Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

1779 HIGHLAND COMMUNITY COLLEGE

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Contents

Contents

I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Highland Community College (HCC) serves a large, rural area in northeastern Kansas, covering 9 counties. The College has six sites including its main campus and enrolls 5,200 students, the majority are non-traditional age and attend part-time (83%).

HCC has seen a recent shift from offering face-to-face instruction at its main campus and Regional Centers to on-line education, which is facilitated by a partnership with LearningHouse. The College has also recently merged with Atchinson, a technical college, allowing HCC to further develop its own technical offerings.

The institution faces challenges with a declining state budget, as the College relies on the state for 45% of its operating budget and 15 percent has been cut over the past seven years. Leadership change will also be a challenge, as the President and 2 Vice Presidents plan to retire in the next few years.

Category Summary Statements

Helping Students Learn: Over the last five years, HCC's instructional division has reorganized around a culture of assessment, developing five committees to focus on topics such as learning outcomes, rigor, quality, and standards. The College indicates that it has a culture of data-informed decision making when it comes to academic programs and student learning. HCC maintains that its level of maturity is aligned with regard to responding to student and other stakeholder needs and systematic with producing student performance results across all course delivery modalities.

Meeting Student & Other Key Stakeholder Needs: Highland Community College is focusing on "doing more with less" as a result of cut-backs in budgets. The College places significant attention on completion and helping to assure students have a good understanding of where they stand along the program journey.

HCC maintains that the processes it uses to meet student and other stakeholder's needs are "shifting from systematic to nearly aligned." The College describes multiple methods of gathering data for assessment including student satisfaction data and information from businesses, advisory committees, school districts, and parents. This feedback helps to guide curricular changes and to keep the curriculum relevant. The College has also updated its equity grievance policy and accompanying processes, and has organized and managed crisis training and planning. HCC projects that its recent adoption of tools to support student services will help it to move from a systematic to an aligned level of maturity with regard to processes.

Valuing Employees: HCC notes that it is at the systematic level with regard to coordination and communication among units, sharing of lessons learned, and alignment of processes with institutional goals and strategies.

The College has determined that it is at the reacting level with regard to hiring, development and evaluation as it does not have a strategic approach to data gathering and analysis for this area. The 2016 Climate Survey indicates that while morale and job satisfaction is high on an individual basis, this is not the case across the institution, indicating room for improvement. The College is making strides, however, in process improvement and enforcing policies.

Planning and Leading: HCC has a systematic approach to planning that has been in place for six years and involves a cross section of employees. The College maintains that processes associated with planning and leading are at the systematic level of maturity, with many areas approaching aligned. There appears to be a disconnect, however, between the global planning goals and employee views on how what they do fits into the bigger picture. It is unclear if this is connected to employee lack of job satisfaction.

The College also has a standardized method of reviewing and approving funding annually to achieve the plan that includes the president's council, planning council, and Board of Trustees. The state system appears to require coordination and planning both within the organization and within the system.

Knowledge Management & Resource Stewardship: HCC's knowledge management and resource stewardship processes are described as moving from reacting to a systematic level of maturity. The College has invested considerable resources into its technology, including the administrative computing system and integration of the various supporting systems. The College

has identified a need to be more strategic and systematic with its knowledge management program and has developed a three-year IT renovation and revamp initiative. HCC has also created a campaign of rebuilding, retooling, and rethinking its technology infrastructure.

The College explains that results of ongoing projects, initiatives, and transformative changes have already produced a "substantial shift towards alignment within the HCC institutional culture."

Quality Overview: HCC has multiple pieces of evidence regarding a strengthening climate of quality improvement, such as an action project resulting in all faculty using a PDCA cycle to improve instruction. However, the institution expresses concern with "false starts, leadership changes" and external challenges. The College has identified leadership change in the near future and management of this process may be significant in determining how it is able to move forward. While processes are at a systematic level of maturity, the identified results are still reacting, but the changes in knowledge management may help the improvement process.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: The systemic and purposeful use of data was a concern that surfaced in several areas of the portfolio. In a number of areas the College has made investments in technology and resources that will allow for the collection of new data. In other instances there were data collection tools in place that were homegrown, but perhaps used beyond the intent of their design in unintended ways. It is clear that HCC has a commitment to increasing its data infrastructure. What becomes important is developing the systems and processes of analysis. Creating more sophisticated and holistic processes for data collection and analysis will help HCC improve its planning for future AQIP projects and increase the return on investment from the substantial data collection infrastructure it has purchased.

Strategic Challenge: Related to the use of data, HCC cites a need to develop internal and external benchmarks. While there are some benchmarks used in some areas of the College, the overall reading of the portfolio would seem to indicate that HCC would benefit from a comprehensive discussion in all areas about how to measure and benchmark, both internal and external, for the purpose of collecting longitudinal performance data. The heavy reliance on qualitative feedback will complicate this challenge. The climate survey and advisory boards are good sources of feedback, but they should be complimented with data sources that lend themselves to comparative practice. HCC does engage in some state benchmarking with other institutions. The College also indicated its plans for, or new participation in, CCSSE, Noel-Levitz, and the Community College Benchmark Project, which is an important step in the right direction. Taking this lens and looking for similar opportunities for all areas of the College would be beneficial. In addition, the College should develop a strategy that allows for the articulation of processes and data representations related to how the College tracks and uses data and benchmarked performance from these tools.

Strategic Challenge: HCC is in the early stages of integrating an online presence into its educational communities and operational structure. In addition, HCC also operates in multiple locations with distinct personalities. HCC would benefit from the specific and purposeful discussion of the performance and support at the various sites and modalities as an area of focus in the portfolio. Demonstrating alignment, support, and service for students both online, on-ground, and across various locations is important. The College's ability to show alignment between these experiences in assessment, academic outcomes, faculty training and development, and operational support will help the College in having comprehensive systems and evaluations in the various portfolio categories. The portfolio treats and reports on these entities as if all the same, but having the appropriate data presented will help improve the portfolio.

Strategic Challenge: The College cites changing leadership at several points in the portfolio as something that had affected or slowed progress. As HCC works towards stabilization of its executive structures, it will be important for the College to work closely with what seems to be a well-established Board and state support system to provide sustainability to the campus. The College would also benefit from an analysis of job duties

and responsibilities as a part of this process to ensure that those that may have been assumed or redistributed during the leadership transition are still appropriately assigned. At a time where the financial structures and supports have also begun to change, the need for strong leadership that is working cohesively with all functional units is very important.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

Highland Community College has developed a number of systematic processes and practices that address student learning and related outcomes. The College has been proactive in creating new approaches to assessing student learning that support the culture and climate of the institution. Adequate student support systems are in place to support student learning. A new director of academic advising was recently hired to oversee and coordinate support for student intake and planning. Furthermore, HCC participates in CCSSE and has recently joined the National Community College Benchmarking Project and has an opportunity to more fully utilize information from these and other internal and statewide sources.

The institution continues to struggle with the provision of systematic data collection that helps it to analysis processes and make informed decisions for change. Furthermore, the College needs to establish baselines, benchmarks, and strategies for ongoing data gathering, analysis, and decision-making. Specific areas of concern are tracking the retention and graduation of subpopulations and identifying student needs to improve programs. Also, it is unclear how distance learning and service at additional sites is factored into this area.

It would benefit the College to distinguish between evaluation and assessment and, perhaps, consider joining the HLC Assessment Academy. Evaluating faculty and other stakeholders allows the institution to collect and analyze valuable data that inform improvements and may or may not impact students directly. Assessment of student learning, however, allows the College to collect and analyze information and make improvements that would impact students directly. While evaluations and indirect measures do provide valuable feedback, it is necessary to develop a means for measuring student success.

The institution clearly identifies its own strategic issues regarding leadership transition and diminishing state funding. Neither of these appears to directly impact student learning at this point.

Category Two: Meeting Student & Other Key Stakeholder Needs

The institution is an integral part of its communities and has strategies in place to identify and analyze its degree seeking student population. HCC has also built relations with external stakeholders, but does not yet have a comprehensive approach to assessing these relationships, discovering gaps, and building new strategies, this is an area that the institution recognizes needs some additional work.

The development of a system for gathering and evaluating the value of relationships and partnerships may lead the organization and its faculty and staff to a more productive use of time and energy.

Persistence, retention and graduation are areas that the institution is addressing; HCC may find that greater attention to subpopulations (sites, online, etc.) would allow for a more effective and efficient application of limited resources. The College may also find that

integrating the two dimensions noted here will lead to a greater level of maturity in its quality journey.

Category Three: Valuing Employees

Highland Community College has a comprehensive process for employee hiring and consistently adheres to its policies. It works hard to recruit qualified candidates to a rural area that frequently pays lower salaries. The College needs to assure that faculty qualifications are monitored and that strategies are in place to address any who are not fully qualified. The employee onboarding and orientation process is inconsistent and there is no systematic approach to assuring employee understanding of the institution and its culture. The College recognizes this as a deficiency and should consider working to develop a sound onboarding process.

The institution hovers between reacting and systematic in this area. HCC demonstrates basic levels of a systematic approach in the use of the climate survey and some policy development. Continuing efforts in these areas will strengthen the ability to reach institutional objectives. The College also has the beginnings of some data to track effectiveness of professional development and very little to track hiring. These efforts should be further expanded and the institution would benefit from developing benchmarks and other tracking mechanisms.

The institution has identified leadership change as being a concern. Supporting faculty and staff with clear policies and development opportunities will better prepare the institution to transition with a more positive outcome.

Category Four: Planning and Leading

While several elements are still in the early stages of development, HCC describes a well-designed process for assuring that the College prioritizes its mission, vision, and values and ties them to its strategic planning. The strategic plan was developed using what is described as an inclusive process and is now annually updated. Examples of successful initiatives were presented, including the expansion of an additional campus. However, many areas are still early in development, including new employee orientation and the use of SPEs in employee evaluations.

The College has done some work on leadership development and should continue its efforts to build leadership skills and to create strong lines of succession across the campus. The institution acknowledges that communication continues to be a challenge. As such, HCC is encouraged to assure that it has sufficient data to clearly understand communication challenges and to develop additional strategies to address this issue. Measuring and addressing integrity issues is superficial. The climate survey has provided useful information to the institution and would be enhanced with clear benchmarks and the implementation of additional measurement tools.

It would benefit HCC to begin considering using tools to measure effectiveness, beyond the climate survey. Adopting the use of these tools would produce quantifiable data that could be tracked longitudinally and utilized for benchmarking purposes. Heavy reliance on results based on satisfaction as it compares to importance is not serving the College well.

Category Five: Knowledge Management & Resource Stewardship

Highland Community College has invested significant resources into the technology redesign and upgrading. It has taken a systematic approach to the rollout and expects to have better and timelier data and operations. The institution allocates and monitors its budget in terms of the strategic goals and is able to show the impact on programs and services. HCC is creating standard reports that provide good information on daily operations and projects. As the technology revamp is completed, the College can become more systematic and thorough in utilizing data to analyze and address challenges and opportunities. The institution is relying, to some extent, on grant funding and should be monitoring the impact and ongoing implications when grant dollars are no longer available. In addition, there was very little information regarding results collected, analyzed and improvements made relative to resource management outside of the fiscal area and overall operations effectiveness. It is important that the College measures the effectiveness of resource allocation and management and general operational health in order to understand whether it is overlooking potential critical issues and areas for improvement.

Category Six: Quality Overview

Highland Community College is committed to being a continuous quality improvement institution and has achieved a systematic level of maturity, as it has developed systems that

can support an aligned level when they are more fully complete and stabilized. The alignment of the strategic planning, budgeting, and teaching quality efforts is a notable accomplishment. The College is using the systems portfolio development to help clarify how to be more systematic in its efforts and has implemented some excellent action projects. Moving forward, it will be important to assure that when projects are selected, they are addressing the most important needs of the institution as defined by the strategic plan. Solid data gathering, analyzing, and utilizing in these decisions will help HCC in its efforts to be more systematic.

While it will take some time for the culture and systems to catch up with changes, the efforts such as development of the SPEs and their use in employee evaluations as well as student learning outcomes will help to strengthen alignment.

In terms of the overall quality improvement process the institution would do well to address concerns about leadership transition, perhaps through continuing professional development of faculty and staff. Other areas of concern include data collection and analysis and the definition of metrics.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for

reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Highland Community College provided information on all of the criterion for accreditation. The team has determined that the portfolio shows that many of the sub-sections under each criteria are strong, clear and well presented. However, there are a number that, while still adequate, are somewhat unclear or not robust enough to clearly determine what is occurring at the institution. These areas can be improved by the provision of greater detail, or by the institution addressing areas that do not appear to receive adequate attention.

Criterion One. Mission:

Highland Community College has done a good job updating its mission, vision, and values and assuring that they are an integral part of planning and institutional priorities. The connection to strategic planning is apparent and the annual Board retreat helps to assure that the process is reviewed annually. The one area that continues to be a challenge is "understanding the relationship within its mission and the diversity of society." The College has identified this as an area that needs continued attention and the team concurs.

Criterion Two. Integrity: Ethical and Responsible Conduct

HCC has well documented policies and procedures for employees, budgeting, and other operational functions. It adheres to state and federal reporting requirements. The redesign of the employee orientation will help to address some gaps in employee awareness. There are currently initiatives underway to strengthen training on topics such as Title IX and FERPA. The role of the Board of Trustees is clearly defined and followed, with the Board following good practice in decision-making, while still working to maintain campus

relationships. The College does a good and accurate job of presenting itself to its constituents. HCC does not seem to have a process in place, beyond information gathered on the campus climate survey, to assess administrative and employee ethics and integrity. It is also unclear how much the institutional environment supports academic integrity and faculty in the academic freedom arena. It would enhance institutional operations to utilize more than one assessment tool and to clearly articulate how ethical behavior is practiced throughout the campus.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

Highland Community College offers certificates and associate degrees that are appropriate and within expected credit hours for a community college. General education requirements are regularly reviewed and advisory groups provide support for technical programs. The College has adequate numbers of faculty and staff to provide quality education, although it is sometimes difficult to hire qualified people for some positions. The student support services seem strong and able to provide good support for students. There is very little specific information provided as to how distance students are aligned with on-campus students; nor is there documentation that clearly indicates programs and services are the same regardless of where or through what medium student take courses. Comparative data would be helpful. HCC has significant work underway regarding its student learning outcomes, SPEs. Because much of it is relatively new, there is no trend information or documentation of success. Once these efforts have been in place longer, the institution should have good data for decision-making going forward.

