



FORM

Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution's HLC staff liaison. In the subject line, include the phrase "Draft Team Report," the institution's name and the liaison's surname (e.g., "Draft Team Report—Narnia University—Stenson").

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase "Final Team Report," the institution's name and HLC staff liaison's surname (e.g., "Final Team Report—Narnia University—Stenson").

Institution: Highland Community College City, State: Highland, Kansas

Date of On-Site Visit: 03/26–28/2018

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Chair: Dr. Jon K. Dalager, System Director for Academic Initiatives and Program Support, Minnesota State Colleges and Universities, St. Paul, MN

Ms. Aletha M. Shipley, Vice President of Business Services, Chief Financial Officer & Treasurer, Columbus State Community College, Columbus, OH

Dr. Dave Naze, Dean of Academic Excellence and Support, Joliet Junior College, Joliet, IL

Dr. Linda G. Johnson, AQIP/HLC Consultant, Southeast Technical Institute, Sioux Falls, SD (Retired)

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC’s Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).
- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution’s overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable (Year 8 only).
- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. Include all the elements of the visit. Example: “The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review.”

For institutional context, provide a statement of the basic characteristics of the institution. This could include the institution’s mission, comments on changes to the institution since its last comprehensive evaluation (including new administrative team members), notable points of the institution’s strategic plan, or other topics.

Highland Community College is located at 606 West Main Street, Highland, KS with additional locations in Atchison, Baileyville, Holton, Perry, and Wamego, KS. Highland Community College was first established in 1858, making it the first college in Kansas. It provides higher education opportunities to the people of Northeast Kansas. The College has traditionally prepared students to continue their studies at baccalaureate institutions. In July of 2008, the region’s technical college merged with the College, allowing HCC to expand its educational services to the nine county service area in Northeast Kansas.

Approximately 3,200 students are enrolled on the main campus, at regional centers in Atchison, Baileyville, Holton, Perry, and Wamego, through HCC Online, or concurrently at one of the 31 high schools in HCC’s service area. HCC offers Associate degrees in 50 concentration areas and has 15 programs that are technical education degrees. The main campus is located in a small, rural Northeast Kansas community of 1,012, surrounded by agricultural land, and has 39 buildings, including 18 apartment-style residence halls, one being a living/learning center for Fine Arts students.

The College is governed by a six-member Board of Trustees, comprised of residents of Doniphan County, who are elected for four-year terms. Three members are up for re-election every two years.

On the state level, HCC is coordinated by the Kansas Board of Regents (KBOR), which governs the state's six universities and coordinates one municipal university, 19 community colleges, and six technical schools. David Reist has been the president of HCC since 2002. Prior to becoming president, Reist served the College for 22 years as Vice President for Student Services, Dean of Student Services, and Director of Financial Aid.

Highland Community College adopted its mission and vision statements in August of 2009. Mission: *HCC, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve.* Vision: *Highland Community College is recognized as the college of choice in Northeast Kansas.*

Highland Community College was first accredited by the Higher Learning Commission on April 13, 1977 and was granted Reaffirmation of Accreditation on April 18, 2011. HCC has participated in the Academic Quality Improvement Program (AQIP) since 2004 and has submitted three System Portfolios (2007, 2011, and 2016). A team of four peer reviewers visited HCC on March 26-28, 2018 to conduct a Year 8 Comprehensive Evaluation.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents for these evaluations are available at hlcommission.org/team-resources.

Also list any unique aspects of the review, such as any virtual or in-person meetings with stakeholder groups or institutional partners. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

Students, faculty and staff at locations other than the main campus were given the opportunity to participate via video conferencing in all of the customary meetings (Open Forum Sessions, Areas of Focus) as well as designated meetings with faculty, staff, and students.

D. Additional Locations or Branch Campuses Visited (if applicable)

The peer review team was not required to visit other locations but requested a copy of the 2016 Multi-location Visit Report because of the 2016 System Appraisal Team's concern over the lack of alignment of assessment, operational policy, and other standards across the locations.

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. Review HLC's [Protocol for Reviewing Distance Education and Correspondence Education](#). Do not include the team's commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

Two members of the CQR site team met with members of distance education staff and administration, including the Director of eLearning, Student Services Specialist for Online Programming, Online Education Technology Specialist, Director of Concurrent Instruction, and Director of Institutional Research. HCC does not offer correspondence education. The distance education delivery evaluation findings are included in the Criterion sections.

F. Notification Related to Third-Party Comments

HCC has provided notice of the opportunity to comment to the following constituencies: the general public, students, parents of students, Doniphan County taxpayers, Doniphan County Chamber of Commerce, HCC Foundation Board of Directors, and HCC Foundation donors through these newspapers: Kansas Chief, Hiawatha Daily World, Atchison Globe, and Horton Headlight, and through social media: Facebook, Twitter. Neither Highland Community College nor the Higher Learning Commission has received any third-party comments.

II. Compliance with Federal Requirements

See the separate [Federal Compliance Overview](#) in preparing this section. The team's completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

The Team reviewed the Federal Compliance Report created by the Federal Compliance Reviewer. The Team verified the report information during the campus visit and confirmed the Reviewer's report to conclude that there are no compliance issues other than Review and Publication of Student Outcome Data. The Team recommends additional monitoring with an interim report due on April 1, 2020.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is "Met," improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is "Met with Concerns" and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion 1. Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1.A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 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.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:

Core Component is met

Core Component is met with concerns

Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

Highland Community College adopted its current mission statement in 2009 during a two-day work session that included the Board of Trustees, the President's Staff, and a group of employees representing all aspects of the College and led by an outside consultant. The workgroup developed into the Strategic Planning Council. The mission statement is "HCC, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve." The Strategic Planning Council also adopted a Vision Statement and identified Shared Performance Expectations (SPEs). The vision statement is "Highland Community College is recognized as the college of choice in Northeast Kansas." The SPEs are "Be Competent at Your Work, Communicate Effectively, Respect Others, Make Good Decisions, Act Responsibly, and Work Effectively on Teams."

HCC prepares students in programs consistent with its mission. HCC offers academic programs that prepare students for transfer to four year baccalaureate programs, which also prepare students for lifelong learning and enhances their quality of life. Approximately 70% of HCC students intend to transfer to a baccalaureate institution. In addition, HCC offers some technical coursework designed to prepare students for vocational careers in Administrative Assistant, Accounting, Agribusiness, Auto Collision Repair, Automotive Technology, Business Administration, Commercial Photography, Computer Support Technology, Construction Technology, Criminal Justice, Diesel Technology, Early Childhood, Electrical Technology, Engineering Graphics and Technologies, Enology, Graphic Design, HVAC and Plumbing, Industrial Welding, Medical Coding, Medical Office Assistant, Nursing, Personal Fitness Training, Precision Agriculture, Risk Management, and Viticulture. These programs provide an immediate contribution to the economic development of the region.

HCC's merger with Northeast Kansas Technical College and the expansion of programs designed for workforce development promotes economic development. The enrollment data for HCC indicates that almost ¼ of the students are 25 years old or older. This supports the mission of providing lifelong learning opportunities.

The institution has a Strategic Plan developed by the Strategic Planning Council that is reviewed annually. The Council, including Board members, also looks at the mission, vision, and values each year. Highland uses its Strategic Planning process to set goals aligned with its mission, the allocation of resources to address that mission, opportunities that have been identified, and emerging needs that need attention. Institutional goals are developed by the Strategic Planning Council, vetted by the Board of Trustees annually, aligned with the SPE's, and shared throughout the institution for inclusion in individual performance expectation plans. One item in that strategic plan is to "Develop a budget process which supports the college mission, strategic plan, and the Shared Performance Expectations."

