluation procedure, including the criteria for evaluation and instrument used for the required observation(s). No required observation shall take place until such orientation has been completed.

3. Professional Evaluation Schedule

   a. Professional employees in their first two (2) consecutive years of employment at the College shall be evaluated at least one (1) time per semester by not later than the 60th school day of the semester. Additional evaluations may be scheduled as needed in order to provide new professional employees with adequate assistance in strengthening and improving job performance.

   b. Professional employees in their third and fourth years of employment at the College shall have at least one (1) evaluation per year. The evaluation shall be completed by not later than February 15. Additional evaluation(s) may be scheduled as needed in order to provide adequate assistance in strengthening and improving job performance.

   c. After the fourth year of employment, professional employees shall be evaluated at least once every three-(3) years by no later than February 15 of the school year in which the professional employee is evaluated.

   d. Should the evaluation reveal potential problems in job performance, the evaluator shall inform the professional employee, using the professional employee evaluation recommendation summary, of the specific problem area(s) and provide suggestions and recommendations for improving the quality of the professional employee's job performance.

4. A pre-evaluation conference shall be held between the evaluator and the professional employee at least ten (10) school days prior to each evaluation so that the objectives, methods, and materials of the evaluation may be reviewed. The professional employee shall be afforded the opportunity for a self-evaluation to be completed and returned prior to the formal evaluation.

5. Student Assessment of Professional Employees:

   a. The evaluator or his/her designee shall administer a student assessment of each class taught by the professional employee on a survey form provided by the Chief Academic Officer. The evaluator and the professional employee shall jointly determine the date of the assessment. A summary of the results of such assessment shall be made available to the professional employee.

   b. The student assessments shall be retained for a period of three years. Professional employees shall have the right to review the student assessment forms if the professional employee disputes the summary results.

6. The evaluator shall make at least one (1) classroom visitation of 20 minutes or longer duration prior to completion of the Employee Evaluation Report if instruction is a primary contract provision. The observation shall not interrupt normal classroom procedure.

7. A post-evaluation conference between the professional employee and evaluator shall be arranged at a mutually agreed time within ten (10) days following completion of the Employment Evaluation Report. The purpose of the post-evaluation conference is to provide feedback by the evaluator to the professional employee. This will include, but not limited to, discussion of Student Assessment of Professional Employee since last evaluation, classroom visitation, plans of action since last evaluation, job description, Professional Employee Evaluation Report and Professional Employee Evaluation Recommendation Summary.

8. The Professional Employee Evaluation Report must be signed by the evaluator and the professional employee acknowledging only that a post-evaluation conference was held and that the professional employee is aware of the contents of the evaluation report and that it has been thoroughly discussed with him/her. The professional employee may affix a response to any Employee Evaluation Report.

9. Signed copies of the Professional Employee Evaluation Report and Professional Evaluation Recommendation Summary shall be provided to the professional employee.

10. Any evaluation in the professional employee's file will be removed and destroyed upon written request of the professional employee anytime after five (5) years from the date of the evaluation.

B. Professional Development Plan

Each professional employee shall develop a professional development/educational plan for the following academic year. The plan shall be submitted to the Chief Academic Officer or his/her designee on or before March 1.

C. Probationary Status Due to Evaluation

A professional employee may be placed on probation due to unsatisfactory job performance. Placement of a professional employee on probation for unsatisfactory teaching performance shall occur only after specific written notice of the teaching problem(s) has been provided to the professional employee as required in paragraph 3.d. above. During such probationary period, the administration shall provide assistance to improve the professional employee's unsatisfactory performance. The nature of such assistance shall be determined by the administration. Specific requests for assistance by the professional employee shall not be unreasonably denied. Such assistance may include classroom visitation by administrative and supervisory personnel, release from teaching duties to observe another professional employee or to attend an approved professional workshop or any other assistance as the responsible administrative personnel shall consider appropriate. Nothing in this provision shall limit the Board's right to terminate or non-renew a professional employee for unsatisfactory teaching performance in accordance with state law or this agreement.

D. Student Assessment Between Evaluation Semesters

During off-evaluation academic years professional employees shall have students assess two classes per year (one per semester mutually agreeable with the supervisor) using the same instrument and procedure used during evaluation years.

E. Part-Time Professional Employee Evaluation

The evaluation of an individual's professional job performance shall follow the timelines for other professional employees. The evaluation should be based on a job description and evaluation materials pertinent to the employee's job assignment.

Consequently, those initial evaluations of new faculty members are critical to building a quality faculty. With the small size of the College, selection and retention of quality, qualified faculty members is essential to our ability to help our students learn.

For all other employees other than the President's staff, the evaluation system centers around a yearly simultaneous self-assessment/supervisor assessment of questions on the evaluation instrument. The design of that system is to identify any areas of the employee's work that need to be addressed. While that system provided a means of employee evaluation for the 15 years it has been in effect, it is not conducive to a continuing improvement culture. That system is being addressed as described in 4I2.

Since taking office in 2002, the President has employed his own system of evaluating his staff members. That system is designed to foster the team approach to administration used by the President. As the result of attending the NCA National Meeting in 2004, the President initiated a faculty review of the President and his staff using an instrument from the IDEA Center. That evaluation was first used in 2005, so one year's worth of results have been gathered.

4P7 Reward and Recognition Plan

In addition to the intrinsic rewards of teaching, monetary awards for faculty are achieved by movement on the pay scale which is inherent to the negotiated agreement.

E. Class Placement Movement

1. Increments of fifteen (15) approved graduate college credit hours shall entitle the professional employee to advancement to the next class of pay.

   a. Advancement from Bachelors to Masters in an applicable academic area requires the conferring of the Masters Degree and the filing with the Chief Academic Officer of a transcript from the conferring academic institution showing

completion of the degree in the subject area of teaching.

b. Advancement to each of the next levels past the Masters Degree level and up to Masters Degree + 45 requires substantiation of credit hours by grade report or transcript from the academic institution where the applicable graduate course work was completed.

c. Advancement to the Doctorate Degree level requires the conferring of the Doctorate Degree and the filing with the Chief Academic Officer of a transcript from the conferring academic institution showing completion of the degree.

Rewards and recognition for faculty are also obtained through two other methods: the annual Bruning Award and the annual employee appreciation luncheon. The Bruning Award is made each year based on proposals received from faculty for a professional development experience. The Award allows the faculty member to develop skills used in the classroom to enhance student learning.

Based on feedback from faculty and staff, a series of awards are made each spring at an employee appreciation luncheon. The Shooting Star is awarded to that employee or group of employees who have made a significant contribution to the culture of the College during the year. The Making a Difference award, which is student nominated and decided by the President's Staff, identifies employees who have made a difference in student's lives during the year. Finally, at the conclusion of the luncheon, each employee is given a College item such as a shirt, mug, notebook, or cap.

4P8 Key Issue Process

Key issues relating to employee reward and motivation are identified through a variety of face-to-face opportunities: monthly faculty/administrator meetings, periodic departmental meetings, Team meetings, and the Fall in-service. Employees are encouraged to make known their ideas relating to their experiences at the College. They can do so at these established meeting times or through discussion with their supervisor. Obviously, key issues are also discussed during the negotiation process.

4P9 Employee Satisfaction, Health and Safety, and Well-Being

Following lessons learned from Maslow, the College recognizes that employees can best meet student learning needs when their own basic needs have been met. To that end, the working environment of the College is a priority. Given the age of some College facilities (the original 1858 building is still in use), while not every campus office and classroom is ideal, it is usable. Repair and enhancement of campus facilities are part of a yearly Facilities Plan. The construction of a new Wellness Center also contributes to employee well-being, not only physically, but mentally. Even those employees who do not use the facility feel proud of its existence since it sends a clear message that they are working in an environment that encourages vitality.

As part of the groundwork being laid for an academic master plan, the College contracted with an outside agency to do an environmental scan. That scan included a survey of College employees. Several questions were used to determine employee satisfaction levels. While employees appear to be satisfied with their jobs, they are not satisfied with their compensation or health insurance plan.

Based on employee feedback and institutional concern, the College offers CPR training for employees. A comprehensive, major medical health insurance policy is provided for every full-time employee. When the rates of the existing plan became unaffordable, the administration conducted a survey of employees to get employee feedback on the best option for the most employees. That option was then implemented in the new plan. Employees reflected the national attitude toward health insurance and were dissatisfied with the increasing costs and decreasing services, but at no time did the administration consider eliminating the health insurance policy from the benefit package.

Other facets of dealing with employee health and safety are participation in Worker's Compensation and OSHA compliance. Training of maintenance employees is routinely provided, supervisors maintain open door policies, and there is a grievance procedure should the occasion arise.

4P10 Collecting and Analyzing Measures

To date, the College has no measures for collecting and analyzing employee satisfaction, health and safety, and well-being. In the health insurance survey, we did learn that employees are very satisfied with their health insurance provider.

RESULTS (R)

4R1 Results of Valuing People

One of our approaches to valuing people is our effort to maintain an enjoyable work environment. Our planning to maintain our facilities is one indicator of that effort. The chart below reflects the number of facilities projects which have been completed in the last year. It tells the building (Location) where the project occurred, what the project was, General Fund dollars allocated, Auxiliary Fund dollars allocated, an X for completion, a / for partial completion, and the actual dollars from the General Fund (GF) used on the project.