Criterion Four. Teaching and Learning: Evaluation and Improvement

HCC has a strong three-year rolling program review process for academic programs. It is unclear whether something similar is done for non-academic programs. The faculty is responsible for the curriculum and has utilized the help of advisory groups in the technical programs. It has additional specialized accreditation in nursing and is part of the Kansas transfer system, which helps students move among institutions. The SPEs provide a good foundation for student outcomes; however, the institution has not yet developed any depth in reporting, benchmarking, and analyzing student outcomes beyond the standard reporting of course completions, retention and graduation and required state and national reports. The College appears to be collecting significant data, but is not yet incorporating it into consistent and useful analysis and decision-making.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Highland Community College's resources are adequate to maintain its current education programs and continue to strengthen the quality initiatives. Student Services developed a summary report for the Board on how the institution focuses on its programs and student success. The goals are clearly aligned to the strategic plan, and to the budget by identifying the percent of budget allocated to each strategic goal. The institution has placed a major focus on updating technology, and has dedicated significant resources to carrying out a multi-year plan for this update. The College has some leadership development in place and provides professional develop opportunities for employees at all levels. Leadership stability appears to be an ongoing concern. Policies and procedures are in place to adequately govern the institution, and student service and curriculum and instruction often collaborate on revisions or new policy development. The College has a very strong strategic planning process that is overseen by a Strategic Planning Council. Throughout the campus, there are quality initiatives underway and they seem to be part of the culture. There are many new activities and minimal success data at this point. Heavy reliance upon the campus climate survey may result in skewed data. The institution would benefit from finding other tools that would allow for more comparative information.

V. Quality of the Systems Portfolio

While the HLC Team is appreciative of many positive factors, such as the readability, honesty, and coherence of the Systems Portfolio, there were opportunities for improvement regarding quality. For example, there were instances when processes and results were described in general terms; however, little detailed explanation or evidence was provided in the portfolio (1P4, 2P1). Attention to providing detail would help future teams to gain a better understanding of the level of development associated with processes and results. There were also examples in the portfolio that were misaligned with the core component focus or the connection between evidence cited and how it was being used to demonstrate responsiveness was unclear (1R4, 1R6, 3R1). At times, the team was able to determine that the College provided evidence in other parts of the portfolio that aligned or correlated with the core component under examination (as indicated in 4P2 and 6P2). Careful consideration and gleaning input from a cross-section of constituent groups may help to remediate this issue.

There were also examples in the portfolio of links that did not work, as they led to a secure site (4R1, 4R2, 4R3). Finally, it would be helpful to future teams if evidence is linked to the narrative whenever possible. Category 6 responses were linked to evidence that was embedded in other parts of the portfolio, which resulted in the need to go back and forth and disrupted the flow of information.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.	Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.	Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and	Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in

		analysis of results at an institutional level.	decision-making and resource allocations.

APPENDIX B
AQIP Category Feedback

AQIP Category One
HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. *Common Learning Outcomes* focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Highland Community College (HCC) articulates several institution-wide practices including the General Education Outcomes, Shared Performance Expectations (SPEs), and Common Learning Outcomes that are **aligned** with the mission. There remains an opportunity to clarify and show more evidence of how the SPE process integrates into the curricular development and assessment strategies.
Determining common outcomes	The College used its Common Learning Outcomes to develop the Shared Performance Expectations (SPEs) creating an **aligned** framework where outcomes are common not only for students, but also for staff and faculty.
Articulating the purposes, content, and level of achievement of these outcomes	The College promotes the SPE process to both internal and external stakeholders through its website and through internal communication. The communication to stakeholders approaches the aligned level; however, the assessment process and resulting improvements are at the **systematic** level. The College has a plan in place to assess the SPE impact, but the data analysis process and resulting process improvement is not clearly identified in the portfolio. Portions of the assessment process are in the pilot phase and data is not yet available. The explanation of data analysis strategies and resulting quality improvement processes would help improve this area.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	The institution supports students through a variety of approaches, including the alignment of extra and co-curricular activities with the SPEs and general education learning outcomes. More examples and evidence of how the SPE framework is fully implemented and assessed as a part of the curriculum for students in all delivery modalities would help move the College from **systematic** to an aligned level. It is not clear from the portfolio the extent to which the SPE framework is purposely evaluated for all sites and in the online context.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	The College shares a plan for assessing the SPEs both with internal and external stakeholders. The executive leadership hosts an annual retreat for this purpose and the SPEs are a part of the advisory board process. There is a systematic process in place for the collection of data. Providing a clear understanding of how data from multiple inputs will be integrated, synthesized, and then applied

	would help show a more comprehensive and aligned model, moving the institution up from a **systematic** level.
Designing, aligning, and delivering co-curricular activities to support learning	HCC is at a **systematic** level of maturity with regard to designing, aligning, and developing co-curricular activities to support learning. The institution shares many examples of how co-curricular learning opportunities align with learning outcomes and the SPEs. The portfolio would benefit from more clarity regarding the explanation of how opportunities for co-curricular are evaluated, provided, and developed to align with curriculum and support student experience.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	The institution uses a mix of standardized and locally developed instruments. The replacement of the CAAP assessment with the integrated homegrown model seems promising. The institution's CTE and eWalkthrough tools also show a thoughtful process through which assessment tools are developed/chosen and applied. The College has a **systematic** approach to assessing the various components of the institution. Demonstrating these processes to be repeatable and using these measures for quality improvement will help push this area to an aligned level.
Assessing common learning outcomes	The portfolio is unclear with regard to assessing common learning outcomes and, based on the information provided, at the **reacting** stage of maturity. There were some examples of assessment included; however, a comprehensive process for directly assessing the common learning outcomes for all students is missing in the portfolio. The development/articulation of such a process will help the institution to reach a systematic level of maturity.

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC clearly articulates its approach to the evaluation of faculty; however, there remains a gap in the articulation of the holistic and purposeful process through which student performance on the common learning outcomes is collected, analyzed, and applied for quality improvement purposes. The processes described lean towards systematic; however, limited evidence of data analysis structures and associated quality improvement planning leave questions and indicate a **reacting** level of maturity.
Summary results of measures (including tables and figures when possible)	HCC shares limited examples of how information from the data presented are interpreted or applied at the institution. The collection of data has the potential to be repeatable. Absent is a clear explanation of how data is aggregated and disaggregated to assess all the SPEs across the various delivery modalities, the potential impact of the assessment process is unclear. The process seems **systematic**, but the institution would benefit from a focus on data interpretation and an enhanced explanation of resulting action processes.
Comparison of results with internal targets and external benchmarks	The College, at a **reacting** level, provides some examples of internal benchmarking, but a comprehensive approach affecting all stakeholders is not clear. The institution would benefit from explaining, at the institutional level, its process for internal benchmarking. External benchmarking is another area where opportunities exist. The portfolio cites two programs (both in nursing) as having specialized accreditation and shares limited external performance comparisons. HCC would benefit from considering specialized accreditation bodies for more programs as

	well as showing evidence of licensure and certification pass rates compared against state and national averages.
Interpretation of results and insights gained	HCC is at a **systematic** level of maturity with regard to the interpretation of results and insights gained. The College provides some single examples in various programs of how improvement at an institutional level occurs from the associated data collection processes. The College has invested substantial time and effort into laying the groundwork for practical and repeatable assessment practices. The institution would benefit from the clear articulation of comprehensive data analysis and improvement process for each of its assessed constituent groups- students, staff, and faculty. The portfolio spends ample time explaining the faculty-associated processes, but a focus on direct assessment of student learning is needed.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College recently completed some substantial work in order to develop the Shared Performance Expectations (SPEs) through a collaborative process based on the mission, vision, and values of the institution. The collaborative effort across the institution to design a more authentic assessment to replace CAAP testing should also be commended. However, much of this work is in the early stages in that trend information is not available and many categories contained examples of single programs. HCC would benefit from the articulation of an institution-level approach to data analysis and the sharing of results from a more longitudinal perspective.

1P2. **Program *Learning Outcomes*** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	HCC **aligns** program learning outcomes to the mission, education offerings and degree levels of the institution. The College has a clearly defined process for aligning and reviewing program learning outcomes that involves appropriate stakeholders including faculty and staff. The process allowed diverse constituents to develop consistent outcomes appropriate to unique programs. The College also used a process of mapping and peer review to ensure alignment with institutional outcomes, general education outcomes, and the SPE framework.
Determining program outcomes	The College is at an **aligned** level as program review happens through a consistent and on-going process with appropriate content-expert review and peer review. The College employs a set of guidelines to ensure it uses consistent language and processes.
Articulating the purposes, content, and level of achievement of these outcomes	At an **aligned** level, the College uses consistent and clearly defined processes to communicate with internal and external stakeholders. HCC uses state competency alignment, statewide advisory boards, professional guidelines, certification requirements, and other data points as part of this comprehensive process. There is a clearly defined process to aggregate and synthesize this data to develop outcome improvements that are then reviewed by the curriculum review committee.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	HCC actively solicits external input on program relevance, using local advisory boards, state advisory boards, state certification standards, through an annual outcome review process, indicating an **aligned** level of maturity.
Designing, aligning, and delivering co-curricular activities to support learning	The College is **reacting** in this area, but does have some evidence of moving to systematic. There are instances where co-curricular opportunities are shown to be aligned with curriculum and learning outcomes; however, it is unclear if these are requirements in every program, required for every student, and the associated standards and development process are not clear in the portfolio. Additional information about how these opportunities are identified and implemented at an institutional level would help move this area to systematic.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	The institution follows best practices and makes use of various tools, including standardized and internally developed assessments. As courses are connected to general education outcomes, the faculty uses input to revise the curriculum. The College was also able to use these tools to set performance benchmarks for students. Helping to clarify the process of data analysis and application of these tools would be helpful, allowing for advancement from the **systematic** to the aligned level of maturity.
Assessing program learning outcomes	There is a mix of assessment processes in use. There is a component of learning outcome assessment in the program review process, and the institution conducted a blind sample of 486 students that was institution-wide and included all campuses and modalities. What is needed to move this criteria from **systematic** to aligned, is to clearly articulate how these processes are integrated into the curriculum review process on a regular cycle that produces timely curriculum revisions for program courses.

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is in the initial stages of applying data from new assessment tools to its quality improvement framework. Continuing to set internal targets and pursuing external benchmarks will help push this beyond the **systematic** level. The approach used in the general education learning outcome assessments provides a framework for analysis that can be disaggregated to the student level.
Overall levels of deployment of assessment processes within the institution	The model used for the general education outcomes approaches is aligned; however, the implementation of the program assessment process is new and shares only one year's worth of data, indicating a **systematic** level of maturity. The College should continue to focus on the examination of trends as this data set develops in the coming year. Building and clearly articulating how trend data will be analyzed and applied to quality improvement processes will also help HCC to move forward.
Summary results of measures (including tables and figures when possible)	HCC is at a **systematic** level of maturity with regard to summary results of measures. While there are a number of single examples provided in the portfolio, evidence of a holistic process applied to all programs and modalities is limited. There is evidence of this in the general learning outcomes assessment. There may be value in adopting this approach for all programs and presenting more of this data and the resulting action from analysis of this data in future portfolios.

Comparison of results with internal targets and external benchmarks	The College is in the initial stage of developing its internal target thresholds and systems, indicating a **reacting** level of maturity. External benchmarking remains an opportunity. Having clearly defined benchmarks for internal and external measures would help move this to the systematic stage.
Interpretation of results and insights gained	HCC is at the **reacting** level of maturity with regard to the interpretation of results and insights gained. While there appears to be some good insights into student learning coming from the new process, it is not possible at this time to draw significant conclusions. The institution continues to make changes and address concerns that do surface from the initial data review, but having a data analysis process to articulate would be a benefit to the College. HCC has clearly articulated portions of this process for the general education learning outcomes; however, how data analysis occurs and the process for the assessment of student learning at the program level is unclear or missing from the portfolio.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Highland Community College appears to have taken the assessment of student learning seriously and is working to construct a system that will give it useful information and fits into the culture of the institution. The narrative in this section is somewhat difficult to understand and evaluate. A lot has changed in a relatively short period and the institution is not yet in a position to say what will be successful in the end. The College has been working on this issue through two review cycles so it needs to get to the point where it can confidently provide data, show analysis, and decision-making processes and illustrate how student learning has been enhanced by changes made.

1P3. *Academic Program Design* focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	HCC is at a **reacting** level of maturity with regard to identifying student stakeholder groups and determining their needs. The College identifies two primary student stakeholder groups in differentiating degree-seeking students from students who seek transfer to a four-year program. While this does represent two large subsets of the population, the portfolio does not demonstrate how the College identifies the unique educational needs of these groups or a process for identifying sub-groups within each. It would be beneficial to develop a process to further differentiate the student population, including by delivery modality, for the purposes of identifying and responding to the unique educational needs of a diverse population across several sites.
Identifying other key stakeholder groups and determining their needs	HCC has a broad and diverse system of advisory boards that provide input on programs and offerings. What is unclear from the portfolio is the process through which the needs of the stakeholders represented in the various advisory boards are determined. Including a description of the process used to gather, aggregate, and analyze input from these stakeholders would help the institution move from **reacting** to systematic.

Developing and improving responsive programming to meet all stakeholders' needs	There are aspects of the College's practice that are systematic in nature; the program review process that occurs on a three-year cycle is evidence of this. However, many of the other practices are less formal and rely extensively on input from advisory committees. Having a holistic and integrated process that can be clearly articulated in the portfolio would help transition the College from **systematic** to an aligned level of maturity.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	The College is able to provide some examples of curricular improvement based on input from external stakeholders. What is not clear from the portfolio are the internal processes and mechanisms for evaluating tools and integrating data collected as part of responsive planning. HCC would benefit from developing a comprehensive system of internal tools that would allow the College to gather its own data about the currency of programs as an additional data point to compliment the external feedback process. There is some evidence that these strategies have begun and are in the early stages of development. Being able to clearly demonstrate the result of new assessment processes and the integration of the established data points would help move the College from **systematic** to an aligned level of maturity.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	The College uses the Instructional Council to review programs every three years. There is a systematic process that is inclusive of perspectives from appropriate stakeholders. There is a rubric that is applied consistently and a corrective action process in place. While some evidence of the findings from this process is shown to have resulted in course modification, the portfolio does not show evidence of the decision-making process for the viability of programs. Showing evidence of resulting program changes would be beneficial and help to move the College from **systematic** to an aligned level of maturity.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	There are a number of basic data points cited by the College including courses added, course revisions, GPA, transfer rates, and other basic indicators. This is a good foundation; however, evidence from the program review process, more comprehensive general education performance, and trend analysis of program outcomes would improve the reader's understanding of progress. Having a broader basis that included leading and lagging indicators in a common analysis would help move the College from **reacting** to a systematic level of maturity.
Summary results of measures (including tables and figures when possible)	The portfolio shares tables reporting performance on the variables described above; however, evidence of a sophisticated data analysis process is limited. Many changes are recent and trend analyses may not yet be possible; however, in general, the College would benefit from a more sophisticated data analysis plan that integrates internal and external data points in a comparative format with internal and external benchmarks. The resulting narrative and explanation of process would help move the College from **reacting** to systematic
Comparison of results with internal targets and external benchmarks	HCC compares a number of performance indicators against state benchmarks and like colleges in the system. What would be beneficial for the College is to continue to identify external benchmarks for programs, i.e. through specialized accreditation/licensure/certification rates. The portfolio does mention

	using CCSSE and participating in the National Community College Benchmarking Project. Showing comparative results from these tools would help move the College from **systematic** to aligned. Working to show an institution-level process that integrates performance data for quality improvement purposes would also be a help in this area.
Interpretation of results and insights gained	Aspects of the course-level assessment process are systematic and can be shown to have resulted in individual course improvements. Demonstrating a comprehensive strategy that includes input from internal and external benchmarks would also strengthen performance in this area and help the College to move from a **systematic** to an aligned level of maturity.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC repeatedly shows a commitment to improving student outcomes and opportunities through the assessment and evaluation of its curriculum and programs. The College is clearly concerned about the success of its students and takes equal responsibility for helping students transition to employment or further education. What will potentially help the College with this endeavor is to move to more comprehensive data analysis strategies that allow HCC to leverage internal and external benchmarks over time to better inform approaches to change.