Core Component 1.B: The mission is articulated publicly.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The mission statement, along with the vision, and values are posted on HCC's public website at <https://highlandcc.edu/pages/institutional-overview>. A link is also found on the general information page. The mission statement itself is not included in the Course Catalog or Student Handbook but the mission is referenced in the catalog. There is no published Faculty handbook or manual, but a distinct set of policies listed on a web page replaces the handbook. The mission statement is not included on that resource page nor is it listed with the policies. The mission is reportedly provided to new employees during orientation. The mission statement is also displayed throughout the campus, and the team saw displays in the administrative offices, the cafeteria and library and in the hallway of a classroom building.

HCC's mission is 9 years old, having been adopted in 2009. Descriptions of the institution's academic programs and course offerings are also available on the public website. The programs are in keeping with the institution's mission to "provide[s] lifelong learning opportunities and contribute[s] to economic development to enhance the quality of life in the communities we serve."

HCC's strategic plan articulates the institution's dual focus on programs for transfer and education that leads to employment and economic development. The Strategic Plan, reviewed annually, is also available on the website. Highland Community College's constituents are students interested in transfer, those interested in career and technical training that lead to immediate employment, and adult learners interested in gaining a skill or enhancing the quality of their life. The Board of Trustees spoke to the value of the institution to the community and explained how HCC worked intentionally with business and industry in the region to meet their needs, a practice that aligns with the mission component that HCC contributes to economic development to enhance the quality of life in the communities it serves.

The history and mission are also discussed on the web page under the tab, General Information, which describes its purpose in preparing students for transfer, where it provides its programs, and who it is intended to serve: "providing opportunities for higher education that citizens in the region would not have otherwise. Whether as a conduit to a four-year degree, entry to a technical trade, for professional enhancement, or personal development, the College has provided affordable access to higher education."

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC has recently directed attention to its role in a multicultural society. HCC recognizes in its Systems Portfolio that it lacked sufficient programming in culture and diversity at that time. It has identified this topic under both Respect Others and Work Effectively on Teams in its Shared Performance Expectations. Cultural Diversity is also a general education outcome used in program assessment. Several support staff are registered to attend a Kansas Board of Regents sponsored culture and diversity training. 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.

HCC's activities reflect attention to human diversity as appropriate to its mission and its constituencies. A Diversity and Inclusiveness Committee was formed in the Fall of 2017 which includes administrators, coaches, faculty, staff, and students. Led by the HCC Counselor, this committee seeks to increase awareness about the diverse populations HCC serves, foster respect and sensitivity toward others' differences, and change attitudes to be even more welcoming and open to all. The HCC Library is working with the Gay-Straight Alliance (GSA) to curate LGBTQ books and resources for a special collection and designated section requested by students. GSA hosts an annual Talent Show that has become a popular and integral part of student life on the campus. Additionally, opportunities to learn and think critically about diversity have continued to expand with speakers, films, guided discussions, trainings, field trips, and social media campaigns offered by Student Life, GSA, and several academic departments. HCC's General Education Outcome on Cultural Diversity is embedded in the curriculum in over a dozen courses.

Although HCC has difficulty in recruiting diverse members of society to its rural campus in a primarily European-American region, it has expanded its cultural diversity through hiring of IT staff, athletic coaches, regional staff, and adjunct faculty. Recruitment continues to emphasize the value of diversity.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC is a publicly-funded community college governed by a six-member Board of Trustees elected by the voters of Doniphan County. The Trustees set policy for the College and monitor the success in meeting its mission pursuant to *Kansas Statutes Annotated, Chapter 71 – Schools-Community Colleges*. HCC is coordinated by the Kansas Board of Regents (KBOR), which governs the state’s six universities and coordinates one municipal university, 19 community colleges, and six technical schools.

The mission, vision, and values align with service to the public as an educational institution through lifelong learning opportunities, economic development, and enhancement of the quality of life in the college’s nine-county service area in Northeast Kansas. The Strategic Plan, adopted in 2009 and reviewed annually, supports the college’s mission to support the public good. The Kansas Board of Regents has a 10 Year Strategic Agenda named Foresight 2020. In order to assist KBOR with its goals, Highland’s Strategic Plan must also include strategies for community colleges set up by the Kansas Board of Regents.

As a public institution organized under Kansas law, HCC does not provide financial returns to investors but invests all tuition and state funding in providing a quality education to its students as evidenced by audit reports for FY2016 and FY2017. The institution does not contribute revenues to a parent or related organization nor to external interests.

HCC shares information externally through a weekly full page in the local newspaper. News releases are also sent to media contacts in the nine-county service area. County surveys or focus groups have been conducted. The College has a Plan-Do-Check-Act checklist that it uses to monitor the Strategic Plan. It shares progress routinely with multiple stakeholders including the Strategic Planning Council, the Board, external stakeholders, and internal departments. The Board of Trustees includes an opportunity in every agenda for public comment. The College also serves the community by offering public performances by the theatre department, performances by instrumental and vocal music students, professional performances, athletic events, and a variety of lectures, workshops, and meetings. The Yost Art Gallery hosts professional and student exhibits and the library’s mission is to support the educational objectives of HCC and to meet informational needs of the student population, faculty, and the community.

Team Determination on Criterion 1:

- Criterion is met

- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The mission of Highland Community College is explicitly stated and supported by vision and values statements and Shared Performance Expectations for faculty, staff, and students. The Board of Trustees supports the mission and reviews it annually. The mission is articulated publicly through several channels. It is posted on the College website in several locations, included or referenced in the Student Handbook and the Course Catalog and is displayed in many locations throughout the campus. New faculty and staff are informed of the mission during orientation, and new students are informed of the mission during new student orientation. With the Shared Performance Expectations, HCC employees and students are aware of their responsibility to support the mission. The community also knows and understands the mission of the College through the outreach of the Board of Trustees, participation in the Advisory Councils, and daily interaction with the College.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC operates with integrity in its financial, academic, personnel and auxiliary functions. HCC policies and state and national regulations define appropriate ethical standards for specific areas of the operation. The College undergoes several regular external compliance evaluations such as an annual independent audit, external evaluators for grants, Perkins funds audit, NJCAA Athletic Program Audits, Federal Financial Aid reviews, Student Support Services (SSS) and Title III Strengthening Institutions Grant compliance reviews, and EEOC and ADA compliance monitoring. HCC also complies with the policies of the Kansas Board of Regents that coordinates all community colleges in the state. The Board of Trustees is regulated by KSA Chapter 71 on Community Colleges and must comply with Chapter 75, Article 43 on Conflict of Interest laws. The Bylaws of the HCC Board of Trustees identifies employment of Trustee’s relatives by the College as a conflict of interest. That rule led to the resignation of the prior Board Chair when her daughter was hired by the College.

HCC operates with integrity in its financial processes and submits its records to an external audit each year. In the most recent audit report (FY17), the auditors found that HCC has presented the information fairly and has adopted generally accepted accounting principles and has complied

with federal requirements indicating corrective action taken and resolution of findings reported in prior audits. Continued improvements are planned and occurring in this area under the current Vice President for Finance and Operations, who has been with HCC since May 2017.

The College has adopted a Shared Performance Expectation to Act Responsibly that includes ethical behavior and is communicated widely. HCC is beginning to develop several training strategies to communicate standards to administrators, staff, and faculty. Training is in the early stages of development with the College currently reworking the orientation program. Online trainings have been delivered across the board on core issues such as FERPA, ADA, Title IX, and sexual harassment. A professional development system for faculty is in place and is being developed for staff.

The Academic Integrity policy addresses academic dishonesty by students, which includes but is not limited to cheating, plagiarism, and falsifying research or data. Students found violating Academic Integrity are recorded within HCC's Maxient program and violations are submitted to the Vice President for Academic Affairs for review. Integrity violations become part of a student's permanent record at HCC. Other student and employee complaint processes are widely communicated through handbooks, websites, and compliance materials.