Figure 4.1 Facilities Planning

Highland Community College
Short Term Facilities Planning

Location	*Project*	*General*	*Aux*	*Done*	*GF Actual*	*Aux Actual*
Admin	Repair boiler/upgrade to code	$ 15,000		X	$7,200	
Admin	Front steps renovation	$5,000.00		X	$3,900.00	
Allen	Replace concession door	$4,500.00		X	$2,500.00	
Allen	Sound System	$15,000.00		X	$13,000.00	
Allen	Re-roof East secton	$50,000.00		X	$41,163.00	
Cafeteria	Paint dining area	$700.00		X		$500.00
Campus	Purchase & demolish Spangler Property-'05	$25,000.00		X	$28,000.00	
C Apts	Re-roof Apts-05		$14,000.00	X		$14,300.00
Capts	Re-carpet		$10,000.00	/		$11,000.00
Campus	Sidewalk repair and installation	$24,000.00		X	$23,967.00	
CT	A/C unit	$10,000.00		X	$8,995.00	
CT	classroom furniture	$25,000.00		X	$21,018.56	
H Apts	Re-carpet/lkitchens		$16,700.00	X		$16,359.96
Yost	Remodel Yost classroom to offices	$3,500.00		X	$1,200.00	
Dorms	Build new housing 24 bed unit		$590,000.00	X		$326,100.00
Dorms	Painting, Dry wall repair, Ceiling repair		$20,000.00	X		$25,000.00
FY2006	**PROJECTED TOTALS**	$157,700.00	$650,700.00		$124,343.56	$393,259.96

Location	Project	General	Aux	Done	GF Actual	Aux Actual
Admin	Music room piano lab renovation	$5,000.00		X	$10,782.00	
Allen	HVAC controll system upgrade	$9,000.00		X	$11,337.52	
Campus	Plant Trees	$2,000.00		X	$4,550.00	
C Aparts	Replace linoleum/carpet		$24,000.00	X		$18,000.00
CT/MS	Lockable storage in CT classrooms-'98	$1,500.00		\	$900.00	
Degginger	Re-roof	$6,000.00		X		$4,216.68
FB Field	Re-paint goal posts			X	$800.00	
Heritage	Tile Bedrooms		$20,000.00	X		$11,427.78
Irvin	Patch, paint window frames, guttering, bell tower	$8,000.00		X	$7,250.00	
LSU	Lounge remodel		$180,000.00	\		$29,824.00
Rubeti	Tile Bedrooms		$20,000.00	X		$11,427.78
Scottie	Recarpet		$8,000.00	X	$4,900.00	
Yost	Re-tile basement	$7,500.00		X	$4,429.00	
Yost	Re-roof	$5,600.00			$4,116.00	
Track	Build new storage building	$124,000.00		\	$49,727.00	
Wellness	Build new storage building		$ 50,000.00	X		$ 25,924.00
Dorms	new unit completed	$ 275,000.00				$ 320,959.60
Dorms	Furniture for new unit		$ 45,000.00	X		$ 44,000.00
Dorms	Landscape new unit		$ 5,000.00	X		$ 680.00
Dorms	Painting, Dry wall repair, Ceiling repair		$ 20,000.00	X		$ 25,000.00
FY2007	**Projected Totals**	$ 443,600.00	$ 372,000.00	#	$ 98,791.52	$ 491,459.84

Location	Project	General	Aux	Plant	Done	GF Actual	Aux Actual
Allen	repaint/refinish gym floor	$20,000.00					
Allen	Gym end padding	$5,000.00					
Allen	Weight room addition	$525,000.00					
CT/MS	Replace roof HVAC units (one)	$7,000.00					
Campus	Plant Trees	$3,000.00					
Campus	Security notification system	$20,000.00					
Campus	Privacy Fencing around dumpsters '05	$2,000.00					
Degginger	Carpet all rooms		$20,000.00				
Heritage	drainage lower level		$16,000.00				

Highlander	recarpet all rooms		$20,000.00			
Highlander	Repair Roof		$5,000.00			
LSU	Lounge continued		$151,000.00			$153,000.00
LSU	concrete/drive repair ADA accessiblity to west entrance	$11,000.00			$11,000.00	
Stadium	curb/drainage repair	$14,000.00			$14,000.00	
Dorms	Painting, Dry wall repair, Ceiling repair		$20,000.00			
FY2008	**Projected Totals**	$607,000.00	$232,000.00		$25,000.00	$153,000.00

Location	*Project*	**General*	*Aux*	*Done*	*GF Actual*	*Aux Actual*
Admin.	Install new HVAC using Parker control systems-'98	$150,000.00				
Admin.	Reroof Building	$40,000.00				
Allen	Drainage on West side of Building	$15,000.00				
Allen	Recarpet bleacher seating areas-'05	$35,000.00				
Campus	Plant Trees					
Irvin	Repair Roof/chimney's	$15,000.00				
Irvin	window replacement	$20,000.00				
Irvin	HVAC	$150,000.00				
Kansas	recarpet		$6,000.00			
Kiltile	recarpet		$6,000.00			
MS	fire safety upgrades	$20,000.00				
MS	faculty offices remodel	$25,000.00				
Sunflower	recarpet		$8,000.00			
Theatres	Replace Theatre Seats/renovate	$250,000.00				
LSU	Redecorate library-'01,05	$100,000.00				
FY2009	**Projected Totals**	$820,000.00	$20,000.00			

*opportunity to issue interest free bonds through State of Kansas for deferred maintenance projects, 8 year payback

The initial results of a study conducted by an outside agency included a section on employee job satisfaction.

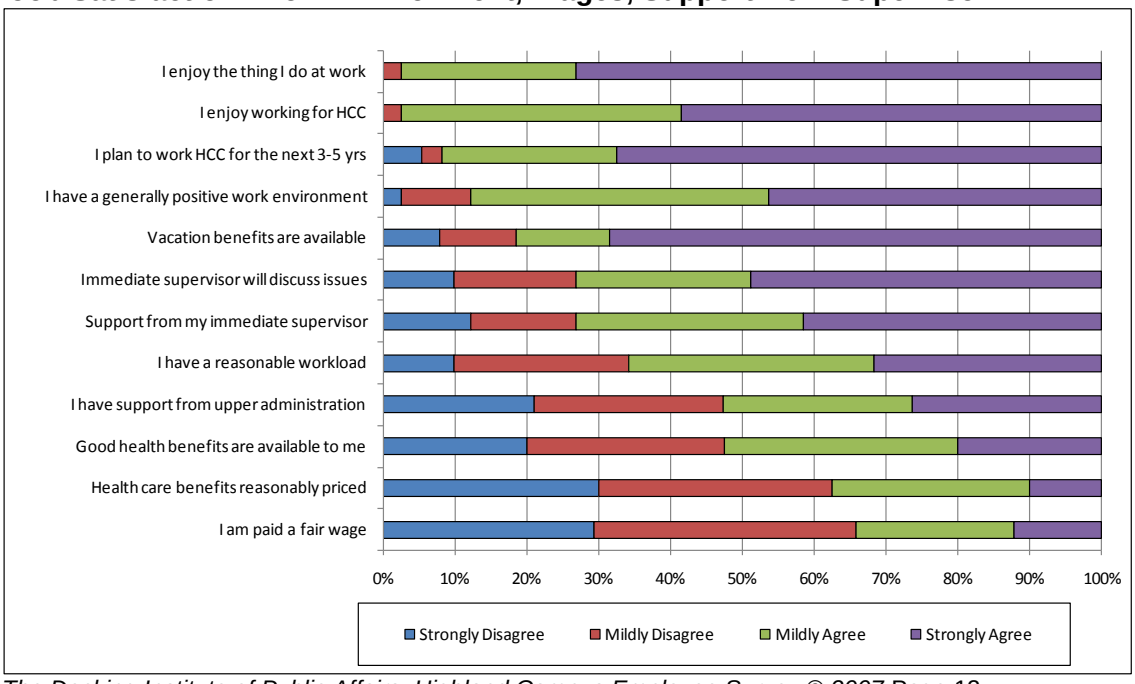
Job Satisfaction Among Employees of HCC.
The third section of the survey asked respondents for their opinions about working for HCC. Respondents were asked to indicate whether they ***Strongly Agree, Mildly Agree, Mildly Disagree,*** or ***Strongly Disagree*** to 12 statements such as “I enjoy the things I do at work” and “I have a reasonable workload.” Respondents were also asked whether they were ***Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied,*** or ***Very Dissatisfied*** with 12 aspects of HCC including “the condition of the computer in your office” and “access to the Internet in your classrooms.” Respondents were also offered the opportunity to leave “open-ended” comments.

The responses shown in Figure 5 are ordered by combined “mildly agree” and “strongly agree” scores. The figure shows that nearly all of the respondents agree with the statement “I enjoy the things I do at work,” with only about 3% suggesting that they mildly disagree and none strongly disagree. Similarly, nearly all of the respondents agree with the statement “I enjoy working for HCC,” with only about 3% mildly disagreeing and none strongly disagreeing, although fewer strongly agree with this statement than the previous one.

More than 80% of the respondents agree with each of these statements: “I plan to work for HCC for the next 3-5 years,” “I have a generally positive work environment,” and “vacation benefits are available to me.” About 73% agree with the statements “I feel my immediate supervisor is open to discussing problems or issues” and “when addressing problems or issues, I feel I have support from my immediate supervisor.”

The statements receiving the least amount of agreement are “health care benefits are reasonably priced” and “I am paid a fair salary or wage for the work I perform.”