1P4. *Academic Program Quality* focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	The College is at the **reacting** level of maturity with regard to determining and communicating the preparation required of students. While the College demonstrates a number of communication structures that seem appropriate and comprehensive, there is little to no explanation of the process associated with the determination of the criteria used to identify "prepared" students.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	There is a **systematic** process of program review in place that uses consistent measures and a tool. On the other hand, it is unclear from the portfolio how the College evaluates rigor and fidelity of the program review process in its various delivery modalities, including online and in concurrent/dual offerings.
Awarding prior learning and transfer credits	There is a **systematic** process in place where transfer credits are reviewed through the registrar's office.
Selecting, implementing, and maintaining specialized accreditation(s)	The College has specialized accreditation for its nursing program; however, the process used for selecting, implementing, and maintaining specialized accreditation is not stated. There are many other programs at HCC that would benefit from the external benchmarking opportunity afforded a college through specialized accreditation. Having a clearly defined process to review and select program-specific accreditations would help move HCC from **reacting** to systematic.
Assessing the level of outcomes attainment by graduates at all levels	The College describes a systematic process for evaluating graduate performance on general education outcomes. A holistic process where this component is complimented by program-specific

	performance on direct measure assessments would add value and help to move HCC from a **systematic** to an aligned level of maturity.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	The College uses the **systematic** program review process effectively in coordination with the eWalkthrough tool. There is little information about how online courses are evaluated outside of those programs where online instruction is part of the program review. Explaining the alignment in process and expectations between the evaluation of online, on-ground, and hybrid learning models would help clarify this section of the portfolio. The "external observer" process is also not clear and there is no mention of how virtual components of the hybrid courses are assessed.

1R4. What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College appears to be at a **reacting** level of maturity with regard to outcomes tracked and tools utilized. The cited table does not seem to include the information it is stated to include and there are few examples available through the web. Perhaps a summary of total improvements, listing program eliminations or modifications, or other such measures would be valuable here. The College also might show evidence from the eWalkthrough process and explain how this was used to check for rigor.
Summary results of measures (including tables and figures when possible)	The summary of results was somewhat limited and indicates a **reacting** level of maturity. As stated above, Table 1.12 included student transfer data, while Table 1.13 contained a summary of recommendations; however, the impact or relevance of the data was unclear. No data from the eWalkthrough process was shared despite being the primary tool to assess rigor of instruction. New practices limited the College's ability to do trend analysis here; however, there remains a need to show data collected for the tools cited.
Comparison of results with internal targets and external benchmarks	The College is at a **reacting** level of development, but has plans in place to begin comparing institutional data against four peer institutions for external benchmarking. Additional internal trend data will become available as some of the new processes mature.
Interpretation of results and insights gained	The College is **reacting** to new data collection tools and processes. As the data set matures, the College will need to focus on comprehensive data analysis strategies and structures. The College took the very positive step to identify four peer institutions to begin a more robust external benchmarking process. Continuing to explore specialized accreditations and external benchmarking would also be an important compliment to processes already underway and would help develop the type of holistic performance data comparisons that can better inform and guide institutional change.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has invested time and effort in the development of new and improved processes. HCC would benefit from focusing efforts on programmatic assessment and measurement to compliment general education measures, while also seeking external benchmarks. The College demonstrates a deep commitment to improvement in this regard and will need to allow time for new processes to yield larger data sets. On the other hand, the work to implement the structures and practices associated with analyzing these data sets as they become available could begin now.

1P5. *Academic Student Support* focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	The College is currently participating in a state pilot to use ACCUPLACER with standard scores set by the State of Kansas for course placement. This tool and other discipline-specific measures are used for placement. Placement is the only method of identification of at-risk students that is described. It is unclear how academic support needs are categorized and addressed beyond placement. Determining other means for identifying at-risk students would allow the College to gain a better understanding of how to meet the needs of these students beyond steering them toward appropriate classes and would help the College to move from **systematic** to an aligned level of maturity.
Deploying academic support services to help students select and successfully complete courses and programs	The College is at a **systematic** level of maturity with regard to deploying academic support services to help students select and successfully complete courses and programs. Advisors use placement scores to assure that students are placed into the correct course to serve their needs. It is unclear how other services, beyond being placed into the correct course, such as tutoring, additional advising or other support systems are utilized. Furthermore, the College does not address how students are directed toward or steered away from taking classes in alternate formats, such as distance learning. Having an inclusive process, relying on the input from various student support services, would ensure that students are appropriately guided and set up for academic success.
Ensuring faculty are available for student inquiry	Faculty have set office hours and a required number of hours that they must be on campus each day. Students may call or e-mail instructors. No additional support to encourage faculty-student interaction is described, including online availability. Establishing additional means for faculty availability, such as virtual office hours, would be in the best interest of the student and help to move the College from **systematic** to aligned relative to this area.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Students are assigned to an advisor who helps them select courses based upon placement scores. The College offers free peer tutoring on the Highland Campus and virtual tutoring through Zoom to other sites. Faculty members are encouraged to make early referrals to support services and the Library supports student research needs, indicating a **systematic** level of maturity. On the other hand, it is unclear how the institution identifies the changing needs of the student population and addresses them with new or changed support services, indicating that the College is **reacting** in this regard. Determining the needs of students would allow the College to gauge whether it is effectively providing support services or if improvements are necessary.
Ensuring staff members who provide student academic support services are	HCC maintains that it provides opportunities for academic support services, ensuring that staff is qualified, trained and supported. Opportunities include professional development on and off campus. A description of how the College determines necessary levels of

qualified, trained, and supported	credentialing and professional development support would help HCC to move from **reacting** toward the systematic level of maturity.
Communicating the availability of academic support services	The availability of academic support services is communicated through multiple methods, including formal publications such as handbooks and the website as well as flyers and brochures. Proactive measures, including informing students during orientation and recruitment and through faculty meetings and classroom announcements are also used routinely, indicating a **systematic** level of maturity.
Determining goals for retention, persistence and program completion	Determining goals for retention, persistence and program completion is **systematic** and addressed elsewhere in the portfolio. HCC uses national data, IPEDS, and benchmarking, both statewide and peer data, to determine goals.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Methods of assessment are provided, including the ACCUPLACER pilot for placement and surveys of students, including the CCSSE. On the other hand, the methods for selecting these tools are not discussed and it is not clear how the instruments are used specifically for support service assessment. Developing a method for selecting the most appropriate tools for evaluating support services would allow the College to gauge whether it is exhibiting best practices and help it to move from **systematic** to an aligned maturity level.

1R5. What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	While measuring success rates in courses and programs will help to determine the quality of academic support services, no information was provided to explain how the data is gathered and systematically utilized, indicating a **reacting** level of maturity. It is also important to directly measure the services in order to understand their effectiveness. By identifying and implementing tools to measure the effectiveness of support services, the College will be in a position to collect data that would be used to make informed decisions about improvement and allow for movement to a systematic level of maturity.
Summary results of measures (including tables and figures when possible)	The College has identified some areas that will be assessed, but to date, no data were provided, indicating a **reacting** level of maturity. It is also unclear how these assessments will be utilized to improve student learning, persistence, and success. HCC would benefit from expediting movement in this area in order to clearly gauge student needs and how to improve outcomes.
Comparison of results with internal targets and external benchmarks	Goals for pass rates in math courses have been established and the College recently began participating in the National Community College Benchmark Project. While these examples are provided, the overall strategy or a system for using external benchmarks for establishing targets is not described. Establishing a system for using benchmark data will allow the College to ensure that it is making best use of its involvement in the Benchmarking Project and will assist in moving from a **reacting** to a systematic level of maturity.
Interpretation of results and insights gained	Based on the assessments described, the College is aware that pass rates in mathematics are competitive and also that a further

	investment in tutoring services is needed based on student feedback. The College indicates that it has identified many of the reasons that students are not successful. Detailed results are not provided in a manner that lead to targeted solutions, indicating a **reacting** level of maturity. Furthermore, there has been some curricular change, but no data is available to assess the effectiveness. Many conclusions seem to be based upon anecdotal information.

1I5. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has remediated issues with developmental courses and hired a Director of Advising who will centralize advising services. The new Director of Student Services is also working to understand student needs relative to advising. The NCCBP effort is in place to begin providing more data on which to evaluate developmental programming. While examples of these efforts demonstrate a commitment on the part of the College, an overall plan or process for gathering and utilizing data in student support is not explained. Furthermore, the College has not demonstrated that it is directly measuring the effectiveness of the services it is currently providing. There is no concrete data to show baseline information, benchmarks, or progress made as a result of changes. Addressing these opportunities, in general and as they apply to other sites and distance learning, needs to become a priority for the institution.

1P6. *Academic Integrity* focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	The institution's policies and procedures are consistent with standards and guidelines at the federal level, and HCC has an Academic Standards Committee that monitors the practice of academic freedom, indicating an **aligned** level of maturity. Students are also provided with opportunities to learn best practices in research, sources, and other topics and the student handbook and college catalog have sections that cover academic integrity.
Ensuring ethical learning and research practices of students	HCC has a Data Governance Team that handles all requests for data to assure that this information is being utilized with integrity and interpreted appropriately. An academic integrity statement has been revised and included in all syllabi, indicating a **systematic** level of maturity. On the other hand, methods by which students are educated or how this policy is proactively used to educate students is not described.
Ensuring ethical teaching and research practices of faculty	The College does not have an academic freedom policy and has identified this as an area to be addressed in the near term; also, there is no information on how ethical teaching and research is handled, indicating a **reacting** level of maturity. Developing and implementing a policy would help to ensure that faculty have a guide to consult when considering ethical teaching and research practices. Providing guidance in this area would also help the College to move toward a systematic level of maturity in this area.
Selecting the tools/methods/instruments	The College does not appear to have a method for evaluating the effectiveness and comprehensiveness of supporting Academic

used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Integrity; however, a pilot project using Turnitin.com is planned, which may provide data for tracking the effectiveness of policies in the future. Adopting Turnitin.com will also help students to understand whether they are compliant with academic honesty standards. This improvement measure will help the College to move from a **reacting** toward a systematic level of maturity with regard to measuring Academic Integrity.
Other identified processes	HCC is **systematic** in this area, as it has created a Data Governance Team that should provide a sense of what the needs are and how to manage growth in this area.

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Academic integrity issues are tracked on campus using Maxient software. This practice allows for monitoring of the number of instances; however, a method of evaluating the quality of learning support systems is not provided. By adopting tools that are specifically designed to evaluate the quality of learning support services, the College will gain a clear understanding of the effectiveness of these services and move from **reacting** to a systematic level of maturity.
Summary results of measures (including tables and figures when possible)	A summary table of academic integrity issues for 2015-16 was included, but it is difficult to draw any conclusions since this is implementation data. The direct link of these data to academic programming or efforts to educate students regarding academic integrity is not clear and indicates a **reacting** level of maturity. Collecting results that specifically indicate whether academic integrity standards are being met, will help the College to identify potential areas for improvement.
Comparison of results with internal targets and external benchmarks	External comparisons are not available, demonstrating that HCC is at a **reacting** level. The new system will allow for internal benchmarks and trending, but it has not been in place long enough to have trend information at this point. Using the NCCBP and other means for comparing the quality of its learning support systems will allow the College to understand whether it is providing adequate support for students.
Interpretation of results and insights gained	Currently, the goal is to increase the use of the software so that findings can be tracked and used. Interpretation of the current findings is not provided; as such, the College is at a **reacting** level.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has established a Data Governance Team to oversee the ethical use of data. The College is also using Maxient to collect academic violations and acknowledges that there is room for improvement with regard to using this product. The College will be piloting Turnitin.com during the 2016-2017 academic year. There are also plans to draft an Academic Freedom policy. On the other hand, there is little analysis and tracking that is occurring to assure that the institution is operating at the highest level of integrity and addressing concerns as they occur. The institution

> may want to consider additional ways to create a climate in which academic integrity is understood and practiced. Attention to and on institutional values may help.

AQIP Category Two
MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. *Current and Prospective Student Needs* focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	HCC has clearly identified the key student populations from various perspectives (traditional-non, geographic location), demonstrating a **systematic** level. While the College appears sensitive to these student groups, it is not clear how these groups are identified on an ongoing basis, nor is it clear how the relatively new group of online students is being identified and addressed as a special population.
Determining new student groups to target for educational offerings and services	HCC is **systematic** in its approach to new target groups as indicated by its response to new opportunities for high school students taking technical courses and its expanded opportunities to students in border states. HCC does not precisely describe how it arrived at these decisions, nor how it has expanded some offerings, such as the Human Service and Precision Agriculture degrees.
Meeting changing student needs	HCC has monitored national trends and legal requirements and made changes accordingly. The College has focused on student safety and reaction to crisis situations. HCC has also taken steps to enhance advising and address student retention and completion, indicating a **systematic** level of maturity. It is not made clear how the institution processes changing student needs that are constantly in flux.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	The institution, at the **systematic** level, identifies student sub-groups, such as veterans, LGBT, first generation and commuters, and provides services appropriate to those groups. The Maxient system makes it easier for the College to identify groups.
Deploying non-academic support services to help students be successful	The College has an extensive array of services to support student needs, indicating a **systematic** level. It conducts a "block party" each year and uses social media and text messages to inform students of these services. More information regarding the operationalization of these services would strengthen the portfolio.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	HCC, at the **systematic** level, has job descriptions that provide minimum qualifications for all positions. Professional development is also made available to student support staff. The new eWalkthrough system is being piloted for non-teaching areas so that employees can review and improve interactions with students. The on-line Campus Answers, e-Walkthrough and the increase in staff development has the potential to move HCC to the alignment level of maturity.