Core Component 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The College systematically shares, via the website and other regular media, information regarding programs, cost, faculty and accreditations. The information is public and searchable. The primary vehicle for communication with the public is the College website, which provides access to catalogs, student handbooks, and other essential documents. The website tabs (About HCC, Academics, Locations, Admissions, Student Services, Athletics, Community, Alumni, and Calendar) allow for easy navigation. Information is easy to find and webpages are well-designed. Potential students can find information on the Admissions page which includes links to pages on admission requirements, tuition, financial aid and more. The Academics tab includes information about programs, courses, concurrent enrollment, transfer and links to the course catalog. The Student Services tab includes resources and links on technology, housing, dining, counseling, veterans' affairs, and the Student Handbook. The About HCC tab provides links to the administration and Board of Trustees, the strategic plan, an institutional overview, accreditation, and many data reports.

The Mark of Affiliation for the Higher Learning Commission is displayed prominently in the footer of each tabbed web page connected to the home page, with the exception of the Athletics page. The links are active and current.

Students attending the visiting team's Open Session indicated that they were fully informed as to HCC's programs, requirements, faculty, and student costs through the web site, admissions materials, and conversations with faculty and staff in admissions, advising, and financial aid.

In interviews with the visiting team, the Board of Trustees described its interactions with the public as frequent and informative. As elected officials in Doniphan County, they know their constituents and frequently discuss college issues with the public. They also invite the public to comment at Board meetings pursuant to Kansas state law.

Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Under Kansas law, community colleges are supported by taxes levied only in the county where the main campus is located. Accordingly, the Highland Community College Board of Trustees is a six-person board elected from Doniphan County, although the college serves a nine-county region. All members of HCC's Board are elected at large and there are no districts established within the County. State statutes define the Board's powers and local by-laws establish how the Board operates. Board meetings are subject to the State's open meetings laws. Because they are open meetings, any citizen may attend and there is a section reserved in each meeting agenda for public comment.

The Board, in accordance with the statutes of the act governing the community colleges of Kansas and rules and regulations of the Kansas Board of Regents, has custody of and is responsible for the property of the College and is responsible for the management and control of the College. The powers of the Board are specified in the Kansas Community College Act and the mode of operation is outlined in Board Bylaws.

Mission and Vision statements are reviewed for relevancy each year at the Board's summer work session, but formal strategic planning with an outside consultant took place six years ago. The

current Mission and Vision were developed in that two-day work session involving the Board, President's Staff, a group of employees representing all aspects of the institution, and a consultant from Datatel.

The Board selects the President and empowers that position to establish and maintain efficient Administrative Procedures to ensure the College's actions are in alignment with Board Bylaws. The Board Bylaws state that accepting the responsibility of administering the financial affairs of the College is a trust given to the President and the Board by the taxpayers of the district. In order to respect the priorities of the internal and external stakeholders, the College's budget is published prior to a budget hearing. At the hearing, the public may respond to the Board, and the Board may consider that input before approval.

The Board hears reports from the President and from each Vice President at each meeting. There may also be reports on HCC's regional locations, specific programs, and other items of interest to the institution. The Board also hears from students through student organization presentations to the Board. The President meets monthly with full-time faculty and with administrative and support staff to update them on the most recent actions and discussions of the Board of Trustees, current HCC activities and plans, and to answer any questions they may have. These comments are then shared with the Board.

Each year, the Strategic Planning Council, the President's Staff, and the Board of Trustees determine if the goals of the Strategic Plan have adequate funding. Because the State of Kansas financial picture has been weak the past few years, this generally means shifting resources to fund the goals of the Strategic Plan. The HCC Climate Survey is sent to all employees who have access to their HCC email. The survey results are collected and reviewed by a small committee representing multiple locations and campus sectors. The committee provides feedback and analysis to the Director of Institutional Research who then prepares formal recommendations for the Board and President's staff. The recommendations are also shared with the Strategic Planning Council and future strategic goals are based on employee input from the survey.

Meeting the changing needs of all stakeholder groups is a responsibility shared by the Board of Trustees and leaders across HCC's nine county service area from the President to the Vice Presidents and various Center and program directors. The College is cognizant that both taxpayers and a significant number of non-taxpayers are stakeholders. Board Bylaws contain sections on operating as outlined by State statutes so as to protect the public and its employees, community relations, Board committees, agenda items, listening to constituents' concerns and handling complaints, conflicts of interest, and acceptance of the responsibility of administering the financial affairs through purchasing, financial records, annual audits, an annual budget meeting.

Faculty are involved with course outcomes and content, course activities, delivery methods, developing attendance requirements, academic integrity and classroom disruptions policies. Faculty are also encouraged to attend annual Core Competency Meetings for courses in their discipline held by the Kansas Board of Regents to give their input on statewide course transfer. KBOR regulations provide for an institutional course and program approval process that starts with the Curriculum and & Instruction team.

Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination:

Core Component is met

- Core Component is met with concerns
- Core Component is not met

Evidence:

Highland Community College is committed to freedom of expression and the pursuit of truth in teaching and learning. HCC's Common Learning Outcomes became Shared Performance Expectations in 2014 to reflect the skills and behaviors expected of college employees and students. These expectations include Be Competent at Your Work, Communicate Effectively, Respect Others, Make Good Decisions, Act Responsibly, and Work Effectively on Teams. The notion of free expression and the pursuit of truth is incorporated in these Expectations. In addition, HCC has adopted a Statement of Academic Freedom and Integrity that was developed by a committee in the Fall of 2016, reviewed by the faculty, submitted to the President and presented to the Board of Trustees on March 28, 2017. The Statement defines academic freedom to include an obligation to foster and defend intellectual honesty, freedom of inquiry and free expression of ideas. Faculty members attending the open session for faculty were aware of the Statement of Academic Freedom and Integrity and indicated that it represented the policy and practice of Highland Community College, although there is no indication that it has been adopted as a formal policy or that the Board approved the Statement.

Core Component 2.E: The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 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.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

As a teaching institution, Highland Community College does not place high expectations for research on its faculty or staff, although the Statement on Academic Freedom and Integrity would apply to that work, as well as the Shared Performance Expectations: Be Competent At Your Work, Communicate Effectively, Respect Others, Make Good Decisions, Act Responsibly, and Work Effectively on Teams. The Academic Integrity Policy published in the Course Catalog does require faculty and students to have the responsibility to maintain high academic standards.

An Institutional Review Board (IRB) was established in the spring of 2016 to ensure that research is conducted to high academic standards and so all students' rights as research subjects are well-protected. Several research projects have been fully vetted by the IRB and oversight and guidance were provided throughout the research process. Also, a variety of data requests

perceived to be of research quality went through the rigorous IRB approval process. As a subcommittee of the college's Data Governance Committee, the IRB gives regular progress reports to that body to ensure quality standards are being met.

During new student orientation, students are advised of the academic integrity policies on campus. Additional information is provided in the Course Catalog and the Student Handbook. The handbook further describes the processes followed when a student is accused of violating academic honesty policies and lists the student's rights. The Academic Appeals process allows students to make an appeal to an academic issue that may affect grade point average and have financial aid implications.

HCC publishes Network Acceptable Use Procedures that emphasize the ethical use of information resources through its computer and communications technology. Students are also provided information on the ethical use of information and research methods through course syllabi and through instruction in some courses such as English Composition.

Student research is also governed by the Statement on Academic Freedom and Integrity, but also by the Student Conduct Code published in the Student Handbook. The Code defines Academic Integrity so students know to turn in their own work, report results of research accurately and to not cheat on exams.

Team Determination on Criterion 2:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

HCC is committed to integrity and ethical conduct in its operations. Its practices are aligned with Kansas State Law, the Policies of the Kansas Board of Regents, the Bylaws and policies of the HCC Board of Trustees. Faculty and students receive training in ethical academic behaviors at orientation and are expected to abide by the Statement on Academic Freedom and Integrity and the Shared Performance Expectations. HCC has also established an Institutional Review Board to maintain integrity in research, including research involving human subjects.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 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).

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Programs and courses are current and require levels of student performance appropriate for a two-year community college. The institution offers Associate in Arts, Associate in Science, Associate in General Studies, Associate in General Studies – Human Services, Associate in Applied Science, and certificate programs. The program requirements detailed on the website, in the catalog, and on syllabi meet the standards for the two-year degrees offered. For its transfer programs, the institution follows the curriculum and standards set by the Kansas Board of Regents (KBOR). The Technical course standards and curriculum align with industry standards and state technical education standards. The Practical Nursing program is accredited by the Kansas Board of Nursing, and the Automotive Technology program is accredited by the Institute of Automotive Service Excellence (ASE).