Figure 4.2 Job Satisfaction: Work Environment, Wages, Support from Supervisor



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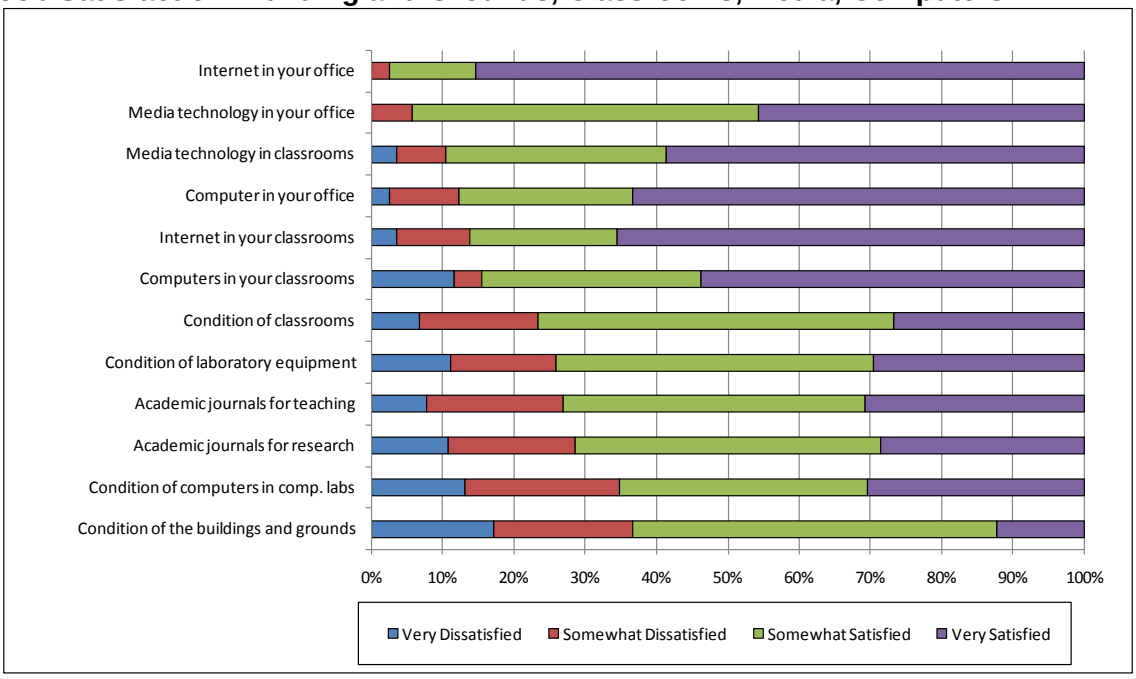
Job Satisfaction: Building and Grounds, Classrooms, Media, Computers



4R2 Results in Processes

No reportable information is currently available concerning the results of processes for valuing people. We recognize that stabilizing the design of these processes represents a major opportunity.

4R3 Productivity and Effectiveness

Other than 100 percent participation by campus faculty in the productivity and effectiveness of the eight campus Action Teams, the College currently has no results for this area. We recognize that creating and implementing processes for documenting employee productivity and effectiveness represents a major opportunity for improvement.

4R4 Results Comparison

Since no results are collected in this area, there is no basis for comparison of data with other like institutions.

IMPROVEMENT (I)

4I1 Improvement

Improvements to our systems are made as the result of actions taken by the President's Staff, either from their own discussions or proposals submitted by the eight working Teams at the College.

4I2 Improvement Targets

Targets for improvement in valuing people at the College are set by the President's Staff. A previous vice president for academic affairs nominated faculty for NISOD recognition. HCC will pick up that mantle and nominate deserving faculty as appropriate. The College will also send deserving faculty to the Chair Academy for administrative training. Such training will help the individual, the department, and the College by being a contributing factor in leadership succession. In addition, the president has asked the faculty for guidelines to determine those deserving of Faculty Emeritus status.

Following a look at our personnel evaluation processes, the Professional Development Team has been charged to construct an evaluation system for faculty that includes self assessment, peer assessment, and supervisor assessment. In addition, a continuous improvement method for evaluating non-faculty

personnel is being sought. That search is currently being centered on a process advocated by Garold Markle in his book, Catalytic Coaching.

Finally, the President's staff will be researching Employee Satisfaction Survey instruments, with the intent of administering the initial survey in the Spring of 2008, in conjunction with plans for the College's 150th Celebration, and methods for documenting employee productivity and effectiveness.

AQIP Category Five: LEADING AND COMMUNICATING

CONTEXT FOR ANALYSIS (C)

5C1 Leadership and Communication Systems

A strategic plan was developed in 1996-1997 which identified the Vision and Mission of the College. That document is the "north" on our compass. The Board of Trustees (BOT) reviews the plan with the President's Staff each year. The President's Staff is then responsible for interpretation and dissemination of information related to the Vision and Mission of the College. As the result of the annual planning process, three distinct planning documents have been developed: the Strategic Plan, a Campus Facilities Master Plan, and an Academic Plan.

The Board of Trustees meets monthly. The meetings are open to the public. The President of the College and the Chairperson of the Board of Trustees meet and set the agenda for the meeting. The Administrative Assistant to the President gathers the necessary information for the meeting (from the President and the Administrative Staff) and creates the clean copy of the "packet" for each meeting. The Administrative Assistant distributes Board packets to all who attend regular meetings, and anyone on the agenda. There is a faculty representative who attends each BOT meeting.

The Administrative Assistant takes minutes at the meeting. The unofficial minutes are posted on the HCC Web site and distributed to local newspapers.

The faculty representative generates a report on the meeting and distributes it via e-mail to all faculty members.

The President has monthly meetings with faculty. He e-mails all faculty, reminding them of the meeting time and date and asks for any agenda items. At the monthly meetings, he shares BOT information with faculty and addresses the agenda items raised by the faculty. These meetings provide the feedback loop for information.

The President has quarterly meetings with the Administrative and Classified employees. He e-mails all Administrative and Classified employees reminding them of the meeting time and date and asks for any agenda items. At the meetings, he shares BOT information and addresses agenda items. These meetings provide the feedback loop for information.

The Office of Institutional Advancement is in charge of dissemination of this information. Methods of Communication/Information Dissemination:

> Employees- receive e-mails and can access information on the HCC Website
> Community at Large- e-mail and hard copy of news goes to radio stations, newspapers, and the local /cable access channel.
> Grapevine- this is an internal hard copy newsletter distributed on campus to employees. It is written by a volunteer faculty member. It has tidbits about happenings around campus and in folks' lives. It is well received. The Administrative Assistant to the VP for Academic Affairs sends a copy to the Regional Coordinators.

The President facilitates President's Staff meetings weekly. They review information, discuss current topics of interest, make plans, and follow through. The individuals on the President's Staff decide how to disseminate information shared at the weekly meetings.

There are existing Action Teams comprised of Administrative, Classified, and Faculty employees. These teams serve in an advisory capacity to the President's Staff. They make recommendations to the Staff and the Staff makes decisions and disseminates information. Action Team Leaders communicate that information to Team members.

Members of the Administrative Staff have demonstrated a commitment to encouraging, developing, and strengthening leadership abilities and skills. Employees wishing to pursue higher education are allowed flexible scheduling and accommodation.

5C2 Leadership and System Alignment

The monthly meetings of the Board of Trustees and weekly meetings of the President's Staff serve as the primary means of ensuring that leadership practices are aligned. Institutional direction is established and reviewed in annual retreats of the Board and President's Staff, referred to in the monthly and weekly meetings, and reported on during semester in-services and monthly meetings with the faculty and staff.

5C3 Institutional Values and Expectations

To date, institutional values and expectations regarding ethics, social responsibility, and community service are not stated overtly; but they are contained in the Board's Vision Statements, which are reflective of the community at large. The key words and concepts found in those Statements include success, positive attitude, efficiency, excellence, stewardship, and support. The general guideline of "doing what is right" is a part of our culture. The latest indication of that is the advent of a service learning concepts in the culture. An administrative employee has been designated as a champion for leading the effort to imbed those concepts in the academic and extracurricular enterprises. Federal guidelines are adhered to for our hiring process, grievance policy, and policy on sexual harassment.

PROCESSES (P)

5P1 Setting Directions

As discussed in 5C2, institutional direction is set by the Board and discussed with the President's Staff, thus ensuring alignment with our Mission, vision, and values. The Mission and Vision Statements specifically address high performance (Vision Statement 4/Mission Goal and Objective 2.b. and c.), individual development and initiative (Vision Statement 1/ Mission Goal and Objective 1 and 2), organizational learning (Vision Statement 2 and 5/ Mission Statement), and innovation (Vision Statement 2, 4, and 7).

Even though it is reviewed and updated annually, the original Vision Statement was created in 1998, with a vision for the next ten years. As 2008 approaches, it is time to review the strategic planning process which emanated from that Vision Statement.

In addition, a Campus Facilities Master Plan was completed in 2001 which contains three phases. Since then, that Plan has resulted in the completion of most projects in the first phase, and one project in phase three. That Plan continues to provide direction for our facilities planning.

5P2 Seeking Future Opportunities and Sustaining a Learning Environment

Members of the President's Staff stay in touch with key stakeholders on the state and local levels and discuss what is gleaned at the weekly Staff meetings. Surveys were conducted in local communities, followed by focus groups in those communities to assess perceptions held of the College by residents of those communities. One element of the survey was the learning opportunities those residents would like to see the College provide.

An example of seeking future opportunities and sustaining a learning environment at the College would be the impending merger with an area technical college. In addition to visits with the Technical College leadership and staff, the Staff assessed the state climate on technical schools and evaluated the marketplace for external funding sources, growth opportunity, and community attitudes. The merger will only happen as the result of positive communications from the state level, the existing technical college community, and the College community.

A recent development on the state level is the creation of Tech Ed Authority as an arm of KBOR. The effect of that new Authority on our merger with the Technical College and for the future is unclear, and College leadership is taking steps to remain inherently involved in KBOR and Tech Ed Authority activities.