Communicating the availability of non-academic support services	The College, at the **systematic** level, utilizes traditional methods of communicating the availability of services to new and continuing students. HCC does not indicate how it determines whether the message is received and utilized.
Selecting tools/methods/instruments to assess student needs	Noel Levitz SSI and the CCSSE are well established tools for assessing student needs and interests. HCC utilizes the data and addresses issues with a gap score of one or greater. As such, the College is at a **systematic** level of maturity relative to selecting tools to assess student needs. Fully describing the institutionally developed tool, the campus climate survey, would have provided more insight.
Assessing the degree to which student needs are met	Both the SSI and CCSSE data are reviewed and addressed where issues are identified. However, there is no process described for using the data including trend analysis and benchmarking, demonstrating a **reacting** level of maturity. Creating and identifying standards would help the institution move forward.

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The institution, at the **systematic** level, consistently utilizes valid and reliable tools, SSI and CCSSE, as well as internal surveys. Those outcomes are reviewed and issues are dealt with through the SPEs.
Summary results of measures (including tables and figures when possible)	At the **aligned** level of maturity**,** HCC shows some solid analytical information complete with internal goals, national benchmarking, and three assessments spanning 4 years. This portion of the portfolio describes college priorities, but there is no explanation of how data is analyzed.
Comparison of results with internal targets and external benchmarks	HCC systematically uses state and national benchmarks, indicating a **systematic** level, but internal benchmarks and goals are not always identified.
Interpretation of results and insights gained	At a **systematic** level, the institution has a consistent practice of reviewing results, interpreting them from the perspective of a gap analysis, and then incorporating the information into the SPEs. HCC recognizes a need for improvement in areas including encouraging development of relationships between students with different backgrounds, helping students thrive socially, financial support, and job placement and career counselling.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Highland Community College has utilized data gathered from appropriate tools and processes to make changes. For example, the College added a payment plan option as a result of expressed student concern about finances. The institution would benefit from using similar processes in other areas.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	The institution appears to have a consistent process for reviewing IPEDS data and using state system comparisons for retention, persistence and completion, indicating a **systematic** level of maturity.
Determining targets for student retention, persistence, and completion	HCC does compare itself to state information; however, it is at a **reacting** level of maturity as it does not provide specific information about how it determines targets for retention, persistence and completion. The College shares only that the President's staff makes recommendations that align with State of Kansas data. A process for determining targets that includes comparisons with peer institutions would help the institution to gauge whether its goals are appropriate. There are no reported institutional targets or strategies. Creating targets would help HCC to move forward and allow for better comparisons.
Analyzing information on student retention, persistence, and completion	The institution reviews data on student completion and transfer. There is no breakdown provided of subpopulations nor an indication of variance between sites and online data. Addressing the additional sites and the online information would allow the institution to achieve better targeted analysis and move from **reacting** to a systematic level of maturity.
Meeting targets for retention, persistence, and completion	HCC, at the **reacting** level, has a review process of data by student services, but it is unclear if academic affairs participates. The College provides data indicating that it is within the norm or above, within the state system. HCC would benefit from greater analysis of subpopulations and offerings.
Selecting tools/methods/instruments to assess retention, persistence, and completion	HCC, at a **systematic** level, uses several tools including PowerCampus to facilitate discussion between units and for assessing student learning.

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College is at the **systematic** level, as IPEDS and state data are gathered, reported and analyzed; these are the most widely accepted sources. The institution might benefit from developing a process that allows it to break down the data in a manner that might be of more use, such as by geographic service areas.
Overall levels of deployment of assessment processes within the institution	Results, at the **reacting** level, are either consistent or declining and there has been no further analysis to identify strategies for change. Comparisons are not used to identify those who do better and from whom the institution might learn new strategies.
Summary results of measures (including tables and figures when possible)	National comparative data is provided for IPEDS and NCCBP, indicating a **systematic** level. HCC appears to be doing well in completion and transfer when compared to comparative cohorts, falling below others on fall to fall retention, but slightly above on 3 year graduation and transfer-out rates.
Comparison of results with internal targets and external benchmarks	At the **systematic** level, HCC uses IPEDS and NCCBP data and appears to be normative in comparison with peer groups. There was a slight decline in retention in 2014, but the College is monitoring the situation and appears to have improved again in 2015.
Interpretation of results and insights gained	While some analysis is provided there does not appear to be a modification of operations. HCC indicates that 75% of its students are meeting its three-year graduation or transfer-out rate and that

	25% are not successful. It would benefit the institution to compare students from multiple sub-groups to determine how to remediate issues with student success and in order to move from **reacting** to a systematic level of maturity.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC is making efforts, including advancing student life programming and the use of Full Measure software which should help students assess their own progress and keep them on track. The institution would benefit from breaking down the data further to review changes within the system and needs to be sensitive to the impact of the distance programming it has initiated.

2P3. *Key Stakeholder Needs* focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	HCC works with a variety of stakeholder groups and uses advisory boards to identify changing needs that impact the curriculum and job opportunities for students, indicating a **systematic** level of maturity.
Determining new stakeholders to target for services or partnership	The institution is **aligned** as it uses stakeholder groups as part of the program expansion process in addition to improvements in existing areas. Stakeholder groups have been used in the development of a new campus and a conference center and the College has employed a new Director of the Foundation.
Meeting the changing needs of key stakeholders	The institution has a **systematic** process in place, but more information regarding how it assesses needs and what it does beyond employer related groups would be beneficial.
Selecting tools/methods/instruments to assess key stakeholder needs	At a **reacting** level, is not clear how the institution is assessing the various groups though it refers to a survey model. Making certain to look at non-employer groups would benefit the institution. Finding and using a consistent process would move the College to a systematic level.
Assessing the degree to which key stakeholder needs are met	The HCC school/business/parent survey provided some information on the level of satisfaction regarding several characteristics. Various informal processes are also used by the institution, indicating a **systematic** level of maturity.

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The institution systematically gathers data from both internal and external stakeholders, using a homemade survey for the external group, indicating a **systematic** level of maturity.
Summary results of measures (including tables and figures when possible)	At the **systematic** level, results for the internal stakeholders are clearly illustrated and show improvement in most areas from 2013 to 2016. Those areas that had not improved are going to be addressed; however, no data was provided regarding external groups, indicating a **reacting** level. The institution would benefit

	from measuring the needs and interest of external stakeholders in order to gain greater insight into effectiveness.
Comparison of results with internal targets and external benchmarks	While the College does address internal stakeholders, it is at the **reacting** level as there appears to be no benchmarks related to the external groups. The institution would benefit from measuring the needs and interest of external stakeholders in order to gain greater insight into its efficacy.
Interpretation of results and insights gained	HCC does gather and analyze results from stakeholders. While the College has a systematic approach to addressing internal stakeholders, this is not the case with external stakeholders. It is unclear how external stakeholder input is processed other than anecdotally. Qualitative approaches can be useful and a systematic process will lead to a better understanding of needs, enhancing this area and moving the College from a **systematic** to an aligned level of maturity.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC plans to utilize an Environmental Scan in 2017 to inform the strategic planning process and to respond to changes in its service area during the previous five years. The College is also focused on developing new programs in response to student interests. It is clear that HCC uses input from internal and external stakeholders to determine areas for improvement and growth. A systematic approach to gathering qualitative and quantitative input would be beneficial.

2P4. *Complaint Processes* focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	At an **aligned** level, HCC has processes in place to collect academic and non-academic complaints. The Maxient system helps to gather complaint information and the revised Equity Grievance Policy illustrates a systematic process. The process for making complaints or means for expressing concerns are accessible through the college website.
Collecting complaint information from other key stakeholders	Information on the process is publicly available on the web and allows for students and other stakeholders to utilize it. The resolution management process helps to resolve issues as they come forward, indicating a **systematic** level of maturity.
Learning from complaint information and determining actions	The system for managing complaints has accessible input opportunities and is managed through the resolution process, which includes a CARE team. Issues related to Title IX and VAWA are addressed through this process as well. On the other hand, the institution does not explain the process for learning from complaint information or provide specific evidence. Establishing a clear process for the overall analysis of complaints would allow for a more systematic response capability and a move from **reacting** to a systematic level of maturity.
Communicating actions to students and other key stakeholders	The process for communicating actions to students and other key stakeholders, at a **systematic** level, is clearly visualized in the flowchart and the Maxient system allows for tracking and evaluation of complaints in various categories.

Selecting tools/methods/instruments to evaluate complaint resolution	HCC, at a **systematic** level, uses the Maxient system to track all complaints, but it is not entirely clear how this system supports resolution.

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Maxient and the online feedback system allows for tracking and documentation of concerns and complaints, indicating a **systematic** level of maturity.
Summary results of measures (including tables and figures when possible)	At a **systematic** level, summary data is provided; however, this is high level data only. HCC would benefit from using the advanced reporting capability of Maxient as its understanding of the tool's capabilities expands. Data is provided for 2015-16, the first year of Maxient utilization.
Comparison of results with internal targets and external benchmarks	The institution has not yet established benchmarks or implemented a system review or action. HCC appears to understand that there is an opportunity to more fully utilize the data for decision making and has the capacity to move from a **reacting** to a systematic level of maturity.
Interpretation of results and insights gained	At a **systematic** level, the institution understands that there is more to be done in this area. HCC has established a system that will allow it to move forward as the College gains an understanding of Maxient and gathers baseline information.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The institution is making progress in this area and has established a framework that will serve it better in the future if HCC continues to expand skills and utilization of data. It is unclear how the College will align this process with the SPEs as it has done in other areas.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	HCC is at a **systematic** level with regard to selecting partners for collaboration as it appears to have multiple means of involving constituents and has elaborated on the use of advisory committees and some of its community involvement activities.
Building and maintaining relationships with partners	HCC has formal and informal partnerships. Formal agreements such as the projects with high schools for coursework and the Western Center are officially documented, demonstrating a **systematic** level. Other relationships such as those with civic organizations, advisory boards, and memberships with local organizations are less structured.

Selecting tools/methods/instruments to assess partnership effectiveness	The College, at a **reacting** level, does not appear to have a formal process for assessing the effectiveness of these relationships, but relies on informal surveys and anecdotal evidence. Having tools to measure the effectiveness of these partnerships would help HCC to better leverage its resources.
Evaluating the degree to which collaborations and partnerships are effective	The institution recognizes that this is an area that needs to become more consistent and systematic, indicating a **reacting** level of maturity. Evaluating the degree to which collaborations and partnerships are effective would give the College greater insight into whether its current practices are adequate.

2R5. What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Other than satisfaction surveys, no tools are utilized by HCC at this time, indicating a **reacting** level of maturity. Adopting tools to measure the effectiveness of these relationships will help the College better leverage its resources.
Summary results of measures (including tables and figures when possible)	HCC acknowledges that at this time it has no results for determining the effectiveness of aligning and building collaborations and partnerships; as such, the maturity level is not evident. Collecting related data would help the institution to determine effectiveness in this area.
Comparison of results with internal targets and external benchmarks	The College acknowledges that it is aware that it has an opportunity relative to this area; as such, the maturity level is not evident. Comparing results with internal targets and external benchmarks would allow HCC to determine whether it is aligning and building collaborations and partnerships at an acceptable level.
Interpretation of results and insights gained	HCC has not yet gathered data; as such, the maturity level is not evident.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC recognizes this area is lacking development and the College appears ready to address it in the future. A clear plan for integrating this process will continue to move HCC forward.

AQIP Category Three
VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1**. Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	HCC **systematically** and consistently reviews employee positions as they open and modifies them as appropriate through an HR review and by the President. Recruitment processes through

	standard media are also systematic, but there is no indication the College makes a significant effort to improve diversity which is limited by location. Internal hires, as noted, are cost-effective, but this apparent preference could restrict diversity. The orientation process appears to be developing, but HCC identifies problems regarding the communication of policy and procedure.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	The process for recruiting employees is described and the College uses its benefits package as a recruitment tool to attract strong candidates, indicating a **systematic** level of maturity. Still, HCC faces a number of barriers in hiring qualified faculty and staff, including the rural nature of most of its population centers and the lower starting salaries for many positions. In addition, it is noted that more employees are taking advantage of the tuition benefit. The College acknowledges its need to develop leadership from within and maintains that this provides a method of accomplishment.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	The method by which the academic credentialing standards are set is not described. However, the requirements are detailed in terms of the level of degree needed for faculty and technical instructors. The College is taking steps to assure it is in compliance with the HLC standards, requiring that all concurrent instructors possess a Master's degree with at least 18 graduate hours in the discipline. In addition, assurance that the standards are met is accomplished by having the hiring process conducted with close oversight by a human resources manager. Furthermore, the College conducts a review of the credentials necessary with the hiring committee so that it is aware of the requirements, indicating a **systematic** level of maturity.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	HCC, at the **aligned** level, placed first in Kansas community colleges in a NCCBP study of average credit section size and scored in the mid-range for faculty load to achieve the institution's mission. Whenever a position opens, it is reviewed to determine whether it is still required. When any cuts are made, the VP reviews the area to assure that all needs are met and determines whether duties need to be realigned. Also, in a 2014 budget crisis, HCC did systematically approach job restructuring.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	HCC has a system in place to view positions and responsibilities whenever a vacancy occurs. The College ranks toward the top when compared to other state institutions; however, there is a concern that staff must do "more with less." The College is implementing HR Solutions to help identify areas with uneven employee coverage and is at a **systematic** level of maturity.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College, at a **reacting** level, acknowledges little tracking and lack of data in this area and is currently considering options such as outsourcing payroll and is working to establish baselines. The College is encouraged to begin exploring options for measuring

	effectiveness of its processes so that meaningful data may be collected and used for informed decision-making.
Summary results of measures (including tables and figures when possible)	The College has not collected results for hiring or orientation, indicating a **reacting** level. HCC included information about how candidates found out about job opportunities. Collecting data specifically related to hiring and orienting procedures would help HCC to determine whether it is employing best practices in this area.
Comparison of results with internal targets and external benchmarks	The institution is participating in the NCCBP and has utilized some of the related data as the need arises. It is at a **reacting** level, however, as there is no benchmarking or systematic approach to data review. HCC is currently participating in a couple of initiatives that may enhance its data gathering and analysis in this area. Comparing with internal targets and benchmarking against other like institutions would allow the College to gauge whether it needs to employ improvement measures relative to recruitment, hiring, and orienting practices.
Interpretation of results and insights gained	The staff climate survey identified the need for more training during orientation and resulted in the Campus Answers on-line training program. Interpretation and insights are not yet available on the hiring process as benchmark measures have not been established, indicating a **reacting** level of maturity. Developing these benchmark measures would allow the College to gauge whether it is competitive with other like institutions.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College acknowledges that investments are needed in this area and has already implemented some solutions as well as mapping out three years of additional implementations that will improve the process. The improvements that have already been implemented include purchasing CampusAnswers to improve training and orientation, purchasing Compease in order to get better salary information, placing personnel policies on the Intranet, and exploring outsourcing payroll. The list of projects over the next three years includes improvements to the hiring process, an online database of approved adjuncts, and many additional upgrades that will assure consistent hiring processes. While HCC has a significant amount of work remaining in order to improve practice in this area, the College should be commended for the progress that has been made, including the employee climate survey and the use of associated results to implement changes.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	**Team Comments on Process Maturity and Improvement**
Designing performance evaluation systems for all employees	There is a negotiated Master Contract that defines the evaluation system for full-time faculty. It has a clear timeline and identifies several approaches for evaluating teaching effectiveness. eWalkthrough and Compease are employed for adjunct and staff respectively. Each of the three systems is designed to meet the needs of the specific subpopulation. The staff performance system, at a **systematic** level, was recently redesigned to provide more consistent reviews across the College.
Soliciting input from and communicating expectations	The College is at a **systematic** level for soliciting input from and communicating expectations to employees. HCC's process seems