Learning goals for transfer programs are set by KBOR. At the state level, these course outcomes are reviewed and updated by faculty teams from across the state who teach the courses being reviewed. These teams are collectively called the Kansas Core Outcomes Group (KCOG) and meet on a five-year cycle to review the 80 transfer courses. Technical program and course learning outcomes are reviewed through business and industry Advisory Boards which meet at least twice a year.

A review of selected program descriptions, list of required and elective course options for each degree, and samples of course syllabi indicates that associate level programs require appropriate credit hours; a majority require 63 credit hours except Precision Agriculture which requires 65 credits and Medical Coding which requires 64 credit hours. The curriculum sheets for certificates also show a range of 29 to 59 hours of credit, differentiating certificate level from associate degrees.

The syllabus is standardized and includes course description, course competencies (student learning outcomes), course content, learning assessments, instructional materials and statements on Guidelines for Requiring Accommodation for Documented Disability or Medical Condition and A Note on Harassment, Discrimination and Sexual Misconduct.

Program standards and learning outcomes are consistent across all modalities, on-ground, hybrid or online formats, as confirmed during faculty interviews and focus meetings and through a review of the standardized syllabi. Faculty who teach concurrent courses at the high schools must use the standardized syllabi (written by a master teacher) and the same textbooks as the campus faculty. They are monitored through an eWalkthrough process which allows observers to ensure quality and recommend improvements. This process is not used to determine employment status.

Core Component 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.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 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.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC's general education requirements are appropriate for a two-year community college. The General Education program for transfer courses is based on the Kansas Board of Regents curriculum. The statewide Core Outcomes Group which reviews the 80 transfer courses helps ensure quality and consistency for general education courses as well. Some faculty from HCC participate on the Core Outcomes Group for their programs and courses.

In March 2017, the technical programs adopted new course options to achieve the general education requirements for AAS degrees. The courses include Conversational Spanish, Human Resources, Technical Composition, Technical Math, Industrial Organizational Psychology, Introduction to Business, Introduction to Leadership Concepts, and Principles of Entrepreneurship. Course requirements for graduation include the appropriate general education hours for Associate in Arts, Associate in Science, Associate in General Studies, Associate in General Studies – Human Services, and Associate in Applied Science degrees. A review of programs in the catalog confirmed that for an Associate in Arts degree, for example, students must complete 15 credits in basic skills (English, math, computer literacy), 9 credits in humanities and fine arts, 9 credits in behavioral sciences, and 9 credits in natural and physical sciences.

The institution adopted the state framework to create its own general education outcomes which are the following:

- Demonstrate the oral and written communication skills to express themselves in a meaningful and understandable manner.
- Demonstrate the mathematical skills needed to pursue career and life choices.
- Demonstrate an understanding of the psychological, social, political, and economic environments of the world

- Demonstrate an understanding of the physical environment and the living organisms that make up the world
- Demonstrate an appreciation and understanding of art, music, drama, and literature
- Demonstrate critical thinking skills in order to make more informed decisions in the world
- Demonstrate the ability to access information by a variety of means including books, journals, databases, computer networks, and Internet sites

The outcomes guide general education course offerings and curriculum.

The general education outcomes are mapped to the Shared Performance Expectations, which, in turn are tied to the mission and values.

In 2011, Common Learning Outcomes were adopted to represent outcomes expected of graduates and employees from the institution. In 2014, HCC reviewed these outcomes and replaced them with Shared Performance Expectations (SPE's). In fall 2017 and spring 2018, the institution conducted an environmental scan with students, families, community members, and business partners to confirm the relevance and currency of the SPE's. They are the following:

- Be Competent at Your Work: Know your area of work or study; consistently perform to expectations; use constructive feedback to improve.
- Communicate Effectively: Demonstrate the ability to create and understand messages -- in written, oral, or visual form.
- Respect Others: Show respect for other people and the environment; be open to perspectives different than your own; treat people and the environment with courtesy.
- Make Good Decisions: Apply critical thinking processes -- examine assumptions, gather relevant and reliable data and information; make decisions based on evidence.
- Act Responsibly: Within your role at HCC, meet your commitments and be accountable for your own behavior and performance.
- Work Effectively on Teams: Contribute productively -- as a leader or a member of a team.

HCC reports that all degree programs offer opportunities for students to collect, analyze, and communicate information. A review of syllabi and selected embedded assessment reports indicates that programs offer opportunities for students to collect and analyze information in their fields, think critically, and use and acquire knowledge appropriate to their programs.

In particular, some of the general education courses such as Composition 102: Literature and Research or Composition 103 Rhetoric and Research emphasize the exercise of inquiry and research skills. Additionally, a research component is included in the 1-credit College Success and Orientation course. Students in Art, Music, Photography, Speech and Theater produce creative work. Technical students demonstrate workplace skills and technical knowledge in their fields through various course projects, labs, clinicals, licensure and certification exams, and competitions such as Skills USA.

The Library also directly supports students' inquiry and research skills; its mission states that it "supports the instructional objectives of the institution...and responds to the informational needs of the students, faculty, community, and the curriculum..." The Library mission also states that it focuses on the "lifelong use of information and library services." The Library subscribes to the Library Bill of Rights, the Freedom to Read Statement, and the Right to Privacy Statement, as approved by the American Library Association.

Since spring 2016, an Institutional Review Board has been operating to help ensure that research is conducted to high academic standards and research subjects' rights are protected. HCC also tracks responsible acquisition of knowledge by students through reporting academic dishonesty cases in its Maxient software program.

HCC has been challenged to address diversity, given the rural geographical location and the demographics of the student population, which is primarily Caucasian. The institution addresses diversity in the SPE of "Respect Others," as well as through some of its curricular and co-curricular activities such as the Gay Straight Alliance (GSA) and Student Life. Steps have been taken since the System Portfolio Appraisal in 2016 to improve programs and practices which support diversity. According to the Quality Highlights Report 2018 faculty have identified embedded cultural diversity competencies for several general education courses. These include Human Services, Communications, Agriculture, Sociology, Psychology, Business, and Art History II. The elective course IDS 130 Culture and Context teaches students about other cultures. As a result of an Action Project, a Diversity and Inclusiveness Team was created in fall 2017, which includes student members. HCC is attempting to expand its diversity culture through speakers, films, discussions, training and media campaigns offered by Student Life and the GSA.

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 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 oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 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.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The institution maintains a sufficient number and continuity of appropriately qualified faculty given the geographic location and scarce resources of the College. Faculty teaching transfer courses have master's degrees in their field or are on a conditional plan to acquire the degree. Faculty teaching technical programs have appropriate industry certifications and experience for their fields.

A check of selected part-time and full-time faculty credential files affirms that faculty have the qualifications and degrees required for the courses which they teach. A number of part-time faculty are on conditional permits to teach in their fields; however, all have a documented plan for acquiring the degree hours they need. Most are documented to have until 2020 to attain the degree.

HCC reported in its Institutional Update for 2016-17, that it has 51 full-time faculty and 259 part-time faculty serving 1201 full-time and 2142 part-time undergraduate students, a 17½:1 Student-Faculty ratio.

Faculty are appropriately involved in monitoring curriculum, student expectations and performance, and assessment. Faculty are required to serve on at least two committees, which may include Curriculum and Instruction (C&I), Academic Standards Committee, Assessment Committee, Instructional Council, Professional Development Committee, Hamper Committee, Green Team, Schedule Committee and Diversity and Inclusion Team, among others. Faculty members also serve on the state Core Outcomes Group which sets standards for 80 transfer courses throughout the state.

Faculty teaching in all modalities and locations must have the same credentials as main campus faculty. A review of the catalog and selected faculty credential files confirms this. Additionally, the Director of Concurrent Instruction confirmed that credentials for the high school teachers teaching dual credit courses meet the standards for full-time faculty.