5P3 Making Decisions

HCC personnel are empowered to make necessary decisions within their level of operation. Information is presented to the appropriate decision-maker for those decisions which affect a wider spectrum of operation. Decisions that affect the entire institution are made within the President's Staff. When appropriate, issues are referred to an institutional team for a recommendation. Institutional teams are also charged with making recommendations of their own to the President's Staff. The Board of Trustees is informed of major decisions and makes decisions regarding the President, College policy, and purchases in excess of $10,000.

5P4 Using Information and Results

Prior to joining AQIP, information and results were used in decision making, but not in a formal manner. Since gaining an understanding of the PDCA cycle, administrators are formalizing the process of data-driven decision making. For example, prior to AQIP, Admissions personnel had been considering electronic admissions applications. Using the PDCA format, information was collected, a variety of personnel became involved, a process was developed, the e-application went online, and personnel are now evaluating its effectiveness. Other examples include the development of new policies on class Attendance Requirement, Academic Integrity, and one on Classroom Disruption (1C5).

Process Improvement Cycle

Plan Do Check Act

Part of this process is enhanced by the College's participation in AQIP

I. Plan
   A. Set/review vision statements, strategies and goals established by Board of Trustees and President's Administrative Team
      1. Establish who will carry out steps to meeting the goals
      2. Establish timelines
         a. Minimum of a review every two years
      3. Determine the outcomes
      4. Determine how assessed
         a. Allow for input from other stakeholders
      5. Determine stakeholders to receive the results of outcomes
      6. Determine how results will be communicated

II. Do
   A. Implement project
   B. Collect data

III. Check
   A. Measure data collected against internal and external data

IV. Act
   A. Prioritize the data results to the create the desired outcome/address deficiencies
   B. Respond by continuing the Process Improvement Cycle

5P5 Communication Between and Among Levels

In addition to the leadership practices discussed in 5C2, communication occurs in the most basic way: one on one. Personnel are encouraged to discuss issues in both formal and informal settings and are always welcome to visit with administrators.

Among levels on the campus, the Faculty Association and Office Professionals Organization provide forums for those personnel.

5P6 Communicating the Shared Mission, Vision, Values

In addition to the printed Mission and Vision Statement 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. New employees receive this information during their orientation sessions.

5P7 Encouraging, Developing, and Strengthening Leadership Abilities

Leadership abilities are encouraged, developed, and strengthened among HCC personnel through four primary avenues: graduate and academic program tuition assistance, faculty professional plans, the annual Bruning Award, and team interaction. Through departmental meetings and the faculty evaluation process, professional development, including leadership, is encouraged. As part of the Master Agreement with the Faculty Association, the College pays for graduate study in the faculty members teaching field. Several faculty members have taken advantage of this benefit to complete their doctoral studies; the majority of the faculty have taken courses to strengthen their classroom leadership skills.

Each year, faculty members submit their professional development plans (B. under 4P6) to the Vice President for Academic Affairs. These plans often include leadership activities which are provided for by the College. Faculty are then given the opportunity for key leadership roles, such as HCC Online. The Bruning Award, which funds faculty professional development activities, is made each year to a faculty member based on his/her professional development proposal. Leadership development is often included in these proposals, such as attendance at Maricopa's prestigious Chair Academy. Institutional Team chairs are selected from the ranks of the faculty and staff in order to promote and develop leadership skills.

5P8 Leadership Succession Planning

While there is no formal leadership succession plan, the BOT and Administration has learned the value of promoting from within whenever possible. Current personnel policy calls for advertisement of positions internally prior to advertising externally. The current president and two of the three vice presidents were promoted from within. Based on the success of the last presidential succession, where the vice president for student services became the interim president and eventual president, current members of the President's Staff have the abilities to serve as interim president in case of an emergency.

It is recognized that hiring from within is largely a question of timing: is a current employee qualified to assume the new position when that position becomes available? A written succession plan is currently being evaluated. While the value of a written plan is recognized, our current direction is more important for the lean administrative structure by necessity we employ: having qualified personnel who have documented the processes they are responsible for. This allows another person to assume those responsibilities, either by succession or in a time of need.

5P9 Measuring Leadership and Communicating and Analyzing Results

The IDEA Feedback Survey was used for the first time in the spring of 2006 as a tool to measure leadership and communication. The IDEA tool allows faculty to evaluate administrators on-line and with complete anonymity.

RESULTS (R)

5R1 Results for Leading and Communicating

Since we just started using the IDEA evaluation instrument in the spring of 2006, we have only one year of data, not enough to establish trends.

Figure 5.1 Faculty Survey Re: Administrators
IDEA Center - Feedback for Administrators Faculty Survey

1 = Poor 2 = Mediocre 3 = Good 4 = Excellent

Item 1: Overall Evaluation Rating **Avg: 2.8**

1 = Hardly ever 2 = Less then 1/2 the time 3 = About 1/2 the time 4 = Most of the time 5 = Always

Item 2: Confidence in Ability to Manage Avg: 3.5

Item 3: Change in Program Quality During Administrator's Tenure 64% Improved 21% Declined

1 = Not important 2 = Minor importance 3 = Important 4 = Very Important

Item 4: Importance of Administrator's Role In Improved Program Quality Change Avg: 3.2

5R2 Results Comparison

The Kansas Academic Quality Improvement Program (KAQIP) is seeking methods to share results for comparison purposes. In addition, one of our fellow Kansas institutions, Johnson County Community College, has started a national benchmarking effort. HCC will be participating in both those efforts. Combined with comparative results from the IDEA survey, we will have comparative results with other institutions in the future.

IMPROVEMENT (I)

5I1 Improving Current Processes and Systems

Processes are under continual scrutiny for improvement. For a narrative example, following one of the periodic meetings the President had with staff employees, he could see that those employees needed institutional information on a more timely basis. Consequently, he implemented a communication process improvement by changing the periodic meetings to monthly meetings with the Administrative and Classified employees.

One of the focuses in the next year will be employee documentation of their work processes and the implementation of cross-training. The advent of data-driven decision making will enhance our abilities to evaluate and improve our processes and systems using the PDCA cycle.

In addition to the President's Staff, the IDEA evaluation process will be implemented for other institutional leaders, particularly for the Regional Coordinators by their faculty.

5I2 Targets, Improvement Priorities, and Communication

Current written processes need to be enhanced; those not yet written need to be completed.

AQIP Category Six: SUPPORTING INSTITUTIONAL OPERATIONS

CONTEXT FOR ANALYSIS (C)

6C1 Key Student and Administrative Support Service Processes

The following charts show the key student and administrative support service processes, the students and stakeholders served, the student/stakeholder needs met by these processes, and **6C2 How These Services Reinforce Category 1 and 2**

Figure 6.1 Key Student and Administrative Support Services

Key Administrative and Student Support Processes	Stakeholders Served	Stakeholder's Needs Met by Processes	How the Services Reinforce Helping Students Learn	How the Services Reinforce Other Distinctive Objectives
Enrollment 1 Recruitment 2 Advisement 3 Financial Aid 4 Records 5 Fee Payment 6 Orientation	Prospective Students Current Students Parents of Prospective Students Parents of Current Students	Informs student and Parents about procedures for taking college classes and the expectations placed on the student while attending HCC	Clarifies to the student and parent the expectations for the student while attending HCC. Prepares the student to begin college classes. **HCC Vision 1** **HCC Objectives 2, 3 & 4**	
Learning Resources 1 Assessment 2 Advisement 3 Library 4 Tutoring	Current Students Faculty Administration Advisors	Provides feedback to the students, faculty and administration on instructional needs and student learning	Evaluates the student learning process both formally and informally with information shared through student/faculty interaction, faculty/faculty course review, faculty/administration discussion **HCC Vision 1** **HCC Objectives 3**	

Student Life 1 Athletics 2 Student Activities 3 Organizations 4 Leadership 5 Foundation Scholars	Students Community	Provides a outlet for students to interact socially and display individual talents. It allows our community to also interact with our students in a positive way.		Provides an aspect of the college life to enhance the student's overall college experience. Gives opportunities to develop skills that will translate into the work place or into their personal lives. **HCC Vision 1, 4** **HCC Objective 2**
Instructional Support 1 Curriculum & Instruction Course approval 2 Assessment Course evaluations 3 Professional Development 4 Library 5 Student Resource Center	Faculty	Provides an institutional forum for development of new courses, collaboration in developing course offerings, review of existing courses, addresses transferability issues of courses and provides opportunities for needed skill development	Provides the support and needed feedback to faculty to determine student learning needs, gain the needed training to address those needs and general support to the classroom learning experience **HCC Vision 1, 2** **HCC Objective 4**	
Transition Services 1 Articulation 2 Advisement 3 Career Counseling 4 College Visits	Current students Alumni	Provides avenue for students to investigate transfer options, job placement or future job training choices		Reinforces student's educational choices, helps to evaluate and provide guidance regarding a student's goal attainment and educational choices **HCC Vision 1, 2** **HCC Objective 2, 3**