to faculty, staff, and administrators	to be heavily weighted toward soliciting input through the use of the Climate Survey and a Compliment and Complaint Process that provides information to assist employees in providing feedback. The Climate Survey, however, may not accurately capture input about job performance. The College would benefit from a consideration of adopting a more robust tool or assessment process.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	While evaluations are aligned with SPEs for part-time/concurrent instructors and for the administrative and support staff, this is a goal for future negotiations with the full-time faculty. The eWalkthrough evaluation system has also been piloted with the student services staff. Indications are that HCC is at a **systematic** level of maturity in this area.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	The College notes that there is room for improvement regarding administrative and staff evaluations; however, new policies and procedures are being established and will be used initially during the Spring 2017 semester, indicating a **systematic** level. Making this change will complement the existing process outlined in the CBA and the eWalkthrough practice for adjuncts. The success of the new system to keep employees engaged in the process will need to continue to be reviewed during the implementation.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	The College has acknowledged a need for comparative salary information as well as a budgeting tool. It has implemented Compease in order to make improvements and conduct a salary study as well as to evaluate the value of benefits packages. Annual events are held during the holidays and at the end of the academic year. Award programs for faculty and staff are also in place that allow faculty and staff to be nominated for awards. Therefore, the College is at a **systematic** level of maturity with these initiatives.
Promoting employee satisfaction and engagement	It does not appear that the College is very active in this area and is at a **reacting** stage. HCC uses a climate survey, responds to the feedback, and promotes use of benefits and now wellness. There are some awards for employees and students, including the Make A Difference Award and the Shooting Star Award. The College also cites regular meeting, but fails to explain how these meetings promote engagement and satisfaction. It would benefit the College to assess the effectiveness of these measures in order to ensure that it is fully invested in promoting employee satisfaction and engagement.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Tracking tools are in the early stages of development with the recent implementation of eWalkthrough and the Compease systems, indicating a **reacting** level of maturity. It will be important for the College to continue the work to develop these systems to provide outcome measures that can be tracked.

Summary results of measures (including tables and figures when possible)	The campus climate survey provides longitudinal data regarding employee satisfaction and engagement on items including whether the job makes good use of their talents and level of participation in continuous improvement. Summary results from the new evaluation processes and systems are not yet available, indicating a **reacting** level, but will provide valuable data after they have been collected. Assessing for effectiveness of these new tools and making use of longitudinal data will prove critical as the College moves forward with these initiatives.
Comparison of results with internal targets and external benchmarks	Some information is available for adjunct and concurrent faculty based on the new eWalkthrough evaluations, but the College is still at a **reacting** level of maturity. In the future, this system will allow for a comparison of longitudinal results. HCC would benefit from developing and implementing processes that allow for meaningful comparison both internally and externally, as acknowledged in the portfolio.
Interpretation of results and insights gained	The institution is using the Climate Survey and shows improvement in some areas and challenges in others, indicating that it is at a **systematic** level. HCC shows significant improvement in areas of administrative responsiveness to employee issues.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC is making efforts to improve the climate and communications. The Employee Climate Survey represents a well-established process used for tracking outcomes and the College is able to cite examples of changes made based on the results, including efforts that the administration has made to gather employee feedback through listening sessions, increasing the number of employee awards and rewards, and improved communication tools. The College has also mapped out a three year strategy that will be important work for the College to complete, including continuing to improve the annual evaluation processes and aligning the college goals with the annual evaluation process for all employees. The steps listed are logical and representative of the gaps that HCC has identified for itself. A focus on data analysis and benchmarking should also be a more prominent part of these plans.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Highland Community College supports professional development for employees at all levels. The College provides tuition reimbursement for faculty, professional, and administrative staff and some support for adjunct faculty. It provides internal and external training for positions-specific or new requirement areas and is at a **systematic** level of maturity.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	HCC is at an **aligned** level with regard to ensuring that instructors are current in instructional content in their disciplines and pedagogical processes. Faculty are encouraged to attend professional development opportunities, though it is unclear how much financial support is allocated for such purposes or how many may employees participate. There are also sabbatical

	options and faculty are afforded pedagogical training opportunities twice a year. It is mentioned that the VPAA oversees two assessments related to faculty discipline currency, and support is available for identified gaps-related training.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	At the **systematic** level of maturity, training opportunities are provided for support staff. Internal and external professional development occurs on specific federal requirements, software and other processes utilized by the institution. Other professional development is also encouraged.
Aligning employee professional development activities with institutional objectives	Several of the institutional SPEs address employee competency and qualifications and, at an **aligned** level, the institution utilizes a variety of professional development activities to provide opportunities for improving knowledge and skills. HCC identifies difficulties as budget cuts occur, so it has used campus-wide and similar approaches to make continuing educational opportunities available to all employees.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC utilized campus climate survey information to assess employee perception of their professional development opportunities. The College also tracks the number of employees utilizing tuition assistance. The College would benefit from developing a system to track and analyze employee utilization of training and the impact of that training. This gap was identified in the portfolio and indicates a **reacting** level of maturity.
Summary results of measures (including tables and figures when possible)	The College has some data to show the level of importance and satisfaction of employees related to professional development. There is some discrepancy between the level of importance and the level of satisfaction. The institution might consider some benchmarking and other data analysis to address this situation. Data on tuition assistance shows that a number of employees are utilizing the opportunity. Again, setting benchmark goals and assessing whether the added education directly impacted individual positions and work might be beneficial. While utilization is one piece of this puzzle, it is recommended the College work towards a more robust method for data collection in this area, which would allow it to move from a **reacting** to a systematic level of maturity.
Comparison of results with internal targets and external benchmarks	The College acknowledges that it does not compare results for professional development with internal targets or external benchmarks. As such, the maturity level is not evident. Comparing results with internal targets along with external benchmarks would allow HCC to gauge whether it is providing optimal support for its employees.
Interpretation of results and insights gained	The College was able to gain some insight from the employee climate survey, especially concerning communication. On the other hand, in order to move from **reacting** to a systematic level, the College would benefit from focusing additional efforts on tools and strategies that allow for internal and external benchmarking. The reliance on the climate survey limits the data the College is able to gather.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Highland Community College places a priority on professional development and job-related training. Employees also feel that it is an important part of their ability to do their jobs well. Professional development opportunities are diverse and utilized by employees. The College has begun to track utilization and success and will benefit from more extensive data in the future. The College should work towards a more sophisticated strategy for developing and analyzing resources devoted to employee training and development. Employee satisfaction will not always be an indicator of benefit from training.

AQIP Category Four
PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1**. Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Highland Community College has **aligned** its mission, vision and values with the institution's planning process and provides for regular review and update. The most recent mission statement was created six years ago under the guidance of a consultant working with the campus community, and is reviewed annually at the Board of Trustees' summer retreat. It is also part of the planning process for the Strategic Planning Council. The most recent cycle identified how to better incorporate the institution's SPEs into the process.
Ensuring that institutional actions reflect a commitment to its values	HCC **aligns** its values with actions. The Strategic Planning Council meets annually to review and revise the plan. The College cites numerous examples of actions that were included in the plan and subsequently completed. These examples include the development of the SPEs, a new employee evaluation process, and a campus merger. The Board, administration, and Strategic Planning Council meet to assure that adequate funding exists to accomplish the action items.
Communicating the mission, vision, and values	The institution is **systematic** in communicating its mission, vision and values through multiple media formats including the web, regular meetings and employee onboarding. The institution does not specify its strategy for off-site or online activities and for different populations.
Ensuring that academic programs and services are consistent with the institution's mission	HCC is **systematic** in its approach to offering academic programs and services to its students. It highlights examples of this through the increase in technical programs that meet the needs of local industry, and the commitment to serving more high school students in response to a new Kansas State focus on concurrent enrollment. Academic programs and services are also consistent with the mission and values.
Allocating resources to advance the institution's mission and vision, while	HCC has implemented new budgeting strategies that makes its process more **systematic** in advancing the mission, vision, and values. The budget is reviewed in relation to the college mission to

	assure that strategic initiatives are sufficiently funded. In addition, spending and budgeting are tracked to reflect the strategic plan, and the College is able to give specific examples of growth and change. Allocating marketing dollars to each site helps provide flexibility to address location-specific needs. The funding of the Western Center was also cited as a successful mission-based budgeting project. The institution will benefit when the more systematic process has met the test of time and addresses all aspects of the operation.
upholding the institution's values	

4R1. What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC appears to **systematically** report measures related to the mission, strategic plan and related initiatives. The College uses the climate survey to monitor employees' understanding of the mission. The team was unable to access the data tables included in this section (they lead to a secure site). The College would benefit from a more robust and diverse assessment tool for something as broad-reaching as the impact of the college mission. HCC might also benefit from quantitative measures of progress through setting specific goals or benchmarks.
Summary results of measures (including tables and figures when possible)	The institution is **reactive** with utilizing summary results and measures (again, the tables were inaccessible to the team), and relies heavily on the climate survey. The College may benefit from a more comprehensive and diverse approach to gathering data and making informed decisions to move planning initiatives forward.
Comparison of results with internal targets and external benchmarks	HCC is primarily **reactive** with its comparison of results. The College reports that there is some level of review of results, which provides basic information for decision-making. There does not appear to be any benchmarking or attempt to make the review and comparison of internal and external data more consistent. HCC might consider developing a sound set of guidelines for the review, comparison, and action on the data it gathers in this area.
Interpretation of results and insights gained	The institution is **reactive** with its analysis of the data gathered, primarily from the campus climate survey. While some useful information has been identified and used to change processes, it is unclear if there is a systematic approach to reviewing and acting upon the data. The institution recognizes that there is still work to do in this area: "We have a long way to go, but we are making progress…" HCC would benefit from a more strategic approach to analyzing and utilizing data.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has demonstrated significant work and investment in achieving its mission. The College routinely reviews the mission, vision, values and goals through the Strategic Planning Council and institution's leadership, and is working toward linking budgeting to the mission and strategic plan. This work includes investing in expanded programs to better serve the region geographically, expanding high school programs, and developing popular academic programs. The climate survey is the primary assessment tool in this area and from it, the College identified a need to enhance communication. HCC may benefit from a more robust explanation of the data analysis process and how the mission is filtered and supported in other areas of the College and community outside of academic programs. The more the institution develops and uses flexible and consistent processes, the greater the odds are that it will transition well through the anticipated changes in leadership and the budget challenges.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	**Team Comments on Process Maturity and Improvement**
Engaging internal and external stakeholders in strategic planning	The College describes an **aligned** process for developing and updating the strategic plan that includes formal opportunity for feedback and tracking. Multiple methods of communicating the plan and seeking feedback are included that involve employees, students and external stakeholders. The strategic planning process is a strength for HCC.
Aligning operations with the institution's mission, vision, values	HCC has a **systematic** approach to addressing the mission, vision, and values within the operation of the College. The College has a Plan-Do-Act checklist that it uses to monitor the strategic plan. It shares progress routinely with multiple stakeholders. The alignment of the budget process with the strategic plan is a significant asset. The College acknowledges that there is more work to be done in this area, but the process described, which includes the Strategic Planning Council, the Board, external stakeholders, and internal departments should be effective in moving to align operations.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	HCC shows evidence of being **systematic** in its approach to aligning efforts across the institution. The College cites a single example of effectiveness in the Western Center. There are other examples that can be found throughout the portfolio that are not articulated here. Holistically speaking, the College has used strategic planning as a vehicle to align operations and promote efficiency. This section of the portfolio would benefit from sharing the process from a high-level view and perhaps providing some of the additional examples from the other aspects of their work.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	The College is **systematic** in its approach to annual reviews of the strategic plan, related initiatives, and the mission. HCC uses its annual strategic planning process to do a SWOT analysis. The institution gives an example of how this was used to benefit the College. HCC provided clear strategies resulting from the

	planning process that it has used to cope with budgetary challenges. Further explanation of how the College uses information from the SWOT would be helpful. The use of the Power Campus software may also assist as challenges are anticipated to continue.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	HCC is **systematically** moving to aligned in working to maximize current resources and address future challenges. It has recently implemented a new budgetary process as a part of an AQIP action project that is still underway. This process requires the College to tie budget percentages to the goals within the strategic plan. It is monitoring spending as well. The process has been designed in a manner that should maintain focus on the strategic plan and serve as a means for assuring that sufficient resources exist for priority projects.
Other Identified Processes	The institutional budget-planning system is **systematic** and appears relevant and useful. It would help if there were a statement regarding the connection to off-site locations as well as the online operation.

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC describes a comprehensive chart that allows it to **systematically** review progress on the strategic plan initiatives. It is established along the five HLC criteria and allows the institution to track outcomes in detail. The team was unable to review the actual chart because it was on a secure site.
Summary results of measures (including tables and figures when possible)	The team was at a disadvantage because it could not view the table provided and there was no narrative information provided to address these results. For this reason, it is not possible to assign a level of maturity relative to summary results.
Comparison of results with internal targets and external benchmarks	The College is at the **reacting** level in comparison of results to internal and external data points. There is no indication that clear comparators or benchmarks have been defined. The College is at the beginning stages of developing internal comparators. The institution would benefit from a more formal process that provides useful information regarding strategic direction.
Interpretation of results and insights gained	HCC has developed a **systematic** approach to the development, analysis, and decision-making on internal data points. The College was able to use the internal climate survey to monitor progress and establish a growing awareness of the strategic planning efforts. HCC has also recognized a possible morale issue that occurs when the number of initiatives produce an overload on staff. It is positioned to move ahead with benchmarks and consistent data tracking.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

HCC provides examples of changes that have been made to move the strategic planning process forward. It is clear that planning is a priority for the institution. The College has made progress in developing processes, and most significantly, the connection of budget and strategic planning. With the number of relatively new systems and processes, it is expected that stabilizing and institutionalizing them is likely to take a few more years before benefits are fully realized.   The College has recognized that the number of ongoing initiatives might be causing some stress for staff, and documented this through the Climate Survey. The upcoming initiatives appear to reflect a more moderate approach, focusing on identifying external benchmarks, further developing the employee orientation process, and focusing on incomplete items from the strategic plan. Several projects are on hold until the institution can better manage them, including a salary restructure and employee orientation program.