HCC provides training for faculty as part of its in-service days held once each semester, offers opportunities for conference travel, requires technical training for faculty interested in teaching distance education, and conducts eWalkthrough electronic observations of concurrent and adjunct faculty. Full-time faculty are offered the opportunity to receive \$250.00 per credit hour or the full amount of tuition, whichever is less, for applicable graduate hours per the Master Contract.

Full-time master contract instructors are evaluated through a classroom observation: every three years for veteran FT faculty, every semester for new faculty. Part-time faculty are monitored through an eWalkthrough tool and process. The 9-minute classroom observations by a trained peer or the Director of Concurrent Instruction are conducted several times throughout the year. The purpose of the observations is to assist the instructor in improving instruction. Results of the process are used to create individual faculty plans for improvement and determine topics for professional development training. For the 2018-2019 contract year, HCC plans to use an electronic Formal Faculty Evaluation tool created by the same company as the eWalkthrough observation tool used with adjuncts.

Faculty are required to be on campus 30 hours a week. Students in meetings with the team reported that faculty are very accessible and “willing to go beyond expected times” to answer questions and assist; they described faculty as “flexible.” A number of faculty share personal phone numbers and use text and email to respond to students.

The Human Resources office and the search committees created to review applicants for vacant positions verify that the persons providing student support services have earned the credentials or training certificates required to provide services. Ongoing staff training is provided through professional development opportunities including reduced tuition for HCC classes, regional and national conference attendance, membership in state organizations, and professional development days. Staff are encouraged to continue their education through graduate and other programs. HCC has recently implemented an online training program for staff called “Campus Answers” that includes such topics as Title IX, Student Conduct, and Behavior Intervention. This program is connected to staff evaluations and eWalkthrough observations for Student Services personnel. It is a means for self-improvement.

Core Component 3.D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 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).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC provides a full range of support services with website links and contact information and hours including

- Personal Student Support Services Counselor who meets with students several times a year, advises them, and helps them prepare Personalized Education Plans
- Career Counseling and Mentoring, Life Planning
- Financial Aid services including scholarship search assistance, financial literacy workshops, grant aid, an online Financial Aid Toolkit, links to topics such as Building Better Credit, Focus on Finances, Graduating Without Debt, and Identity Theft.
- Personal Growth guidance through peer mentoring, leadership training, personal counseling, and community projects
- Campus Care Team
- Academic support through TRIO services, tutoring, specialized English and math tutoring, and study groups
- IT Helpdesk and Learning House Support Team (IT)
- Disability Services
- Veteran's Affairs enrollment and benefit services
- Housing and transportation resources
- Social events, cultural activities such as art shows, theater, athletic events

HCC offers in-service training days to provide faculty opportunities to address topics for teaching and learning best practices. The institution has Developmental Education advisors for students, as well as a New Student Orientation and Student Support Services Program (TRiO). Tutoring is offered through the TRiO program, but is also available free to other students on the Highland Campus and to students at the regional locations through “Zoom,” videoconferencing software. Students serve as peer tutors for some courses. An Accelerating Opportunity in Kansas (AOK) program allows the institution to provide tutors to adult learners learning a new skill or trade.

HCC provides academic advising for all courses, including a dedicated Online Student Services Specialist position, which entails online advising. In 2016, as a result of a study team reviewing advising, a new position, Director of Academic Advising was created and approved by the Board. At each location, Regional Directors provide advising and transfer assistance.

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).

HCC implements Moodle as its Learning Management System for both its online and face-to-face courses. The College provides science labs, a library on its main campus, a performance theater, and an art gallery. The RN program includes clinical practice sites for its nursing students. The library has a web presence and is accessible online for students in other locations.

As noted, HCC offers guidance in effectively using information and conducting research through several courses such as Composition 102 and 103, and College Success and Orientation. The library also supports students’ research needs and adheres to the American Library Association guidelines.

Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC offers a variety of co-curricular activities including clubs and organizations related to the programs: Skills USA, Ag Club, Art Club, Athletic Training Club, Phi Beta Lambda (PBL), Phi Theta Kappa (PBK), Fellowship of Christian Athletes, Gay Straight Alliance, Highland Players (theater), Student Government Association, and Student Senate at the Technical Center.

HCC has a robust athletic program, which plays a significant role in the community and in drawing students to HCC. HCC offers football, men's and women's basketball, men's and women's track, men's and women's cross country, volleyball, baseball, and softball. The Equity in Athletics Report for October 2016 indicates that 257 students participated in intercollegiate athletics. The amount of student aid awarded was \$438,028. In 2017, 254 students participated in intercollegiate sports; \$512,493 in student aid was awarded.

Meetings with Student Government Association representatives and students in a general open meeting indicate that students are satisfied with their educational experiences and Student Life at Highland. Many of the students praised the responsiveness of the institution to their educational and support needs. They frequently referenced the welcoming atmosphere, the willingness of faculty and staff to help them, and the quality of their courses and support services.

In particular, HCC responds to economic development needs in the region through the programs offered by the Technical Center and at the regional locations. The Board, faculty and administration reported that programs are primarily created in response to requests from business leaders. Recent examples are the Precision Agriculture and Viticulture and Enology programs. Through a grant from the Department of Agriculture, HCC joined a national education partnership, VESTA, the National Grape and Wine Education program. Since 2010, 123 students have enrolled in the Viticulture and Enology program at the Wamego location.

Team Determination on Criterion 3:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

HCC offers quality education through programs, curriculum, and courses appropriate for a two-year community college and programs which respond to regional and community needs. Learning goals are set by KBOR and the state Technical Education Authority. Performance expectations and standards are consistent across all modes of delivery and ensured through appropriate oversight and evaluation processes. General Education falls within the range of best practice. The institution may want to consider whether the SPE's are actually its core values which typically occur across the entire institution. The common learning outcomes—typically general education outcomes—qualify as learning outcomes expected of graduates. Faculty and staff are qualified for their positions and involved in curriculum, instruction, assessment, and planning. HCC is encouraged to follow through on the documented plans to ensure that all faculty meet requirements in a timely manner. The institution offers comprehensive support services and a range of co-curricular activities with athletics providing a significant community presence.

Criterion 4: 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 Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 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 students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 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).

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC has convened the Instructional Council to regularly review program details. The College is in the second year of its second 3-year program review cycle.

The College has identified six Shared Performance Expectations (SPEs) and incorporated them into its Strategic Plan.

The Registration Office/Registrar evaluates the credit that it transcripts, as well as other forms of prior learning. The HCC catalog, website, and student handbook identify transcript review policies and procedures.

Expectations for student learning are maintained through various processes, including:

- the eWalkthrough evaluation process for adjunct and concurrent enrollment faculty
- program review through its Instructional Council
- policies identified in the HCC catalog
- HCC Transfer Guides that follow the Kansas Board of Regents Seamless Transfer Policy
- Selective admission program requirements (i.e., RN program)
- HCC Concurrent Student Reference Guide

HCC maintains specialized accreditation for several programs, including nursing and automotive technology. HCC offers an Associate Degree in Nursing through its LPN to RN Completion

Program, which is approved by the Kansas State Board of Nursing (KSBN). The Automotive program is certified through the Institute for Automotive Service Excellence.

HCC is included in the Kansas Board of Regents (KBOR) Kansas Degree Stats database/website, which includes searchable programs for gainful employment statistics by AA and AS degrees as well as career programs.

Concurrent Enrollment courses are reviewed based on the curriculum, syllabi, teacher credentials, and instructor evaluation.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC's Instructional Council conducts regular Academic Program Reviews and has implemented a Program Review Recommendation form to focus on a program's strengths, weaknesses, and recommendations for improvement. While the program review forms describe how program learning goals and data are unique to HCC, they follow the KBOR program outcomes initiative. The program review data is primarily qualitative and narrative-driven with little quantifiable data; therefore, it does not allow for internal benchmarking nor external data comparisons.