Finance 1 Financial Aid 2 Billing 3 Bill Payment 4 Budgeting	Current students Parents of current students	Enables students and parents to afford college for the full course of the program or degree. Provides a budget for the student to follow and deadlines that need to be met		Establishes the financial requirements for the student and parent while the student attends college and prepares the student for payment while in college or repayment after college. **HCC Objective 3, 5, 6**
Information Technology 1 HCC Web Page 2 IQ Web 3 Networks	Administration Faculty Staff Prospective Students Current Students Parents of current students Parents of prospective students	Provides a platform for information sharing between all aspects of the campus. Recruiting, communication of grades and attendance, enrollment of new and current students are all pieces of the current information technology processes.		Communication amongst the college employees and its shareholders is vital to our continued growth and success. Allows students access to information immediately through the website. **HCC Vision 3**
Institutional Assessment & Planning 1 AQIP teams 2 Performance Agreements 3 IPEDS reporting	Administration Faculty	Provides forum to review existing practices and determine impact on campus community. Follows plan, do, check, act cycle.	Allows for cross sections of the campus to meet and discussion issues that impact the college. Gives employees opportunity to provide input and insight to current issues. Involves employees in the improvement process. Provides statistical data for Administration to make decisions. **HCC Vision 2, 3**	

Facilities & Housekeeping 1 Maintenance 2 Facilities Improvement Scheduling 3 Facilities Reservations	Administration Faculty Community Members	Provides process for addressing maintenance upgrades and improvements Allows tracking of usage and availability of campus facilities for all users.	Creates an environment that engages students to want to be at HCC. Allows for a schedule that meets students needs. Accomodates community needs for facilities **HCC Vision 3** **Objective 4**
Public Relations 1 Marketing 2 Publications	Administration Community Members Prospective Students Current Students Faculty	Provides information about all aspects of the college. Message delivery targeted to specific audiences. Recruiting and enrollment messages targeted to current and prospective students. Campus events and activities targeted to community members and current and prospective students.	Method in which we communicate to the campus and community about who we are and what we do. **HCC Vision 2,4,7**
Auxiliary Services 1 Housing 2 Food Service 3 Bookstore 4 Wellness Center	Current Students Community Members	Provides basic needs services to students in order for the student to attend HCC. Also provides services to the community that currently are not available within the city or county	Provides students a place to live and eat while attending HCC. Provides needed instructional supplies for use in classes. Provides outlet for recreational and wellness activities for students and community members. **HCC Objective 3, 5, 6**
Human Resources 1 Employee Hiring 2 Employee Benefits 3 Employee Orientation 4 Payroll	Current Employees Potential Employees Administration	Recruits pool of qualified applicants to fill open positions at the institution. Orients employees to campus policies and procedures.	Provides for the employees of the institution by filling positions with qualified personnel, works towards giving employees a sense of belonging at the institution. **HCC Vision 1, 4**

PROCESSES (P)

6P1 Identifying Support Service Needs of Students

Support service needs of students are identified through the students' ACT and Asset scores, IEP's, and self disclosure. In addition, individual student support needs are identified through faculty observation of classroom performance.

For those students with disabilities, continuous advising and assistance is provided by a full-time employee dedicated to that function.

6P2 Identifying Key Stakeholder Support Service Needs

Support service needs are identified for key stakeholder groups in differing ways.

For Employees

Computer:

Members of the College community can report support service computer needs to IT staff through the use of Track-It. That program provides IT staff with a current list of needs and also provides an avenue to report satisfactory conclusions to the service need.

Maintenance:

Needs are determine by work orders prepared by either faculty or staff. Work orders for students residing in housing must first go through the resident assistant, the housing director and then to the maintenance supervisor.

Payroll/Benefits:

Payroll Benefits needs are determine from gathering employee input from in-house surveys on health insurance, employee meetings specifically to discuss benefits and employee benefits fair we offer every December.

Other issues are addressed as they arise through day-to-day operations. If it is determined ~~if~~ the needs are immediate or require further study, they are addressed by the President's Staff or Board of Trustees. Considerations such as our Master Contract with our faculty and current state laws must be reviewed and considered before changes can be made.

For Students

Student support needs are determined through SSI results, focus groups, and informal discussion with student leaders.

For Taxpayers

The community perception survey that was conducted as part of the Marketing Action Plan and subsequent community focus groups provide an avenue for community members to make their needs known to College officials.

For Alumni

Alumni make their needs known through their Alumni Board of Directors, discussion at the annual Alumni Games and the spring Alumni Banquet, the Gathering of the Clan.

6P3 Management of Key Student and Administrative Support Services

With our lean administrative structure, management of our key student and administrative support services are not necessarily managed day to day; rather management of those services is completed as needed. Documentation of employee processes, as noted in 5I1, should enhance our abilities to manage these key processes.

Information not always shared or accessible from different departments in a timely manner to meet student requests properly and professionally.

First line employees, who deal with day to day operations, have an open door to the Vice President in each area. As needs, questions, or concerns arise the~~y~~ employees have an opportunity to address directly with someone who has the authority to make or support a decision.

Processes are currently documented through an Employees Guide to using the Business Office; Student Housing Handbook; Employee Orientation; and the Class Schedule.

6P4 Using Information and Results to Improve Service

Information obtained from employees and other stakeholders is reviewed at the lowest level first, if it is determined improvement is possible, recommendations are passed to the supervisors. The supervisors meet with the Vice Presidents and determine if improvements are possible given current laws and budgetary boundaries. Examples include housing maintenance, additional weekend activities for students, and the creation of the new student lounge/snack area, Scottie Pause.

Process Improvement Cycle

Plan Do Check Act

I. Plan
   A. Ideas for improvement generated by those involved in the process are submitted to the process supervisor
      1. Establish who will carry out steps to facilitate proposed change
      2. Establish timelines
      3. Determine the outcomes
      4. Determine assessment measures
         b. Allow for input from other stakeholders
      5. Determine stakeholders to receive the results of outcomes
      6. Determine how results will be communicated

II. Do
   A. Implement proposed change
   B. Collect data

III. Check
   A. Measure data collected against internal and external data

IV. Act
   A. Prioritize the data results to create the desired outcome/address deficiencies
   B. Respond by continuing the Process Improvement Cycle

6P5 Measures that are Regularly Analyzed

In addition to the SSI, TrackIt, and IDEA measures already discussed, Student Accounts Receivable are reviewed annually, and data is used in preparation of the annual audit. Revenue Sources as a percentage of the general fund, analyzed yearly, show student tuition portion in relation to other revenue streams. The Five year Rolling Facilities maintenance plan, with its yearly review, determines project completions, associated costs, and items still to address.

RESULTS (R)

6R1 Results of Student Support Service Processes

As reported in 3R1, our SSI results provide indicators on the results of our student support processes.

Figure 6.2 Student Satisfaction Survey

Highland Community College Institutional Results and National Group Comparisons

	2004				2005				2006			
Scale-Rated on 1(low) to 7 (high)	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l	HCC Order of Importance	Importance HCC/Nat'l	Satisfaction HCC/Nat'l	Performance Gap HCC/Nat'l
Academic Advising/Counseling	1	6.07/ 6.08	5.66/ 5.10	.41/ .98	1	5.96/ 6.10	5.49/ 5.15	.47/ .95	1	6.09/ 6.11	5.67/ 5.18	.42/ .93
Academic Services	7	5.90/ 5.98	5.50/ 5.30	.40/ .68	7	5.74/ 6.01	5.32/ 5.36	.42/ 1.05	5	5.90/ 6.02	5.55/ 5.39	.35/ .63
Admissions/Financial Aid	5	5.93/ 5.96	5.31/ 5.00	.62/ .96	5	5.77/ 6.00	5.11/ 5.05	.66/ 1.21	7	5.88/ 6.00	5.32/ 5.08	.56/ .92
Campus Climate	8	5.85/ 5.91	5.40/ 5.19	.45/ .72	8	5.74/ 5.93	5.09/ 5.22	.65/ .71	8	5.80/ 5.94	5.32/ 5.25	.48/ .69
Campus Support Services	11	5.18/ 5.39	4.89/ 4.85	.29/ .54	11	5.10/ 5.43	4.69/ 4.89	.41/ .54	11	5.19/ 5.44	4.88/ 4.93	.31/ .51
Concern for the Individual	4	5.95/ 6.04	5.49/ 5.13	.46/ .91	2	5.84/ 6.06	5.15/ 5.16	.69/ .90	2	5.95/ 6.06	5.40/ 5.19	.55/ .87
Instructional Effectiveness	2	6.04/ 6.14	5.50/ 5.31	.54/ .83	4	5.82/ 6.15	5.16/ 5.34	.66/ .81	4	5.93/ 6.15	5.37/ 5.36	.56/ .79
Registration Effectiveness	3	6.00/ 6.11	5.53/ 5.31	.47/ .80	3	5.83/ 6.13	5.30/ 5.33	.53/ .80	3	5.94/ 6.14	5.52/ 5.37	.42/ .77
Safety and Security	10	5.74/ 5.95	4.90/ 4.81	.84/ 1.14	10	5.54/ 5.96	4.18/ 4.87	1.36/ 1.09	10	5.71/ 5.96	5.03/ 4.94	.68/ 1.02
Service Excellence	9	5.84/ 5.89	5.41/ 5.13	.43/ .76	9	5.71/ 5.92	5.17/ 5.18	.54/ .74	9	5.79/ 5.93	5.40/ 5.21	.39/ .72
Student Centeredness	6	5.91/ 5.91	5.48/ 5.26	.43/ .65	6	5.77/ 5.94	5.17/ 5.29	.60/ .65	6	5.89/ 5.95	5.36/ 5.32	.53/ .63

General Analysis

- Year in and year out academic advising and counseling is the highest priority for HCC students. HCC performs consistently above the national average in this area with the gap score for the past three years averaging .43.
- Concern for the Individual, Instructional Effectiveness, and Registration Effectiveness rounds out the top four areas of importance for HCC students. HCC performs consistently above the national average in these areas as well.
- HCC has performed above the national average in all three years in all areas except Safety and Security in 2005.
- HCC's highest area of concern deals with Safety and Security. In 2005, HCC's gap score was 1.36 which was higher than the national average and over 1.00. Questions in this section of the survey deal with the amount of parking space and lighting on campus as well as responsiveness from security staff and overall campus safety. The amount of student parking space is the question that has received low satisfaction from the students in all three years of this analysis. With the exception of 2005, gap scores related to questions about response of the security staff have been below 1.0 and HCC has performed above the national average in this area.