HCC states that it needs to develop a more robust system of metrics, benchmarks, and data analysis. It is good to see the College identify these issues as an area of focus. HCC would benefit from a more clearly articulated process through which these changes and modification occur.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	The HCC Board is established in **alignment** with state guidelines. The six elected trustees come from the home district of the institution. The Board interacts with the President, Vice-Presidents, a faculty representative and others at every meeting. Regular reports help to keep them abreast of what is happening with the College.
Establishing oversight responsibilities and policies of the Governing Board	The College's Board functions in a **systematic** manner in accordance with state policy and rules and regulations of the Kansas Board of Regents. The HCC Board has its own policies, ensuring responsibility for the College. The Board hires and oversees the President, who is in charge of administrative oversight and ensuring alignment with Board bylaws.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	HCC is **systematic** in its approach to decision-making and responsibilities. The College cites examples throughout the portfolio where the Board has been involved in high-level decision-making, but has allowed the campus leadership to own the implementation and operationalization of those decisions. The leadership philosophy appears to encourage decisions to be made where they are most relevant. While this is consistent with CQI concepts it is not clear how this is reviewed or if it is deemed successful. This might be explained better in this section of the portfolio and leave less left to inference from other sections.
Ensuring open communication between and among all colleges, divisions, and departments	The College is at a **reacting** level regarding open communication among college constituents. There are some communication channels that help disseminate information from Board meetings and other leadership actions. Communication was cited as an area of concern in the climate surveys and the College is using the strategic planning process and meeting opportunities to help bolster it. While improvement has been made, as indicated by the 2016 Climate Survey, the College needs to find additional ways to

	deal with this issue. It might benefit the College to begin a dialogue internally and with other colleges to determine how they maintain open channels of communication. The College would also benefit from a clear articulation of how it ensures that information reaches all levels of the organization, specifically adjunct faculty.
Collaborating across all units to ensure the maintenance of high academic standards	HCC indicates that student services and curriculum and instruction work together; however, their interaction appears to be **reactive** based upon needs as they arise. While assigning teams with a policy development role is important, it is essential for the College to create a process that may include more academic input and encourage a collaborative working environment across the campus.
Providing effective leadership to all institutional stakeholders	HCC identified only Board responsibilities in this area which indicates a **reacting** level of accomplishment. While the College describes Board bylaw responsibilities, there is no mention of how other employees provide effective leadership. Examining the dynamic between administration and staff and faculty may give the College broader insight into areas for improvement regarding communication and other leadership dynamics.
Developing leaders at all levels within the institution	HCC has a **systematic** approach to leadership development. The College invests in developing leaders from within. In addition to providing tuition reimbursement and supporting other opportunities for advancement, the College participates in the statewide leadership initiative, hosting one of the monthly events. There is no evidence of a defined leadership development program or succession planning strategy.
Ensuring the institution's ability to act in accordance with its mission and vision	The College has focused on **aligning** operations with the mission and vision and has a process in place to continue forward momentum. HCC appears to effectively use the summer strategic planning session to assure that planning, budgeting and the prioritizing of initiatives are in alignment with the College's mission, vision, and values. Examples of this include large initiatives, such as the expansion of campuses, institutional advancement initiatives, and campus planning.

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is **reacting** moving to systematic in identifying outcomes of leadership. The College points specifically to three measures: internal promotions, alumni working at the institution, and a new tuition assistance policy that provide outcomes related to leadership. The Staff Climate Survey is also used to monitor leadership effectiveness. While these initiatives are important indicators of success, the College would benefit from considering additional tools that would directly measure long-term leadership effectiveness.

Summary results of measures (including tables and figures when possible)	HCC has some summary information that places them at the **reacting** level. Once again, the tables could not be opened so the team was unable to review the results of the climate survey. The College cites the numbers of employees who have been promoted, alumni working at the institution, and those who have received tuition reimbursement. HCC also mentions how many employees completed degrees. This information only provides a very limited picture of success relative to leadership effectiveness. The College would benefit from considering how to measure the impact leaders have had on the institution and its stakeholders.
Comparison of results with internal targets and external benchmarks	HCC is at the beginning stages of comparative analysis and therefore, **reacting**. The College has acknowledged that no internal targets or external benchmarks have been set.
Interpretation of results and insights gained	HCC is **reacting** at interpreting and using results. The College acknowledges that it was able to accomplish its goal relative to reducing the gap on the climate survey. There are no benchmarks or internal goals. By employing other means for measuring leadership effectiveness and analyzing those results, the College will gain greater insights.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
HCC has a clearly defined Board structure and responsibilities, and it fulfills the leadership role well, delegating to the President, and maintaining relationships through interaction with and reporting from Vice-Presidents and staff. The College has identified a number of measures such as promotion, alumni and tuition assistance that are indicators of success. HCC has shown improvement on the climate survey, although there are areas where it still wants and plans improvement (having support of my superior). The College has also mentioned that it would like to develop objectives to address three concerns: administration response to employee issues, effectiveness in communicating with the public/external community, and the administration's effectiveness in communicating with the college community. While measuring these indicators and initiating improvement is important, the College would benefit from considering how to gauge leadership effectiveness holistically, using tools that are not necessarily based solely on satisfaction and are good standards for measurement.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	HCC has a **systematic** approach to presenting its values. The College is using the SPEs as a tool to communicate standards to students and is developing a system to also integrate the SPEs in performance evaluation. When fully implemented, this should be the foundation for a model process of communicating consistent standards across campus. In addition, HCC communicates standards through job descriptions, student handbooks, and policies.

Training employees for legal and ethical behavior	HCC is at the beginning stages of employee development in this area and therefore, **reacting**. The College is beginning to develop several training strategies that will lead to a more systematic approach. Training is in the early stages of development with the College currently reworking the orientation program and the first round of training currently being scheduled regarding core issues such as FERPA, ADA, Title IX, and sexual harassment. A professional development system for faculty is in place. Administrative personnel with connections to external guidelines such as financial aid and registration and records, receive training through professional associations. The efforts currently underway will help to move the institution forward.
Modeling ethical and legal behavior from the highest levels of the organization.	HCC did not really address this area and it is difficult to tell from other areas of the portfolio, actions that would represent ethical modeling. As such, it is not possible to assign a level of maturity at this time. Determining how ethical and legal behavior is modeled at the highest levels of the College would provide valued insight and guidance for other institutional stakeholders.
Ensuring the ethical practice of all employees	Ensuring the ethical practice of all employees is not specifically addressed in the portfolio. There are examples of training and policies in other sections; however, it is unclear what type of accountability practices are in place. As such, it is not possible to assign a level of maturity at this time. Determining the degree to which ethical practices are upheld by employees would give the institution greater insight into whether there are opportunities for training or re-training.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	HCC has **systematic** responsibility for a number of accountability and auditing external requirements. The College is subject to state oversight, and also undergoes all of the routine audits and compliance evaluations. This includes external evaluations for grants, athletics, Title III reviews, and required financial aid oversight. These audits help to ensure appropriate behavior and compliance with legal requirements.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	The College **systematically** shares, via the website and other regular media, information regarding programs, cost, faculty and accreditations. The information is public and searchable. HCC describes "great advances" in making information available, but it is not clear what those advances are. It may be helpful to clearly articulate the procedure for which these areas are communicated.

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is evolving in this area, but remains at the **reacting** level. While integrity is important to the institution, as it is integrated into the HCC strategic plan, the only tool used to measure this objective is the climate survey. While the climate survey is an important tool for measuring satisfaction, the data collected are qualitative in nature. The College would benefit from investing in other tools that are designed to measure integrity

	on an institution-wide and multi-level basis, and balancing climate survey results with those that are more objective and quantifiable.
Summary results of measures (including tables and figures when possible)	Summary results are limited and primarily **reacting** in nature**.** While communication and use of evidence is related to integrity, and the College demonstrates that it has made strides in communication, this is only one aspect of institutional integrity. The College would benefit from determining how to measure other strategic plan sub-objectives, such as acting responsibly and working effectively on teams. The College might consider adopting some type of assessment that will allow it to assess integrity and ethics among staff and students.
Comparison of results with internal targets and external benchmarks	Comparison of results is limited and **reacting**. HCC has items to which it responds and compares internally. There is no indication of a strategic approach to comparing data or setting benchmarks that facilitate good decision-making; nor is there any evidence of external comparators. The College sets goals for closing the gap on the climate survey and has made strides with this initiative. HCC would benefit from a more comprehensive approach to comparing integrity factors.
Interpretation of results and insights gained	HCC is **reacting,** with limited data in this area**.** Because the tool and data set are insufficient, the College struggles to articulate insights gained or interpret results outside of institutional communication from the climate survey**.**

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Information in this section is often lacking detail and it is difficult to determine how alignment occurs with integrity within its programs and services. HCC has utilized some of the related information from the climate survey, but there does not appear to be a consistent gathering, reporting, and analyzing of data in order to make decisions on moving forward. Improving new employee orientation and Board bylaws will have a positive impact on the institution and other new initiatives related to institutional integrity; they should be clearly defined and measured.

AQIP Category Five
KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1**. Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process	HCC describes a level of planning and investment in data management that is **systematic**. The College has entered into an extensive revamping of its technology support services to modernize and better meet the data needs of the institution. It is building a strong infrastructure that will allow key stakeholders to utilize data in decision-making. The effort, which has

improvement, and decision-making	been underway since 2010, is very comprehensive and touches on all aspects of the College's operation. HCC clearly identifies knowledge management systems (Ellucian Power Campus, MAPP, etc.) and the role of each. However, more information would be beneficial regarding the associated processes of data analysis and planning.
Determining data, information, and performance results that units and departments need to plan and manage effectively	The level at which HCC determines data needs for planning and management is **systematic**. HCC demonstrates an organizational plan for determining technology and information needs that collaborates across campus through cross-functional teams. The success of this model is demonstrated through multiple examples of streamlining process and improvements in the management of information. The College should be commended for these efforts to improve information management as it is providing a foundation for managing data to support decisions. However, the discussion focuses on this foundational technology and the extent to which these advancements are supporting strategic planning and management is not discussed.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	HCC is at the level of **reacting** in terms of making information available, but has made significant investments over the last few years that should increase this level. The College acknowledges it was below standard with information management and it is addressing that through a process-driven architecture. HCC is in year two of revamping its technology systems and has accomplished, despite resource challenges, a large number of new initiatives to make the systems more viable.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	HCC describes a **systematic** level of ensuring the quality and security of management systems. The PowerCampus Reimplementation project and R3 Campaign has made significant progress in ensuring that timeliness, accuracy, reliability, and security needs associated with its management system are met. The College has also taken other measures, such as including security oversight in IT job duties. The updates, when fully implemented, should provide for more timely, accurate and reliable access to information. However, it is not clear whether the process and accountability have yet been clearly defined.

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Regarding outcome measures tracked and tools utilized, HCC is currently at a stage of **reacting**. However, significant progress has been made in redesigning data and information systems so that information can pass between the multiple campus systems and improve processes as well as the availability of information. These are recent advancements, so the information provided focuses on the institution's improvement of this infrastructure and lower-level operational statistics. Because the infrastructure has been put in place, the College is now in a position where outcome measures can be addressed and is in a good position to reach the next level of maturity.
Summary results of measures (including	HCC is at the **reacting** level in terms of summary results of measures. There are pockets of strong data utilization and the potential to create more universal access to and use of data. A tracking system has been

tables and figures when possible)	developed for technology so that the College doesn't face such major technology shortfalls in the future. For instance, this tracking system indicates that it has moved from the red "danger" zone into the yellow "warning/caution" zone since the implementation of the R3 Campaign. This indicates that the infrastructure is more strongly in place, but a process is not yet described for identifying measures, tracking, and utilizing them in global decision-making.
Comparison of results with internal targets and external benchmarks	In terms of the Information Technology project, comparison of results with internal targets and external benchmarks is **aligned**. However, information on the targets and benchmarks for other priorities are not discussed and, therefore, at the **reacting** level. As a result of an audit from Ellucian personnel, HCC developed internal targets and goals as part of its Reimplementation project roadmap. The College has worked through the first phase (phase zero) of its four-phase PC Reimplementation project and has shared results with 14 other institutions. HCC has established techniques for tracking the success of the technology revamp, but has not yet addressed the future ongoing needs for data that measure the SPEs and other effectiveness measures.
Interpretation of results and insights gained	HC demonstrated a **systematic** level of maturity relating to the project to strengthen the information technology infrastructure but, overall, remains at the **reacting** level. HCC has demonstrated that it has moved forward with technological innovation and gained insights into best practices that help to foster student success. The creation of the Data Governance Team, which correlates with one of the SPEs, is a sign of understanding and committing resources to data management. The College is starting to utilize the available data capabilities of the new systems. It has identified some key indicators and is starting to measure them. The process will become more systematic as it gets past this extensive technology upgrade.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The review and upgrading of technology has led to many positive changes for Highland Community College. It took a systematic approach to reviewing where it stood and developing a strategy for moving forward. The College has pursued it and is moving the project forward. Once complete, it will have the ability to coordinate systems, identify key data points and benchmarks, and utilize data for decision-making and planning. The overall strategy for data analysis and goal setting is not discussed in this section beyond the IT infrastructure project. The College could benefit from articulating an overall process for utilizing data and reporting to support planning and decisions.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures	HCC describes a **systematic** level of maintaining fiscal, physical, and technological infrastructures. While the planning and standards for information technology are explained clearly in the prior section, only a very high-level overview is provided that does describe the process for

	budgeting or the physical plant. The approach to budgeting is described in terms of oversight from state, NACUBO guidelines, and other standards that are followed. The actual budgeting process or standards in place for the physical plant are not described.
sufficient to support operations.	
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	HCC is **systematic** in setting goals that align with mission, resources, opportunities, and emerging needs. The College sets goals as part of its strategic planning process. Institutional goals are determined and vetted by a number of constituency groups and included in individual performance expectation plans. The level of involvement of the community and methods used to identify opportunities and emerging needs is not described.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	The College is **systematic** in its methods of allocating and assigning resources. There appears to be a general fiscal management process in place; however, the process by which the College assigns and allocates resources to specific programs and organizational goals is unclear. HCC references a study done by Student Services showing costs and revenues of academic programs. This initiative demonstrates that HCC is focused on meeting enrollment goals and ensuring sustainability of its programs.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is **systematic** with regard to tracking outcomes. The portfolio indicates some measures that are tracked such as revenues and expenditures. The College indicates that reporting is done, but does not share results or examples from this reporting. HCC is **reacting** in terms of tools utilized. The portfolio would benefit from more explanation of how metrics and data systems are evaluated and used for planning. Using tools to measure outcomes on a monthly and annual basis relative to these areas would allow the College to gain an understanding of effectiveness of its processes and where there is a need for resource reallocation.
Summary results of measures (including tables and figures when possible)	The College describes a **reacting** level in using summary results and measures in this area. The use of the Cash Flow report is fine, however, it does not offer the College the level of detail it needs to effectively manage its fiscal processes. Additionally, as the HCC looks to meet a diverse set of goals across multiple campuses in tight financial times, there is a need for more granular financial analyses.
Comparison of results with internal targets and external benchmarks	HCC describes a **reacting** level of maturity regarding the comparison of results with internal targets and external benchmarks. The College has identified a number of appropriate external benchmarks; however, does not share the associated performance analysis. The College also discusses its declining CFI rate; however, there is no information relative to setting internal targets or comparing resource management systems outside of fiscal reporting. Using external and internal benchmarks to monitor results would benefit the College in terms of tracking progress.
Interpretation of results and insights gained	The College is **systematic** in its maturity level regarding interpretation of results and insights gained. The CFI and State system provide useful comparative data and HCC uses that information constructively. It has recognized some gaps in the funding structure and is taking some steps