HCC identifies degree requirements for the AA, AS, AGS, AGS in Human Services, and AAS degrees in the catalog and website.

Each academic discipline identifies learning objectives in course syllabi, which follow a Master Course Outline.

HCC has identified a process for institutional general education assessment, including the establishment of eight general education learning outcomes. HCC has a one-page depiction of three levels of assessment at the institution which it calls a Comprehensive Assessment Plan. However, the "plan" is simply a chart showing the types of assessments for the three levels of assessment rather than any comprehensive explanation of steps and processes.

The promising part of this assessment approach is that it incorporates a Curriculum Improvement Form, which will help “close the loop” on the collection and analysis of general education assessment data. The Plan-Do-Check-Act (PDCA) approach that has been documented from 2014-2017 as part of an embedded assessment, with a focus on Connections to Curriculum Improvements Report, is also promising and can be a significant catalyst for seeing the institutional assessment closing of the loop. However, at this point, the data collection process is still in its early stages, so that the utility of any of the little data collected at this point is not really existent. HCC is aware of this fact. The major concern is that at the end of an eight-year AQIP cycle, the assessment process should be further along and well beyond the planning and initial implementation stages. This highlights concerns that very little, if any, general education assessment has been occurring over an extended period of time.

Core Component 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.

Subcomponent 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.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 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.)

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC has a Retention Plan which is housed in the college’s intranet. The Retention Plan includes the following resources:

- Advising
- Financial Aid
- Instructional Strategies
- Learning Communities
- Recruitment and Admissions
- Services to Special Needs Students
- Student Support Services

- Alumni resources
- Housing
- Student Orientation
- Student Resource Center
- Structured Study Program

These resources, while compiled for a robust approach to retention efforts, are quite dated. Most of the resources on the intranet are dated 2004. This indicates that either the retention efforts outlined here are ongoing but have not been updated in some time, or they are no longer utilized. Clarification on this initiative is needed.

HCC has an HCC Performance Report from 2016. This includes IPEDS data reports from 2011-16, posted on the HCC website.

HCC's Community College Performance Report 2016 shows trends for 2010 through spring of 2016 for the following: increasing the number of degrees and certificates awarded; increase the percentage of graduates; increase the number of tech students earning a Kansas Certificate of Work Readiness; increase the number of students passing Fundamentals of Math; increase the first-attempt pass rate for NCLEX-RN; and increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome.

In 2017, HCC joined the National Community College Benchmark Project (NCCBP) which will enable it to address the need to establish benchmarks and compare with peers. Results for 2017 are available on the website under the Reports link, National Community College Benchmark Project. HCC was compared to its peer institutions, which included colleges from Kansas that participated in the NCCBP, randomly selected Midwest community colleges from neighboring states, and random peer group community colleges. HCC was in 23 different NCCBP "Best Reporters" Report categories, meaning it fell in the top 10 percentile for each one.

Gainful Employment Data are provided for 2017, including the following programs: Administrative Assistant, Automotive Technology, Auto Collision Repair, Construction Technology, Computer Support Technology, Diesel Technology, Electrical Technology, Engineering Graphics and Technologies, HVAC and Plumbing, Medical Office Assistant, Practical Nurse, and Welding Technology. The most recent (2016) overall placement rate for the institution is 81 percent.

Highland Community College has made a concerted effort since the Systems Appraisal was completed in 2017 to improve student learning assessment processes. However, the processes in place have yet to produce much direct evidence of student performance or any discernible internal benchmarks to determine if their efforts are making an impact on student learning. Though it does have indirect data which HCC does use; perhaps not as effectively as it could but it does collect and report on that data.

Several pieces of potentially effective assessment processes have been created.

Student learning goals have been identified for all programs, for guaranteed transfer courses these are agreed upon through the KCOG process coordinated by KBOR and by the Technical Education Authority for CTE courses. The maintaining of specialized accreditation for a small number of academic programs is evident and aligns with state regulations, such as the Kansas State Board of Nursing. The few programs which do not have external standards have written their own outcomes based on best practice in their fields. General Education outcomes are determined by individual institutions in the state of Kansas.

Additionally, the institution developed common learning outcomes which were revised to become Shared Performance Expectations (SPE's). The SPEs are incorporated into the College's Strategic Plan, which helps create alignment with learning outcomes across the entire institution.

However, the eight General Education Outcomes and the six SPEs create some confusion, as well as an extra layer of collecting data and reporting.

An Assessment Committee and Assessment Peer Corps have attempted to create processes to collect data at the institutional, program, and course level. There are several forms for reporting assessment of learning outcomes, Forms 1 through 8. However, many of these forms are new and have yet to be effectively utilized for analyzing and reporting on results of learning. Furthermore, the data collected is in qualitative/narrative form, making it challenging to aggregate the data for analysis.

A 2017 Shared Performance Expectations report shows results of faculty and staff evaluations of whether students demonstrated competency in the SPE's. Survey Monkey was used to conduct the surveys which included 1552 students from fall 2016 through fall 2017. Technical, regional sites, the Highland campus, and online students were surveyed. Table 9 of the report shows the overall rating for each location for fall 2017 and indicates that overall, students scored on all competencies at 3 or above on a 4 point scale. Whether benchmarks were established and reached, who surveys the students, how the students are selected, and how the results are analyzed and linked to decision-making and planning are unclear. For General Education, assessment appears to be measured through course grades in particular courses which address the general education outcomes. If the grades were to be compared with course projects or exams, for instance, the evidence that students are achieving the outcomes would be more complete. At the program level, HCC appears to be using the Academic Program Reviews for assessment. Not all reviews examined by the Team showed results from direct assessment of student learning. The potential for collecting direct student learning data from the programs (such as licensure and certification results, exams, capstone or service learning projects) exists. It is apparent from faculty conversations and syllabi review that those tools are used in the classroom. The new Program Review Form and Curriculum Improvement Form should help "close the loop" in this area.

The forms which show the most potential are the PDCA Projects and the embedded assessments of the SPE's; a number of faculty indicated that they like the PDCA and embedded assessments and find the assessments useful and purposeful.

Team Determination on Criterion 4:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Highland Community College has made a concerted effort since the Systems Appraisal was completed in 2017 to improve student learning assessment processes. However, the processes in place have yet to produce much, if any, assessment data to provide any discernible internal benchmarks to determine if their efforts are making an impact on student learning.

The Shared Performance Expectations (SPEs) are incorporated into the College's Strategic Plan, which helps create alignment with learning outcomes across the entire institution. However, the eight General Education Outcomes and the six SPEs could be more distinct. A clearer distinction between some of the Gen Ed Outcomes and SPEs might help create a more manageable assessment program across the institution.

The maintaining of specialized accreditation for a small number of academic programs is evident and aligns with state regulations, such as the Kansas State Board of Nursing.

The evaluation of concurrent enrollment faculty is evident with the eWalkthrough evaluation system and the institution follows the protocols for concurrent enrollment programs put forth by the Kansas Board of Regents.

Degree requirements are provided for students and are appropriate for the AA, AS, AGS, and AAS degrees.

The primary concern for this criterion is the inability to close the loop on student learning assessment due to a lack of accumulated data as a result of assessment procedures being still in their relatively initial stages. There is promise for the assessment initiative in place, but it will take several more academic years to see the fruits of this labor. In order to fully realize effective continuous quality, the institution needs to demonstrate both direct and indirect measures, benchmarks and targets, clear and systematic assessment processes, and cycles and timelines for analysis and reporting.