Figure 6.3 HCC Specific Questions

	2004				2005				2006			
Scale-Rated on 1(low) to 7 (high)	HCC Order of Importance	Importance	Satisfaction	Performance Gap	HCC Order of Importance	Importance	Satisfaction	Performance Gap	HCC Order of Importance	Importance	Satisfaction	Performance Gap
HCC Student Activity Questions												
Adequate on-campus student activities are provided during the weekends.	5	5.22	4.41	.81	5	5.25	4.21	1.04	5	5.31	4.76	.55
Adequate on-campus student activities are provided during the weekdays.	4	5.28	4.97	.31	4	5.39	4.79	.60	4	5.46	5.18	.28
There is a reasonable variety of on-campus activities provided for students.	2	5.56	5.11	.45	1	5.52	4.74.	.78	3	5.57	5.19	.38
Student government is responsive to student needs.	3	5.34	4.77	.57	2	5.44	4.35	1.09	2	5.58	5.00	.58
Student leaders (SGA officers, RA's, academic tutors) contribute to a positive campus experience.	1	5.70	5.23	.47	3	5.42	4.85	.57	1	5.73	5.30	.43
HCC Student Housing Questions												
Campus housing is well maintained.	1	6.10	4.86	1.24	1	5.96	4.37	1.59	2	5.92	5.08	.84
The housing staff (director(s) and RA's) is helpful.	2	6.06	5.22	.84	4	5.79	4.59	1.20	1	5.97	5.22	.75
Housing policies and procedures are reasonable.	5	5.85	5.04	.81	5	5.72	4.10	1.62	5	5.79	5.02	.77
The atmosphere in and around campus housing is inviting.	4	5.97	5.13	.84	3	5.83	4.67	1.16	4	5.82	5.09	.73
The housing staff is fair and unbiased in their treatment of all students living on campus.	3	6.02	5.22	.80	2	5.92	4.56	1.36	3	5.87	5.39	.48

HCC staff considered it necessary to add ten of our own institutional questions to the SSI. HCC's questions deal with student satisfaction in two student service areas: housing and student activities.

Student Activities General Analysis:

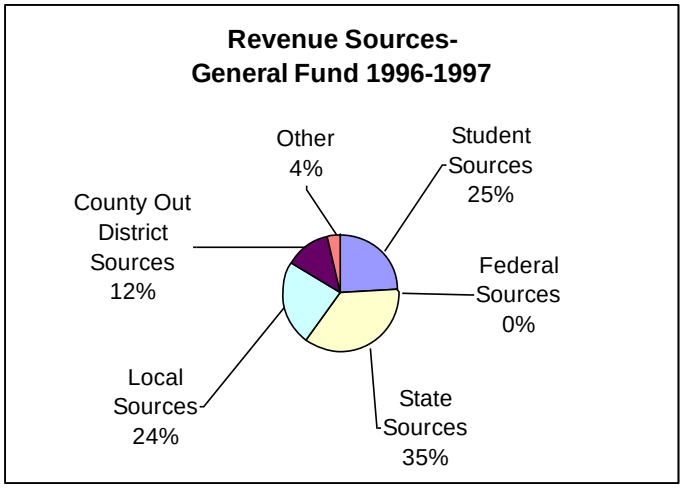
- SSI results indicate that it is most important to our students that student leaders contribute to a positive campus experience. Gap scores for all three years are well below 1.0, which indicates that student leaders are contributing to positive experiences for other students.
- Two areas of concern emerged in 2005. Performance gap scores indicated that attention should be given to providing more student activities during the weekends and that student government needed to be more responsive to student needs. Satisfaction in these areas improved on the 2006 survey.

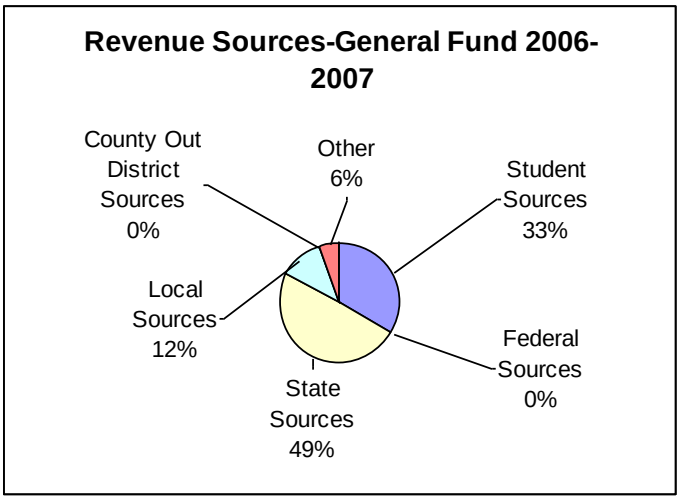
Student Housing General Analysis:

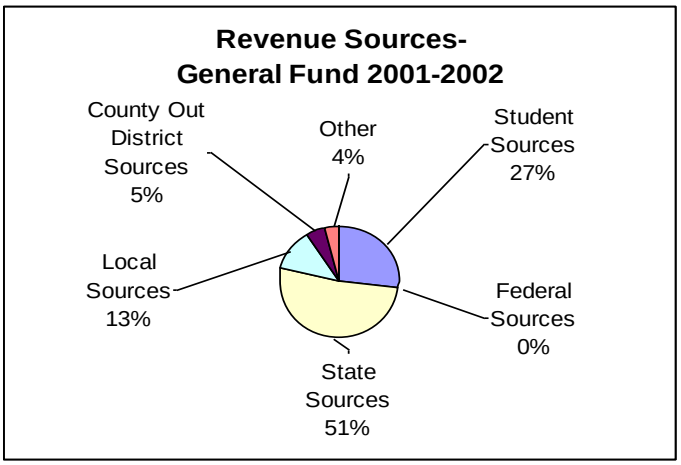
- Students expect campus housing to be maintained and for the housing staff to be helpful.
- Performance gap scores in the area of housing maintenance indicated student dissatisfaction in 2004 and 2005. Efforts to upgrade housing maintenance have been initiated and successful as evidenced by the gap score closing in 2006.
- Gap scores in 2005 within the housing piece of the questionnaire were all over 1.0, which was cause for concern. Improvement was made in all areas in 2006 as evidenced by all gap scores lower than 1.0.

The following Figure shows how sources of revenue in support of institutional operations have changed and been distributed between students, county, state, and other counties.

Figure 6.4 Revenue Sources







6R2 Results of Administrative Support Service Processes

While TrackIt data is being collected, results are not generated or analyzed at this time. The same is true for Alumni and Taxpayer data.

6R3 Results Comparison

SSI

Need to explore how other community colleges collaborate between main campus and outreach sites and their processes.

Comparisons on revenue-KBOR Financial Statistics Report for Community Colleges: 2nd lowest mill levy, largest % of GF budget coming from State aid, largest % of budgets obtained from student tuition.

Comparisons of pay in similar positions, including faculty

IMPROVEMENT (I)

6I1 Methods of Improvement

To improve our systems for supporting institutional operations, we gather input and comments from first level employees which are passed to the President's Staff. In addition, the Staff receives input from the BOT and input from students through the SSI. Changes are determined from those comments and the feasibility of the institution being able to respond ~~through~~ from a budget and manpower standpoint.

6I2 Establishment and Identification of Targets for Improvement

TrackIt data, which records requests for computer-related assistance rendered by the IT staff, needs to be generated and analyzed. The same is true for Maintenance, Taxpayers, and Alumni data. While investigated in the past, an Alumni Survey instrument has yet to be selected. That will be done in the coming year.

SSI components that relate to Retention are targeted for examination and action. Other SSI components are shared with faculty/individual process managers.

AQIP Category Seven: MEASURING EFFECTIVENESS

CONTEXT FOR ANALYSIS (C)

7C1 Collection and Dissemination of Information

Our PowerCampus system has the capability of serving our data collection needs, but making that data accessible for users remains a challenge in many instances.

Since Kansas requires that our Finance operations be on the cash basis system, and since PowerCampus does not provide that capability, we use what is called a MAPPS system. MAPPS is accessible on-campus by key users and also off-campus at select sites. MAPPs is the Business Office software and is only utilized by Business Office staff.

7C2 Key Measures for Tracking Effectiveness

Currently, we use several methods for tracking effectiveness. Since our state funding is enrollment-based, we keep a close eye on the achievement of our enrollment goals. KBOR requires all Kansas higher ed institutions to enter into Performance Agreements (see Addendum Figure 7.1), and any new funding is tied to the achievement of the goals outlined in those Agreements.

As described previously, results from the annual CAAP test show how our students compare to the national average on common learning objectives in Writing Skills, Mathematics, Critical Thinking, Reading, and Science. Just as the CAAP results are an indicator of student learning, so too are the success rates in our Developmental Education courses.

Each semester, the Vice President for Student Services compiles a report that shows the retention of scholarship students by the student's academic area. The Vice President for Academic Affairs compiles a report showing the grade distribution for each instructor for each of that instructor's courses.

PROCESSES (P)

7P1 Selecting, Managing, and Using Information and Data

While it is the responsibility of each administrative process manager to collect and use data as appropriate for that area, data collection and use is also discussed in President's Staff meetings. Individual process managers submit proposals for change.