	to address this. HCC is becoming more aggressive in fund-raising and has created a position within the foundation to assist.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College seems aware of some concerning financial issues and indicators and recent investments have been made in information technology that were necessary to bring systems to an acceptable standard. HCC is actively working to address these issues. Detail is not provided on the status of the physical plant or related projects. One frequent issue that is mentioned is that personnel changes have been disruptive. It may be valuable to explore some methods for managing these transitions in general. Progress has been made that will allow the College to sustain or improve maturity in these areas. For example, the improvement of processes in 5P1 will allow for more granular financial analysis of various operating areas of the College could also help improve financial performance. In addition, the portfolio cites enrollment growth strategies which should be a portion of this although the national outlook for enrollment growth may present a challenge in this regard.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	The College is **aligned** in terms of building budgets to accomplish institutional goals. HCC developed an action project to better align the budget with the institution's strategic initiatives. Each of the major areas determine what percentage of their budget is allocated to each strategic goal. The leadership group does periodic review of the budget alignment and priorities.
Monitoring financial position and adjusting budgets.	HCC demonstrates a **systematic** level of maturity in terms of monitoring financial position and adjusting budgets. The periodic review of the budget by the leadership group allows for monitoring of resource utilization. Departments can shift dollars within their budget as needed and when appropriate, shifts can be made from one budget category to another.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	HCC is **systematic** in terms of maintaining technological infrastructure. Information Technology was not up to standard, but is now in the second year of a reimplementation plan. The implementation of the new technology infrastructure is continuing and the plan is in place to develop the tools necessary to carry out business practices in an efficient and effective manner.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	The College describes a **systematic** level of maturity regarding the maintenance of the physical plant. Evidence of oversight for maintaining the physical infrastructure is provided and that it maintains a planned review cycle. HCC has a campus master plan that is updated every three years. In addition, annual maintenance plans are developed to prioritize maintenance projects.
Managing risks to ensure operational stability, including	The Colleges risk management planning is **systematic** in some aspects and **reacting** in others. At the systematic level, a Crisis Management and Security system is in place that requires regular practice by students and

	employees. This also allows them to identify needed improvements to the plans. At the **reacting** level, the College's insurance provider requires the institution to maintain a business continuity plan. A team is working on a new campus safety and crisis management plan.
emergency preparedness.	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	HCC is **systematic** in the use of outcomes, measures tracked and tools utilized. Many examples are provided of tracking systems such as the climate survey, advisory committees, and track-it software for the physical plant. However, a comprehensive plan or overall system or process for assuring all areas are monitored is not provided.
Summary results of measures (including tables and figures when possible)	The response provided regarding summary results reflects a **reacting** level. While various types of appropriate measures are listed, the College has not provided summary results of measures indicating effectiveness relative to the management of operations. Summary results would guide the College in developing the plans that are discussed in this section.
Comparison of results with internal targets and external benchmarks	The information provided regarding the comparison of results with internal and external targets reflects a **reacting** level. While the College includes mention that Kansas community college business officers compare peer institutions and that HCC uses information to determine its ranking among community colleges in the state, no figures were provided. It is not clear what data is regularly reviewed and how it is utilized in decision-making. The institution might benefit from benchmarking and consistently reviewing comparative data.
Interpretation of results and insights gained	Overall, HCC is at a **reacting** level in terms of interpretation of results and insights gained. The College is using information to better understand its budget situation as well as to make improvements in information technology. HCC notes that the reduction in state funding presents some challenges and concerns. It is unclear what analysis and discussion occurs as a result of data compilation.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The integration into Great Plains ERP is cited as the most significant internal change as it will allow for a more exact understanding of costs and the ability to examine trend data. Changes in personnel and the expectation for foundation funding to supplement resources in the future was also mentioned. HCC has experienced some turnover in key positions on the administrative side of the house and has used it as an opportunity to realign job duties. With more of a focus on collecting results related to operations management, the College will have a better understanding of how to direct resources and mitigate potential short-falls and issues in the future.

AQIP Category Six
Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	At a **systematic** level of maturity, HCC has used strategic planning as a way to provide for initiatives that align with HLC requirements and provide focus and direction to institutional goals. What would help support these efforts is to have a more clearly defined system of evaluation. The College describes clearly how it has matured in its designation and design of action projects that were selected with appropriate involvement from across the campus and involved various stakeholders in their implementation. More recently, HCC has been able to design and implement action projects that are able to break down the silos across the institution and make a significant impact. Some of these include the changes to the strategic planning process, development of the SPEs, and other cross-institutional initiatives.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	While the institution recognizes the need to align the various projects and plans, HCC appears to be struggling with the practical side of doing so, indicating a **reacting** level of maturity. Greater availability of data and more institutional planning sessions may help the institution to clarify its priorities and related strategic goals and supporting projects.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	At the **systematic** level of maturity, the strategic planning process is a strength for HCC. This process has given the College a framework within which it can begin to move forward on aligned initiatives. The collection of data and the associated analysis, however, remains an area of opportunity and is at a **reacting** level of maturity. When the College references climate survey results, it does not distinguish participation from quality of participation; making this distinction would be beneficial from a climate perspective as well as in an effort to understand results. HCC appears to be attuned to the process itself as it discusses the value of the term "initiatives." This self-awareness and intentionality will be useful in the maturation process. Finally, HCC is utilizing the systems portfolio development process to identify challenges and to create a better process for connecting disparate projects and strategic goals. Solid data analysis will be an important part of this transition.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

HCC appears to value the AQIP structure and is developing the ability to use action projects effectively to make improvements to cross-institutional functions. The College acknowledges that this ability to use the continuous improvement process effectively has taken some time to develop, but HCC is able to give examples of valuable projects that have resulted from the process. The College also provides a list of upcoming initiatives that it plans to initiate, demonstrating its integrated use of action projects as a Quality Improvement tool for the institution. A systematic review of the relationship between the mission, strategic plan, goals, and projects may help to clarify direction. Furthermore, having more sophisticated data collecting and analyzing processes will help the College understand the effect of their initiatives and planning.

6P2. **CULTURE of QUALITY,** focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	At HCC, the strategic planning and budgeting structures have been designed in a manner to support quality improvement, indicating a **systematic** level of maturity. The strategic planning process is built upon the 5 HLC Criteria for Accreditation and budgeting is organized based on the strategic plan. While these systems are relatively new, they have been designed in a manner that should assure continued attention to the strategic plan and promote quality and continuous improvement. What is **reacting** and unclear is how these structures interrelate. The specific examples help the reader to understand some of the application, but the College would benefit from taking one step back and explaining what the larger structure is and how the leadership on the campus is able to guide, control, and direct some of these examples within a larger framework of quality improvement.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	The College, at a **systematic** level, has aligned efforts and focused on teaching, strategic planning and budgeting. While some of this alignment has only occurred recently, the structures that have been put in place will likely lead the College to the next level of maturity once they are institutionalized. The College also has a climate survey in place to assure these efforts are understood by personnel. The College has gone to great effort to involve key stakeholders in its quality improvement initiatives, however, it is difficult to understand how and why these initiatives support a larger strategic process. It appears that there may be more than what is presented in terms of communication and culture building. Examples of this are evident elsewhere in the portfolio. This section would perhaps benefit from additional detail and the collation of some additional examples of information sharing and knowledge building within the college community.
Ensuring the institution learns from its experiences with CQI initiatives.	The College, at a **systematic** level, has demonstrated the use of the strategic planning process on campus as well as the Strategy Forums to further develop ideas and learn from past projects. This progress is explained through a few specific examples, but it may be beneficial for the College to have a formalized process for summarizing the learning that has occurred from initiatives. Furthermore, while the institution's use of an external consultant appears to have helped clarify a path, HCC would do

	well to continue to develop skilled champions on the campus – so that all become champions.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	At a **systematic** level, the Strategic Planning Council is at the core of reviewing, reaffirming and understanding the value of the AQIP Pathway and this is demonstrated by the Council's ability to recognize action projects as a method of advancing the institution and using them effectively. On the other hand, this portion of the portfolio appears to be slightly underdeveloped. Action projects are one piece of this effort, but a larger conversation about how the College supports the AQIP process in discussion with stakeholders would be beneficial.

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	The College references the results sections of the other categories instead of providing a summary. While there is some merit to this approach, the limitations of this type of reporting are also problematic. HCC would benefit from a more detailed and process-oriented explanation of how AQIP is embraced at the institution; this may be a question for the climate survey that would provide additional support and evidence regarding the quality culture. At the core of the improvements referenced is the alignment of processes for the core areas of strategic planning, budgeting, and a faculty led system for continuously improving education. This effort also includes the development of SPEs to guide student learning as well as to be used in employee evaluation. While many of these systems are newly redesigned or implemented, the alignment demonstrates good practice that should provide a strong foundation for continued quality improvement, indicating a **systematic** level of maturity.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has integrated the use of action projects into the strategic planning process, and is using them to advance institution-wide needs for quality improvement. The effectiveness of this culture is demonstrated by the list of upcoming projects that the College is able to provide in this section that have stemmed from the planning process.

APPENDIX C

Criteria for Accreditation & Core Component
Evidence Screening

Criterion One. Mission
The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
1.A. The institution's mission is broadly understood within the institution and guides its operations. 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. 3. The institution's planning and budgeting priorities align with and support the mission.	The mission statement was updated six years ago through an inclusive process. The College has an annual review by the Board of Trustees of its mission, vision, and values which ties it to the strategic planning process. There are focus and advisory groups that also provide input. The mission is an integral part of planning at the institution. The College's academic programs are in alignment with the mission and this is assured through the planning process as well as through state bylaws and oversight. The student profile is in alignment with the state mission and the College has demonstrated recent expansion in order to further serve students who are within its mission to educate, including the expansion of a new campus and increased services to high school students in the region. Each year, the institution determines what percentage of the budget is allocated for each strategic planning objective and reviews it to assure adequate funding of priority initiatives. The alignment is solid and the connection between SPEs and the planning and budgeting process is clear and developing; however, the process is new and needs to be tested and refined.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete
1.B. The mission is articulated publicly.	HCC mission, vision, and value statements can be found on the college website. The college	☒ Strong, Clear, and well presented

	catalog contains a description of the mission and history of the College.	☐ Adequate, but could be improved
1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities. 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose. 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	The mission is shared through new employee orientation and other planning sessions. The values (SPEs) are tied to objectives and the new employee evaluation system. The college strategic plan is transparent, clearly linked to the mission, and progress is shared with the community. The college website contains the current information and the process for updating it seems to rest with the annual reviews, although the process for correcting misinformation is unclear. The intended constituents, along with mission and vision are described both in college documents and are clearly articulated by the State of Kansas.	☐ Unclear or incomplete
1.C. The institution understands the relationship between its mission and the diversity of society. 1. The institution addresses its role in a multicultural society. 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	The College's mission ties itself to educational outcomes and access for the communities it serves. The College explains the diversity of interests and students that attend the institution, providing a diverse understanding of student experience. The focus on diversity is also reflected in the institution's value "Respect others". HCC recognizes the need for cultural diversity in its teaching and curricular processes. The College provides evidence of this role in its general educational assessment process, co-curricular activities, and its extra-curricular practices, and opportunities. The College has identified a need to continue developing supportive practices through institutional assessment and has implemented initiatives to support diverse and inclusive	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

	environments for students, community, and staff. While there are quality improvement processes in place, HCC presents a solid framework for assessing needs and meeting those needs.	
Criteria 1.D. The institution's mission demonstrates commitment to the public good. 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation. 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	HCC cites a number of examples where it has worked to meet the needs of its public. The merger between the College and the high school was clearly focused on the public good. The institution's response to the State prioritization of programming for high school students is indicative of HCC's sensitivity to the needs of the public schools in the district. The Western Center building project also presented the institution's role in its communities. HCC seems clearly committed to the public good and works closely with advisory groups, students through focus groups and surveys, and now has connected budgeting with the planning process. The College is clearly focused on its role as a community college serving a diverse student population. Tuition and fees are reasonable and systems are in place to help students access the institution. The institution has significantly expanded its technical offerings in the last several years in response to the needs of the local community. HCC utilizes active advisory boards to give feedback and to help craft applicable curricula. The institution presents itself as an educational institution and does not appear to be distracted by other endeavors. HCC participates appropriately in public education, but seems focused on mission related activities. While the College has a master plan that includes sports related facilities, it is directing much more effort towards academics and student services.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component

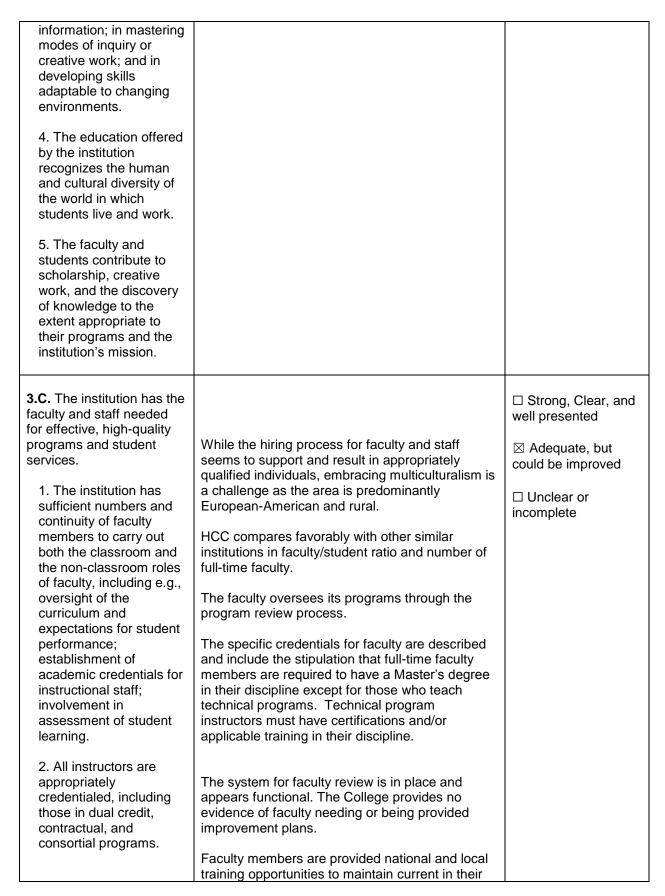| 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. | The institution has clear financial, academic, and personnel functions that exhibit best practices. Furthermore, the College participates in all necessary oversight and activities regarding athletics, financial aid, and financial audits. HCC has also demonstrated recent review of many policies regarding academic integrity, policies, and procedures. It is noteworthy, however, that all reports should be readily available and linked to the document when referenced in the portfolio. Audits, agendas and minutes are all part of valuable evidence.