Criterion 5: 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 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.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Highland Community College has taken appropriate steps to operate within its budget, ensuring appropriate human resources and physical and technological infrastructure to support its operations, despite a decrease in State support in excess of fifteen percent between fiscal year 2009 and fiscal year 2017, nearly \$1 million less annually, and expected continuing reductions. In 2014, the College took advantage of retirements and other separations to evaluate responsibilities and reassign some duties to maintain College operations, impacting 19 positions, as well as some lay-offs. Grants are being leveraged where possible as well as increased fundraising efforts by the Highland Community College Foundation, particularly for capital projects. The development of the Western Center, an additional technology facility, is an example where the HCC Foundation assisted with a lease purchase of the facility and a Title III grant supported renovations and some staffing. This grant ends in fall 2018 but the College is positioned to absorb all costs of operations and the Western Center will be self-sustaining. To ensure that the technological infrastructure continues to support operations, HCC began a process in 2014 to re-implement its core SIS (student information system) and subsequently launched an aggressive R3 Campaign, centered on rebuilding, retuning and rethinking technology needs across the College; this work continues as part of the HCC Strategic Plan.

Resulting from a facilitated strategic planning session over seven years ago, the Strategic Planning Council conducts an annual summer work session to evaluate the HCC Mission and Vision, Shared Performance Expectations, and the College Strategic Plan. This annual summer session includes the Strategic Planning Council, an employee group representing all areas of the College, the Board of Trustees, the President, the President's Staff, and other advisory group representatives as invited. This planning process identifies funding requirements for goals within the Strategic Plan and where resources may need to be reallocated but ensuring that primary educational purposes are not adversely impacted. This process informs the budget process that requires that the annual budget be published and a public budget hearing held before the August meeting of the Board of Trustees each year. Despite budget constraints caused by State funding reductions, only one program was identified that has been eliminated (Instrumental Music). Under the leadership of the current Vice President for Finance and Operations, the budget process is in transition to be more inclusive with budget managers and regional directors having more input, and the process starting in April well in advance of the summer planning session. Budget managers do have real-time access to monitor their budgets and have the authority to reallocate amounts within their respective budgets to meet operating needs.

The annual summer planning session reviews HCC's Mission, Vision, and SPEs as well as the progress and status of previous goals, needs and projections to be incorporated into the Strategic Plan. This planning process has wide participation by all constituencies of HCC so that any concerns can be considered if something is deemed to be unrealistic. HCC decided to structure its Strategic Plan within the framework of the HLC's criteria for accreditation to facilitate monitoring progress on goals as well as progress towards accreditation criteria.

The hiring process is used to recruit qualified staff. The process ensures that the position description clearly outlines the appropriate responsibilities of the position and required qualifications. Screening/interview committees are used to evaluate applications and a rubric is provided to the committee outlining the qualifications. An improved formal orientation program has been developed for new and existing employees covering mandatory topics such as College policies, codes of conduct and safety issues and continues to be enhanced with plans for mentoring. HCC Faculty and staff are afforded many opportunities for training. Tuition assistance is offered for full-time employees, for faculty to take graduate courses in their discipline, for administrative and classified staff to take courses towards a degree or for continuing education requirements. With budget constraints, HCC personnel take advantage of state or regional conferences and seminars, on-line training and webinars, such as offerings from Learning House for on-line courses, or using a train the trainer model. Information Technology staff recently were trained on Skype for Business and were training others at HCC using the train the trainer

approach. There is a faculty Professional Development Committee within the Office of Academic Affairs that organizes the agenda for a professional development day for faculty each spring. Faculty also participate in a Professional Development Day each fall that is organized by HCC administration. Adjuncts participate in an annual in-service day while on-line and concurrent teaching staff have a summer in-service day. A Staff Professional Development Team has recently worked on improving the new employee orientation program using an on-line platform. There is also a Professional Development Day annually for staff. Some HCC employees have also participated in the Kansas Community College Leadership Institute. Individuals do have the opportunity to attend other national conferences but staff express their understanding of the benefits to being creative in identifying more cost effective solutions to training and development. The Strategic Plan includes goals for professional development under items 2.A.1 (training to align with Title IX compliance), 2.A.3 (professional development training for all employees), 3.C.1 (encourages professional development through conferences, presentations and research), 3.C.4 (professional development resources related to creating faculty improvement plan, and 3.D.3 (professional development resources related to e-Walkthrough and HCC Online evaluation tools).

Highland Community College uses the summer work session with the Strategic Planning Council to establish goals for the next year, including funding decisions that require reallocations within the College budget. Monthly reports of financial activity are provided to the Board of Trustees including budget to actual revenue and spending comparisons and current year actual revenue and spending compared to the prior year. Budget managers also have real-time access to monitor their budgets and actual spending activity. As discussed previously, the new Vice President for Finance and Operations is developing an improved budgeting process so some items referenced in the Systems Portfolio, such as the Budget Request Form, have been eliminated. HCC meets State requirements for financial reporting, budgeting and publishing the annual budget but audit reports have indicated concerns with budgetary data not being available within its accounting system that matches what is published. The new Vice President and staff are working to improve account set-up within the accounting system to meet State requirements and eliminate this audit finding as well as improve financial data to better inform reporting and decision-making. The Strategic Plan includes goals specific to improving the budget process in items 5.A.5 and 5.C.4.

Core Component 5.B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 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.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns

Core Component is not met

Evidence:

HCC has and employs policies and procedures to engage its internal constituencies in the institution's governance. As discussed previously within this Criterion, the Strategic Planning Council is representative of all areas of the College and is charged with monitoring the status and updates to the Strategic Plan. After each meeting of the Board of Trustees, the President meets with the faculty and also with staff to discuss the Board agenda, discussion and actions of the Board. Faculty and staff expressed their appreciation of these meetings and the transparency of the President. Where other policies, procedures or initiatives are considered, an appropriate committee or group of stakeholders would be designated to develop the needed policy or procedure. The collaboration of numerous internal constituencies in the planning for the Western Center was an example of engagement in a significant new operation for Highland Community College. Students are represented on some of the Academic Affairs committees and with the Student Government Association recently reconstituted; its president and vice president now meet with the Vice President for Student Services. We found that policies and procedures are not consistently updated nor maintained centrally. Some policies were found in the Student Handbook, some personnel policies were found on the intranet, and some are maintained in binders but not readily accessible to all employees. HCC recognizes the need to review and update policies to ensure continued relevance as well as operations that are in compliance with policies and procedures.

Board of Trustees members are elected positions unless appointed to fill the remaining unexpired term if a position becomes vacant. Trustees are knowledgeable about HCC, providing oversight for its financial and academic policies and procedures and meeting its legal and fiduciary responsibilities. Trustees participate in annual Strategic Planning Council planning session. Trustees receive advance materials before each board meeting but communicate with the President between meetings as the need arises. The HCC Board Policy governing the authority of the Board of Trustees, effective October 9, 1996, last updated August 12, 2009, was reviewed. The By-Laws of the Board of Trustees, effective October 9, 1996, last updated September 23, 2015, were also reviewed. The signed Oath of Office for each trustee was also provided.

HCC 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. We reviewed a list of 19 committees operating within the College. Outside of the Office of Academic Affairs Committees, most committees are comprised of a cross-section of College constituents. The Master Contract between HCC and the Faculty Association provides that faculty be required to participate on two standing or ad hoc teams. Minutes for many of the committees were available on the HCC website for review. Several committees/teams were named in the Strategic Plan to address a current goal or strategy; two of these include the Diversity and Inclusion Team and the Onboarding Committee. The creation of the Western Center was discussed as a very successful collaborative effort that involved Academic Affairs, IT, Admissions, eLearning, Concurrent Enrollment, Maintenance, and the HCC Foundation, and demonstrated a process that can be repeatable, particularly in reevaluating services throughout the region. The Student Government Association is being reconstituted which should provide more opportunities for students to participate in these activities

Core Component 5.C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 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.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC allocates its resources in alignment with its mission and priorities. The Mission and Vision are integral to the annual summer work session which reviews the status of goals and priorities, updates the Strategic Plan, establishes new goals for the subsequent year(s), and informs the budget process which concludes with the budget being published, open hearings for the public, and Board approval. This process requires the Board and College administration, in collaboration with the broad representation of the College participating in the work session, to make reallocation decisions to ensure that essential operations and critical strategic priorities are supported. With declining State support, but sensitive to the impact of any increase in mill levy on taxpayers, the College has focused on growth in strategic enrollment areas, efficiencies in operations, and, as previously discussed, realignment of responsibilities of positions vacated accompanied by some layoffs to ensure that resources are aligned appropriately with its mission and priorities. This is further discussed in Criterion 1.A.3. One component of the Action Project for improving the budget process included a report indicating the percentage of budget manager's budget related to supporting goals within the strategic plans. Additionally, at least one study was conducted during the Systems Portfolio period which considered revenues, costs, and enrollment levels by program to assist in determining where scholarship funding could be focused for recruiting to meet enrollment targets as well as if programs were viable. Two areas noted where efficiencies have been or are being planned to be implemented include a new phone system which will allow direct connection to the regional centers, as it is currently long distance to call the regional centers from the Highland Campus, and replacing lighting in the Wellness Center to LED lighting.