Data collection and management relating to our Performance Agreements is utilized in reporting the success of the goals in those Agreements back to KBOR. Once goals are satisfactorily accomplished, new goals are then selected and managed.

CAAP Test results provide an indicator of instructional needs in key learning objectives. The results are shared with instructional areas for review and implementation For the Lost Scholarship data, each academic area is reviewed and tied into recruiting and retention efforts.
Since previous data revealed that over 60 percent of incoming students needed to enroll in at least one Development Education class, we applied for and received a Title III grant to address these needs. One component of the grant is exposing our faculty to developmental instruction theory and techniques. Developmental instruction data is reviewed each semester to determine the effectiveness of this instruction.

7P2 Determining Needs and Priorities

From attending PowerCampus conferences, IT personnel started an institutional Computer Users Group, composed of key personnel who utilize the system. This group identifies and addresses needs and problems in data collection, storage, and retrieval. The Users Group works out the best way to supply needed data that is identified both within the Group and from institutional requests.

In the course of their work, Action Teams identify need for data collection and retrieval and propose possible process changes. For example, see the process currently underway from the Athletic Action Project Team in Category 2. Academic departments also discover the need for additional data. The English department has determined that the current course placement process into entry level English classes is not meeting the needs of the either the students or the faculty. The English faculty subsequently proposed a change in that placement process to the Basic Skills Team. That change was to replace high school grade point average with an on-campus writing sample. Such a change would require the commitment of the English faculty to assess that sample. The response from the Basic Skills Team was that data is needed to justify that change.

7P3 Criteria and Priorities for Selecting Comparative Data

We are just beginning to realize the value of comparative data, and to date have addressed in only on an as-needed basis, primarily in the planning process. Retention rates compared to like institutions and to higher education as a whole provide a clearer picture of our own situation. The same is true for our Developmental Education needs. When we first discovered over 60 percent of our incoming students needed at least one developmental course, we felt that was way too high. Compared to like institutions in the state whose rate is over 70 percent let us know we were not alone in the situation.

To get a better handle on comparative data for the future, the College has become part of the National Community College Benchmark Project at Johnson County Community College.

KBOR places importance on collecting statewide comparative data, so they have begun a Kansas State Postsecondary Database Project, in which we will be very involved.

7P4 Analysis of Data at the Institutional Level

Joining AQIP has shown us the need for an improved system of data collection and analysis. We did not have, and currently have only on a part-time basis, and Institutional Research function to assist personnel in identifying data needs. That part-time position will hopefully become full-time at the conclusion of our Title III grant.

Action Project Teams have analyzed some data to date, and are learning to use data collection and research in their work.

Data analysis is routinely shared at Board meetings, faculty meetings, Team meetings, and staff meetings.

7P5 Alignment of Data with Institutional Goals and Sharing of Data

During the summer Strategic Planning process, institutional goals are reviewed for the need of additional data and analysis. Data coming from Action Projects and state reporting, such as the Performance Agreements, are part of that Strategic Planning process.

7P6 Effectiveness of Information Systems and Related Processes

There is no formal process for ensuring the effectiveness of our information systems. We are simply constantly monitoring and shaping our system as we go. We recognize that having a process for determining the effectiveness of PowerCampus – perhaps using a survey of the Computer Users Group – represents a major opportunity.

7P7 Determining Effectiveness of Measures

Since there is no formal process for ensuring the effectiveness of our information systems, there is no existing method to determine its effectiveness. Even though there is no formal process, we do discontinue procedures that are no longer viable or ineffective. As was noted in Category 5 when addressing the need for a written leadership succession plan, we need to evaluate our capabilities to have meta processes for measuring our measures. Having measures for measuring the effectiveness of our measures may be beyond the scope of what we need in a small rural community college.

RESULTS (R)

7R1 Evidence the System for Measuring Effectiveness Meets our Needs

As noted in the Process section, we do not have a system for measuring effectiveness, so no reportable information is available on results for a process we do not have.

The acceptance and completion of our Performance Agreements with KBOR is an indication that the College is successfully meeting institutional needs in accomplishing our mission. See the Performance Agreements in Addendum Figure 7.1.

7R2 Results Comparison with Other Higher Education Institutions

Since these results are internal, there is no basis of comparison with other institutions. Having joined the NCCBP, and now seeing the comparative results for other measures that we can use, comparative results may be available in the future.

IMPROVEMENT (I)

7I1 Improving Current Processes and Systems for Measuring Effectiveness

Through the work of the Computer Users Group and Action Teams, we continue to research and document needs within the system. These needs are then communicated to PowerCampus for possible resolution. Our IT personnel are actively involved on the national level with other users and the software provider.

7I2 Targets for Improvement and Priorities

Evaluation of our need for meta processes for measuring effectiveness will be a priority in the upcoming year.

AQIP Category Eight: PLANNING CONTINUOUS IMPROVEMENT

CONTEXT FOR ANALYSIS (C)

8C1 Future Vision

HCC's approach to the future is currently being guided by the Board Vision Statement to the year 2010. As 2010 gets closer, a new Vision Statement will be drafted by the Board in concert with administrative leadership.

VISION: 2010

1. All students of Highland Community College will achieve success.

2. The Northeast Kansas service area will have a positive attitude toward Highland Community College, and will expect the College to provide for any type of post-secondary education or training that is needed in the area.

3. The campus will be used to maximum efficiency.

4. The College will be recognized for excellence in some specific programs and services.

5. Financial resources will be predictable and adequate to fund the steadily growing College. Growth will be funded proportionately to increased costs.

6. Each beneficiary of the College, including the State of Kansas, students, counties, businesses, etc., will provide an equable share of the funding for the College.

7. Alumni and friends of the College will be active in support of the College, providing adequate scholarship funds and other assistance to meet the needs of students.

The master planning is reviewed annually to adjust goals and objectives designed to address each of these Vision Statements.

8C2 Long and Short-Term Strategies

Figure 8.1 Highland Community College Strategic Initiatives

HCC's Strategic Visions	Kansas Board of Regents' System Goals	HCC Goals for Regent Funding	Academic Quality Improvement Project Category	AQIP Action Projects
Vision 1 – All Students of Highland Community College will achieve success.	**Goal B:** Improve Learner Outcomes	Increase # of developmental students eligible to enroll in math/English courses that meet an associate degree requirement.	**Category 1:** Helping Students Learn	**(1)** Improve Success and Retention of Developmental Learners
Vision 2 – The Northeast Kansas service area will have a positive attitude toward HCC, and will look to the College to provide for any type of postsecondary	**Goal D:** Increase targeted participation /access **Goal F:** Improve Community/Civic Engagement	Increase collaborative programs between HCC and NEK Technical College	**Category 3:** Understanding Students' & Other Stakeholders' Needs **Category 9:** Building	**(2)** Develop an Institutional Marketing Plan

education needed in the area.			Collaborative Relationships	
Vision 3 – The campus will be used to maximum efficiency.	**Goal A:** Increase System Efficiency/Effectiveness/ Seamlessness		**Category 2:** Accomplishing Other Distinctive Objectives **Category 6:** Supporting Institutional Operations	**(3)** Improving the Invitational Culture on Campus
Vision 4 – The College will be recognized for excellence in programs and services.	**Goal C:** Improve Workforce Development	Increase the number of students completing Allied Health courses/ Workshops.	**Category 2:** Accomplishing Other Distinctive Objectives	
Vision 5 – Manage institutional resources to fund the steadily growing College.	**Goal E:** Increase External Resources		**Category 5:** Leading and Communicating **Category 6:** Supporting Institutional Operations **Category 8:** Planning Continuous Improvement	
Vision 6 – The Board recognizes the importance of an equitable distribution of funding from its funding sources.	**Goal E:** Increase External Resources		**Category 3:** Understanding Students' & Other Stakeholders' Needs **Category 5:** Leading and communicating **Category 8:** Planning Continuous Improvement	
Vision 7 – Alumni and friends of the College will be active in support of the College.	**Goal F:** Improve Community/Civic Engagement		**Category 2:** Accomplishing Other Distinctive Objectives **Category 3:** Understanding Students' & Other Stakeholders' Needs **Category 9:** Building Collaborative Relationships	

PROCESSES (P)

8P1 Planning Processes
For ten years, the HCC planning process consisted of an annual review of the Board's Vision Statement by the President's Staff to assess progress on goals to meet the Statements and prepare new goals for the upcoming year. As part of the annual review process in 2006, it was determined that more was needed. Consequently, a new planning process was sought by contracting with the Docking Institute to do a comprehensive academic strategic planning process. That process began in the summer of 2007.

8P2 Selection of Strategies
Short and long-term strategies are determined by the President's Staff at their annual review of the Board's Vision Statements. That process is subject to change with the advent of the new planning process described in 8P1.

8P3 Developing Key Action Plans
See 8P1 and 8P2

8P4 Aligning Planning Processes, Institutional Strategies, and Action Plans
See 8P1 and 8P2

8P5 Selecting Measures and Setting Performance Projections
See 8P1 and 8P2
The College teams work on Action Projects throughout the year and make recommendations based on their work to the President's Staff for action.

8P6 Appropriate Resource Needs
Based on their work throughout the year, College Teams request resources for the implementation of their recommendations.

8P7 Ensuring Employee Development
Developing and nurturing employees starts with the hiring process (see 4P2). In order to hire a new employee, supervisors must explain the need for the position – both new and continuing – to meet the needs of the College. Positions are filled to meet those specific College needs, and the person hired must have the desired skills to fill that need. Subsequent to hiring, employees have the opportunity for professional development throughout the year.