HCC has written policies that represent appropriate responses to most ethical issues. The College communicates key information such as costs and timelines on the website and in publications.

Although written policies are in place, the College does not indicate how it assures that ethical practices are pursued by the administration and employees.

HCC relies heavily on one assessment tool, the Campus Climate Survey. Beyond that, it would benefit from a more robust and consistent practice of benchmarking against internal or external data.

The College is currently redesigning employee orientation and beginning training on issues such as Title IX, FERPA, and other requirements related to integrity and ethics. | ☐ Strong, Clear, and well presented

☒ Adequate, but could be improved

☐ Unclear or incomplete |
| 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. | This information is easily accessible on the institution's website and within printed documents, including detailed program descriptions and requirement information.

The College includes a description of AQIP and the HLC Mark of Affiliation.

Tuition costs and the employee directory are also easily accessible through the homepage. | ☒ Strong, Clear, and well presented

☐ Adequate, but could be improved

☐ Unclear or incomplete |
| 2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity. | The HCC Board of Trustees understands its role as it relates to governing the institution. It is committed to decision-making at the appropriate level and is primarily and directly responsible for the selection of the President, its only employee.

The Board operates within the framework of the Kansas system and is subject to state guidelines | ☒ Strong, Clear, and well presented

☐ Adequate, but could be improved

☐ Unclear or incomplete |

1. The governing board's deliberations reflect priorities to preserve and enhance the institution. 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	and oversight. Bylaws are in place to assure that it is sufficiently autonomous to provide oversight for the institution. The Board receives regular reports from Vice Presidents and other college constituents, keeping Trustees knowledgeable about the institution. The Board has an annual retreat to review the mission, vision and SPEs and the strategic plan. There is no evidence that the Board experiences undue influence from any internal or external constituent. Faculty members are charged with overseeing academic matters, such as course outcomes and content, course activities and academic integrity. Faculty members are also encouraged to attend meetings held by the Kansas Board of Regents, focusing on the state transfer system.	
2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	The institution presents a clear philosophical position on the need and importance of free expression and truth in learning and instructional practices. The College presents a structured framework for promoting an ethical environment for students and associated practices for instructors. This framework is supported by the peer review process for academic programs, the professional development program for faculty and the SPE approach for employees and students.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of	The College does present solid evidence that integrity and academic honesty practices are in place for student scholarship. The one area not entirely clear is the extent to which the environment supports academic integrity and	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved

knowledge by its faculty, students, and staff. 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. 2. Students are offered guidance in the ethical use of information resources. 3. The institution has and enforces policies on academic honesty and integrity.	faculty as a matter of instructional practice and curriculum development. Some practices in place through institutional assessment and advisory boards help with faculty perspectives; however, a designed process and support system for faculty and staff research is not clearly presented in the portfolio which may be in part a reflection of the College mission	☐ Unclear or incomplete

Criterion Three. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
3.A. The institution's degree programs are appropriate to higher education. 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.	HCC offers associate of arts, associate of science, associate of applied science degrees, and related certificate programs. Program requirements and total credit hours are standard within acceptable practices for community college education. General education requirements are regularly reviewed and reflect an acceptable range of education. Advisory councils are utilized to guide curriculum within the occupational programs. The one area not clearly shown in the evidence is a specific strategy that compares student performance in the growing distance learning population against on-ground students. A deliberate and clear process for evaluating all delivery modalities was not presented in the portfolio.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).		
3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating	Highland Community College has connected student learning outcomes to the College's mission and strategic plan. The Student Learning Outcomes morphed into the Shared Performance Expectations (SPEs). Each of the seven expectations have defined outcomes and measures. The general education curriculum has been mapped to the SPE's and the individual academic programs. The institution is in the process of reviewing and updating the general education core for occupational programs. The eWalkthrough system has been developed to assess how individual faculty practice SPEs. It serves as an assessment and professional development planning tool. One of the SPEs involves the respect of others, but it is not clear whether there is an intentional commitment to diversity and culture within the curriculum. Faculty are committed to teaching and learning and must dedicate at least six hours per day to their primary job of serving students. Students are given the opportunity to be involved in co-curricular activities that support the learning they receive in the classroom.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.		
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.	While the hiring process for faculty and staff seems to support and result in appropriately qualified individuals, embracing multiculturalism is a challenge as the area is predominantly European-American and rural. HCC compares favorably with other similar institutions in faculty/student ratio and number of full-time faculty. The faculty oversees its programs through the program review process. The specific credentials for faculty are described and include the stipulation that full-time faculty members are required to have a Master's degree in their discipline except for those who teach technical programs. Technical program instructors must have certifications and/or applicable training in their discipline. The system for faculty review is in place and appears functional. The College provides no evidence of faculty needing or being provided improvement plans. Faculty members are provided national and local training opportunities to maintain current in their	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. 5. Instructors are accessible for student inquiry. 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.	field. This appears to be an area in which HCC is providing growing support. HCC is working to better monitor faculty involvement in non-classroom roles. Instructors maintain and post office hours. It is unclear if these are taken advantage of or if there might be a better means of ensuring accessibility. There are employee evaluations and improvement systems in place including student evaluation of faculty. A new director of academic advising has been hired to coordinate and make the support process stronger and more systematic. The institution offers an appropriate array of student services to support the learning process. HCC has a nine county service region and student populations are different depending on area. Every effort is made to provide equivalent and supportive services; for example, the College offers free technical courses to high school students per State Statute. Course standards are consistent across the region. Staff members are required to have appropriate degree credentials. In addition to existing professional development opportunities, an on-line program has been recently developed. While there is support for students, it is unclear how services are provided for the distance learning population and at other sites.	
3.D. The institution provides support for student learning and effective teaching. 1. The institution provides student support services suited to the needs of its student populations. 2. The institution provides for learning support and preparatory instruction to address the academic needs of	The institution provides a comprehensive support framework for students that begins with the admissions process and is sustained throughout the students' career in employment and transfer services. HCC administers placement tests to students and uses results to place them in English, math and reading. The College has dedicated staff for remedial support. Students are assigned to an academic advisor who helps them make informed scheduling decisions.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared. 3. The institution provides academic advising suited to its programs and the needs of its students. 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings). 5. The institution provides to students guidance in the effective use of research and information resources.	A new director of academic advising is providing oversight and organization for the effort. Students receive instruction on research in their English class and through special workshops and programs in the library. Services are tailored to the student population served in each location, including those for students taking classes while in high school. The College articulates practice, policy, communication, and assessment of efforts as it relates to student success.	
3.E. The institution fulfills the claims it makes for an enriched educational environment. 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students. 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission,	HCC clearly presents the framework within which the College integrates both co-curricular and extracurricular processes to support student learning. Numerous examples of co-curricular programs are provided; they are tied to specific academic curricula. The SPE process and demonstrated integration of co- and extra-curricular practice provides the needed alignment to school mission and values. The institution clearly demonstrates not only how these strategies are implemented, but also the evaluation mechanisms used to assess the impact and guide future improvements. The institutional mission of serving the community is demonstrated through the participation of	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

such as research, community engagement, service learning, religious or spiritual purpose, and economic development.	business and industry leaders on advisory committees for academic programs.	

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews. 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning. 3. The institution has policies that assure the quality of the credit it accepts in transfer. 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school	The institution provides clear evidence related to student attainment for purposes of transfer to four-year institutions. HCC has a detailed three-year rolling program review process for academic programs. It is comprehensive and consistent. However, there is no indication that there is a similar process in place for non-academic programs. Furthermore, evidence of program development resulting from this process could be more comprehensive. It is not clear from the evidence provided in the portfolio or the website whether this process will result in substantial and demonstrable changes to the curriculum and programming. Additional evidence of comparative analysis with dual enrollment programming would help support this area. Procedures for review of credit are in place. The HCC Instructional Council supports the program review process, including general education and transfer programs. Transfer credit practices and quality review is housed with the College's registrar. The institution also has a comprehensive curriculum process to oversee course prerequisites. Technical programs are accredited and/or reviewed by the Kansas system and federal accreditation is sought as in the NLN accreditation for the Nursing program. HCC clearly addresses both the transfer focus and the certificate level programs. Graduation, completion and transfer rates are tracked and evaluated and gaps are addressed at a variety of levels including courses and program levels.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes. 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).	There is limited assessment of graduates, but the SPEs provide the framework for a more extensive system of assessment and comparison.	
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	The institution has clear goals that have been set with regard to student outcomes within the general education curriculum. HCC has made a committed effort to build a culture of assessment, making sure it is part of all programs. CTE students are assessed on SPE rubrics that measure performance. They are also tracked on state and national indicators, including national certifications and exams. Course completion rates are tracked in order to monitor student success and determine appropriate placement. The Shared Performance Expectations (SPEs) are clearly defined and have identified outcomes and measures.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. 3. The institution uses the information gained from assessment to improve student learning. 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	The College is currently participating in a state pilot project to determine the most accurate placement method into courses. Changes are currently being made to the writing curriculum and developmental writing based on feedback from assessment. The outcome data and related analysis, benchmarking, and informed decision-making is still under development and is not robust enough at this point to achieve the institution's outcome goals.	
4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs. 3. The institution uses information on student retention, persistence, and completion of programs to make	The College uses IPEDS data and recently re-joined the NCCBP. Targets for retention rates are consistent with State of Kansas rates (51.6% for 2010) and graduation rates (34.4% for 2009). These targets are reasonable and appropriate to the mission, student populations, and educational offerings. The College notes that as two of HCC's service centers are located close to universities, it also enrolls students who attend in order to fulfill requirements for their university degrees (and don't graduate from HCC). Additional programs are being implemented to assist students in being successful including the use of software to engage students in degree progress. The College has made changes to its developmental education offerings and support systems and has hired a director of advising and student support services as a means for improvement. HCC demonstrates that it has established processes and methodologies for collecting and analyzing information that reflect good practice. The College is planning to improve data coding so that retention tracking can be improved.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
improvements as warranted by the data. 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)		

Criterion Five. Resources, Planning, and Institutional Effectiveness
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	The College has used external peer comparison information to assure that the ratios of instructors and staff to students is sufficient. HCC is aware of the relatively low numbers of staff and is addressing related challenges. A detailed report was developed by student services for the Board of Trustees that summarizes the College's efforts to achieve goals relative to enrollment, ensure that there is sufficient support for educational programs and to help determine whether a program is sustainable. The College also reports revenues and expenditures in compliance with NACUBO. Goals are aligned with the mission through the strategic planning process and developed by the Strategic Planning Council. Through this process	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. 4. The institution's staff in all areas are appropriately qualified and trained. 5. The institution has a well-developed process in place for budgeting and for monitoring expenses.	the College is able to ensure that the resource base supports operations. The College has made good use of grant funding to help supplement the reduction of revenue from the State of Kansas. The required qualifications for staff are clearly defined and ongoing professional development opportunities are provided to both full-time and adjunct instructors. HCC's budget is monitored by the Vice President for Finance and Operations as well as the President. Individual units are able to make minor adjustments; however, once the Board of Trustees approves the annual budget, changes are generally not made to the totals.	
5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance. 2. The governing board is knowledgeable about the institution; it provides oversight for the	HCC's administrative and leadership structures appear to be adequate for an institution of this type. Personnel and structures support collaborative efforts; however, it is unclear what system in place to assure that they take place. The College also has some leadership development in place, but no formal succession planning process. The Board meets regularly during the year and participates in an annual retreat. It works to stay knowledgeable about the institution, its opportunities and challenges as well as the budget and how it connects to the strategic plan. The College has policies and procedures that guide activities at the institution. When a policy is in need of revision, there is cross-institutional collaboration to effect change. Employee and public input is encouraged through advisory committees, surveys and focus groups. The	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

	faculty oversees the curriculum and processes for new and discontinuing programs.	
institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.		
5.C. The institution engages in systematic and integrated planning. 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.	HCC does an excellent job of aligning resources to its mission and priorities and determining when additional resources might be necessary. The institution understands its resources and plans within those limitations. However, there is some perception that there are too many initiatives to be managed successfully which leaves employees feeling overworked. By focusing on three primary functions of a higher education institution – instruction, strategic planning, and budgeting – and involving personnel from across the institution in the processes and decision-making in those functions, the college culture (as evidenced by the results of the Climate Survey) and operations (Action Projects) have been enhanced through the use of CQI practices. These benefits then reinforce those practices with other personnel and processes. Sharing the results throughout the College makes them more readily understood and accepted within the culture. Through the SPEs, the planning and budgeting process are connected and aligned. The SPEs are incorporated at all levels, though it should be noted that it is unclear how this is addressed with regard to distance learning. The institution maintains a Strategic Planning Council with work teams that include many members of the community including students, staff, faculty and external advisory boards.	☐ Strong, Clear, and well presented ☒ Adequate, but could be improved ☐ Unclear or incomplete

| 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. | A focus on strengthening the formal relationship with external audiences regarding planning would benefit the College. It is not clear exactly what information is provided to stakeholders as they respond to a call for input regarding the planning process. Some issues, such as State budget, are readily available through news media; however, communication within the local setting should be augmented.

In addition to regular meetings, the Board is annually involved in a planning retreat where it is updated on the strategic plan and reviews the mission, vision, and values of the institution as well as progress on the plan.

The institutional budgeting is done in a way that displays investments in portions of the strategic plan. Though it appears to be in its early stages, this process is commendable. Furthermore, the Board has a method of tracking investment in the plan and clarifying the institution's priorities.
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The institution conducts a climate survey of staff in order to solicit feedback on their satisfaction with the level of influence they have on issues like planning and communication.

The College does a SWOT analysis annually as a part of the strategic planning process that allows it to be clear with regard to variability within the environment.

There is no mention of discussion related to student demographic shifts and the globalization of our economy.

HCC shows a sensitivity to technological changes and software issues. A major technology revamp is underway and it is being managed in a systematic and logical fashion.

HCC is concerned about recent budgetary reductions and is working to offset some of the shortfall with other sources of revenue. | |

5.D. The institution works systematically to improve its performance. 1. The institution develops and documents evidence of performance in its operations. 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts	HCC focuses on instruction, strategic planning, and budgeting and ensures that personnel from across the College are involved in decision-making relating to those areas. The College cites a review of Lessons Learned as a means for benefiting from external assistance. HCC gained insight by working with a consultant over the course of a year to develop its strategic plan.	☒ Strong, Clear, and well presented ☐ Adequate, but could be improved ☐ Unclear or incomplete