8P8 Measures of Effectiveness for Planning Continuous Improvement
We currently have none and perceive that having measures for measuring the effectiveness of our Continuous Improvement planning is beyond the scope of what we need in a small rural community college.

RESULTS (R)

8R1 Results for Planning Strategies and Action Plans
In reviewing the Boards seven Vision Statements, under Vision One, as a result of pilot programs, HCC will continue with Summer Blitz, computer assisted instruction in developmental math and English, Learning communities, linked courses, and supplemental study programs. In addition, the Student Resource Center (SRC) will coordinate tutoring opportunities for all students, and an employee of SRC will act as the disabilities coordinator for on campus students. Off campus coordination of disabilities will be done by the academic advisor at the Wamego site.

In Vision Two, the Marketing Team developed a marketing plan as an AQIP Action Project. The Marketing Team continues to meet annually to help determine the direction of our marketing dollars.

For Vision Three, HCC has continued with the Master Facilities Plan completed about six years ago to provide the facilities needed for our on campus enrollment. Regionally, we have continued to strengthen

our off campus sites. Our Atchison operations were moved to NEKTC with whom we are seeking a merger. At Perry we have moved to a larger facility and enrollment is growing. Recruitment and Retention has become a campus wide effort in which we would like for all employees to be involved.

HCC recognized the need for an Academic Plan and as a result has begun a planning process with The Docking Institute to develop this plan. This helps to satisfy one of the goals in Vision Four.

With Vision Five, HCC has invited the HCC Foundation to play a bigger role to help fund our growing College. The Foundation has been actively involved with the Stadium Center, the new facility at Perry, and is doing preliminary work helping find a new location at Holton.

Support of Alumni and friends of the College is at an all time high. HCC has recently received the two largest gifts in the history of the College. Several other smaller gifts have been received in the last few years. Vision Seven is achieved by these results.

8R2 Performance Projections

The Board Visions and Goals are ten years old. When we finish with the Academic Master Plan with The Docking Institute, the Board and Administration would like to engage the institution in updating our Visions and goals, taking the Facilities Master Plan and the new Academic Master Plan into consideration. At that time, we may have grown substantially with the merger of HCC and NEKTC. Never the less, we anticipate many of our performance projections to be about the same issues: student success, satisfying stakeholder needs, efficient use of space and resources, valuing employees, excellence in programs and services.

8R3 Comparison of Performance Projections

HCC is not able to make comparison with other institutions at this time.

8R4 Results of Planning Effectiveness

The Summer Blitz program may provide the best evidence that our system for planning continuous improvement is effective. Summer Blitz was started as a pilot project. At the end of each year, the program and associated data is reviewed, modifications made, and the program is made ready for the next year. Basically, the Plan, Do, Check, Act model.

IMPROVEMENT (I)

8I1 Process and System Improvement for Planning

Until joining AQIP, our processes were improved on an as-needed basis, primarily without the use of data-based decision making. Using the AQIP accreditation method has provided us with the opportunity to evaluate our processes and get started on the continuous improvement journey. We are just getting started on that journey and just beginning process training. So, while we understand the PDCA cycle and have introduced it in our planning processes, it is not yet imbedded in our systems for planning continuous improvement. Once we have the concepts thoroughly imbedded, we can better respond to how we improve our processes and systems for planning continuous improvement.

8I2 Setting Targets and Communicating Results

Targets for improvement are set primarily by teams formed to address our Action Projects, in collaboration with the AQIP Leadership Team/President's Staff. In addition, some work teams (the Admissions staff, for example) set targets for their processes. Specific priorities were established by the AQIP Advisory Team and teams formed to address those priorities in terms of Action Projects. The new Action Projects address distance learning and the role of athletics in the institution. The carry-over Action Project addresses the priority of our retention efforts. Those priorities, improvements, and performance projections are communicated to our various stakeholders through town-hall meetings, over our intranet, and through team discussions and minutes.

AQIP Category Nine: BUILDING COLLABORATIVE RELATIONSHIPS

CONTEXT FOR ANALYSIS (C)

9C1 Key Collaborative Relationships

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 higher education institutions.

NEKTC – the Northeast Kansas Technical College is a partner in offering AAS degrees in our service area. Negotiations are currently underway directed at a merger of our two institutions, probably resulting in the creation of Highland Community and Technical College.

USD's – 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 institutions and the businesses also provide members of our advisory teams.

Economic Development – our involvement with our local Economic Development Commission lead to the College's assuming responsibility for its operations.

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, Wolf River Consortium, and the School-Business Educational Consortium.

9C2 Reinforcing Mission and Supporting Institutional Direction

Our key collaborative relationships are all part of the College's mission to provide educational opportunities to the people of Northeast Kansas. Changes in institutional direction include expansion of our technical offerings with our partnership/merger with NEKTC, receipt of course delivery enhancements/entry into distance ed efforts as part of our involvement with the School-Business Educational Consortium, and our offering of online courses.

PROCESSES (P)

9P1 Creating, Prioritizing, and Building Relationships

Our key relationships are the result of our desire to be a community partner in our nine county service area, as mandated in our mission statement. Consequently, when plans are made to address the Board Vision Statements, priority is given to our involvement in collaborative relationships which serve our area's educational needs. To that end, we are participative members and leaders in community education organizations and have enhanced our Business and Industry operation.

9P2 Ensuring Needs are Met

College personnel maintain constant contact with members of our key collaborative groups. There is scheduled interaction with each of the groups, surveys are conducted with our community, advisory teams, and with business and industry.

9P3 Creating and Building Relationships within HCC

Within the College, relationships are created, built, and maintained through daily work teams, Action Teams, Action Project Teams, and daily interaction to meet the needs of our students. Membership from across campus and the regional sites is encouraged and solicited for Action and Action Project Teams to assure integration and communication across internal relationships. In addition, the College intranet is used to communicate team minutes and progress reports on the Action Projects.

9P4 Measures of Building Collaborative Relationships

Most of the measures currently in use on our efforts to build collaborative relationships are not related to data. Rather, they are related to accomplishment: are we effective in those relationships?
KBOR – performance agreements
NEKTC – merger
USD's – CEP agreements (Concurrent Educational Plans)
Articulated Colleges and Universities – gpa studies
Area Businesses – involvement in Docking Institute research
Economic Development -- involvement in Incubator program
Community Organizations – focus groups

RESULTS (R)

9R1 Results in Building Collaborative Relationships

As discussed in 7R1, the acceptance and completion of our Performance Agreements with **KBOR** is an indication that the College is successfully meeting institutional needs in accomplishing our mission. The Performance Agreements are a major component of our collaborative relationship with KBOR.

When faced with the decision of how to respond to KBOR's directive that they become an independent institution or align with an existing institution, **NEKTC** elected to align with us. We take that decision to be the result of our previous collaborations.

When **USD's** in our service area look for methods to challenge their students academically and also get those students college credit, they look to HCC to provide college classes concurrent with their students' schedules. Over 500 high school students currently take HCC courses in their high school, providing a win/win for all involved: the student is challenged academically and earns college credit, the parent has an affordable college alternative, the school district has an alternate means of support for faculty.

GPA studies done by colleges and universities with which HCC has **articulation agreements** show that those institutions benefit from academically well-prepared students, HCC benefits from the association with four-year institutions, and the students benefit from a seamless transfer of their academic credits.

9R2 Results Comparison

The only one of our collaborative relationship results which can be compared is the GPA studies with our articulated universities as described in 1R5.

IMPROVEMENT (I)

9I1 Improving Current Processes and Systems for Building Collaborative Relationships

Participation by **area businesses** in our recently completed study of business needs by the Docking Institute proved to be beneficial beyond the data collected. Business owners/managers indicated a true willingness to be more involved with the preparation of students for the workplace. This willingness needs to be fully cultivated.

As the result of College involvement with the **county Economic Development** Commission, a small business incubator program is getting underway. Further development of this incubator program will be of benefit to not only the small business, the College, and the county, but also the state.

9I2 Setting Targets for Improvement

Targets for improvement are determined by the collaborative partners as conditions warrant.

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

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 adopted by the Board of Trustees in 1997 includes purposes of the College and goals and objectives to accomplish those purposes. [O1]
- Common student learning objectives are taken from the *Goals and Objectives* portion of the HCC Mission Statement. This section of the Mission Statement also addresses the pattern of knowledge and skills expected of HCC graduates. [1C1]
- Our explicit institutional objectives in addition to helping students learn are contained in the HCC Vision Statements. In addition, HCC Goals & Objectives 2-4 in the College Mission Statement contain other institutional objectives. [2C1]
- A strategic plan was developed in 1996-1997 which identified the Vision and Mission of the College. That document is the "north" on our compass. [5C1]
- In addition to the printed Mission and Vision Statement 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. [5P6]
- HCC's approach to the future is currently being guided by the Board Vision Statement to the year 2010. [8C1]

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

- The College's Mission Statement makes it clear that efficiently providing lifelong educational opportunities to the diversity of its student body, its employees, and the constituents of Northeast Kansas. [O1]
- The College is committed to prepare students to live in a diverse world. To ensure this, cultural diversity topics and goals are included in the materials for classes all students take. [1C4] [1R1]
- Many College strategies support a commitment to addressing diversity. Faculty can take advantage of diversity training through the College's Title III grant. [1P9] Position vacancies are posted throughout the nation to promote a more diverse faculty and staff. [4C2]

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

- All new employees are given an Orientation Manual which includes the College Mission material. [4P2]
- 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. [5C1]

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.

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

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.

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

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

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

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.

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

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

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

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.

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.

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.

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

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.

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

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

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