The annual summer Strategic Planning work session is the primary vehicle for aligning operations, planning and budgeting. The Strategic Planning Council is also the primary vehicle for reporting and monitoring of progress made on strategic priorities throughout the year. Each meeting of the Board of Trustees includes reporting on some components of the Strategic Plan. Also at each meeting of the Board of Trustees, each Vice President provides a report of activities and operations within their respective areas, which includes the report from the Vice President for Finance and Operations on actual results compared to the budget. Minutes of Board meetings, minutes of the SPC, and Board packages, including the agenda and other materials were

reviewed to note the inclusion of these reports and updates. In developing student Common Learning Outcomes, HCC recognized an alignment with the College Values, which resulted in a common set of Shared Performance Expectations, SPEs, which are now competencies upon which students, instructors, and non-instructional staff are assessed. HCC has seen success in the acceptance of its faculty-developed curriculum improvement project called Plan, Do, Check, Act (PDCA) Assessment Project which replaced a previous course level annual data report. The PDCA process employs continuous improvement concepts where instructors select a course competency each term and develop a plan for improving student outcomes. Faculty expressed the PDCA cycle as valuable to the assessment process. As the details of the Strategic Planning process are developed after each summer work session, HCC has attempted to follow the PDCA cycle for strategic planning with other groups to better align assessment of student learning with the evaluation of operations, planning and budgeting but admits that there is still work to be done in this regard, particularly in the area of establishing internal benchmarks to determine if the alignment is indeed demonstrating improvement in the respective areas.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. While the Strategic Planning Council is representative of the entire College community, other opportunities exist for sharing perspectives for those who are not on the Council. The President meets with Faculty and with Administrative/Classified staff after each meeting of the Board of Trustees to share information and respond to questions. Various advisory boards and committees meet with academic program faculty and College personnel at least annually, and some may be invited to the summer work session as appropriate. Regional centers allow opportunities to receive input from different communities within the HCC service area. Examples of working with industry partners for the Diesel Technology program were cited for Baileyville and Atchison.

HCC plans on the basis of a sound understanding of its current capacity, anticipating possible fluctuations in enrollment and the economy that could impact revenues. For several years, the College has seen steady decreases in State support and believes that this trend will continue so it budgets accordingly. While enrollment has remained even, or slightly up (1%), planning considers enrollment populations with growth potential such as on-line and concurrent. Grants, particularly those that have more flexibility and lower administrative support requirements that are not sufficiently covered by indirect cost, provide seed money in many cases to launch initiatives or support capital needs. Expectations have increased for fundraising efforts by the HCC Foundation; the importance of this expectation is evidenced in the establishment of a new position to assist with fundraising efforts. Preliminary fundraising results have been positive, with the Foundation reporting over \$800,000 in cash and pledges, and an estate gift valued at nearly \$3.6 million, for the period March 2016 – January 2018.

Highland's planning anticipates emerging factors, such as technology, demographic shifts and globalization, as much as possible. Many of HCC's strategic initiatives are tied to the State's strategic plan. The College has undertaken its R3 Campaign to ensure that its technology platform is positioned for growth and educational innovation. HCC has a current Action Project to create a Diversity and Inclusion Team to better understand programming and other needs resulting from demographic shifts in enrollment and hiring. Other emerging factors may be identified through Kansas Board of Regents (KBOR) communications, participation in state and regional organizations, or changes in state or federal legislation. The College plans or responds according to the circumstances

Core Component 5.D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 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.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

HCC develops and documents evidence of performance in its operations in many ways. At monthly meetings of the Board of Trustees, the President and each Vice President reports on activities and operations within their units. Financial reports are presented at each Board meeting. With recent systems improvements, budget managers have real-time access to monitor their budget and spending activity. The College financials are audited annually and the results are presented to the Board of Trustees. HCC complies with reporting requirements to KBOR, HLC and other regulatory or accrediting entities. The Campus Master Plan is reviewed every three years. Other reporting, such as the Safety and Crime Report, is published on the College website.

HCC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall, and in its component parts. In addition to using the evidence of operating performance discussed above, several other methods are used to apply lessons learned. As the Strategic Plan, and goals within the Strategic Plan, are reviewed during the annual summer work session, the results of specific initiatives are evaluated for progress and success and to identify where repeatable processes can be adopted. For facilities matters, reporting on types of problems, locations, times and frequency of maintenance is available from the Track-IT system to assess operating performance and also contributes to a multi-year maintenance plan as well as an annual summer maintenance plan. Highland also utilizes several surveys, including the College Employee Satisfaction Survey (CESS), a School/Business/Parent Survey, student satisfaction surveys, student exit survey, and other informal surveys to identify where operations can be improved.

Team Determination on Criterion 5:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Highland Community College has a well-established, inclusive Strategic Planning process which incorporates at least an annual consideration of the institution's Mission, Vision, Shared Performance Expectations, and progress toward strategic goals and initiatives. HCC is using this process to better align its strategic planning with operations, budgeting and assessment of student performance, within a framework that is aligned to the Criteria for Accreditation. The process is improving the understanding of

AQIP and promoting a continuous improvement culture throughout the College. The investment and progress being made on its R3 Campaign to update ERP systems and technological infrastructure will enhance the College's ability to produce consistent, reliable data to better inform decision-making and planning. The Strategic Plan includes several goals that have been outlined throughout Criteria 5 to include those related to professional development, improving the budget process, and continued work toward the R3 Campaign and Reimplementation Process (and ERP and payroll system improvements). Evidence reviewed and campus interviews demonstrate HCC is learning from its experiences and working to improve its performance in this Criteria.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

Highland Community College has provided evidence that there has been organizational improvement between writing the 2016 System Portfolio, the 2017 Systems Appraisal, and the 2018 Comprehensive Quality Review site visit. Most of the areas that were reviewed during the 2018 CQR site visit included identifiable, documented, and repeatable processes. The longevity of senior administration, including the President and Vice President for Institutional Advancement, has helped provide stability to the institution's processes and provide a viable framework for the inclusion of three new senior administrators hired within the last 9-12 months, including the Vice President for Student Services, Vice President for Academic Affairs, and Vice President for Finance and Operations. Since the 2017 Systems Appraisal, it is evident that efforts have been made to create processes that address General Education Learning Outcomes and embedded course-level assessment. There is still a strong need for creating internal benchmarks and external comparative data, both of which would help provide evidence of data-driven decision-making processes. The institution is in its second of a three-year Program Review cycle, following the Kansas Board of Regents Program Outcomes guidelines. The Shared Performance Expectations are clearly identifiable, connected, and implemented throughout both academic and non-academic initiatives at the College. Most processes are best described as aligned, some are systematic, and a select few are still at the reacting stage. For those items that are still at the reacting stage, as well as some that are systematic, there is an established plan in place, but those plans and processes have not been established for a long enough period of time to demonstrate a culture of full alignment. Overall, Highland Community College demonstrates an ability to advance its Strategic Plan through the additions of new priorities and the continuation of well-established priorities from the past several years.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

HCC's mission to provide lifelong learning opportunities and contribute to economic development demonstrates a clear focus on students and community stakeholders. This focus was evident throughout discussions with leadership, faculty, staff, and students. The alignment of programs, courses and learning outcomes with state KBOR and Technical Education Authority requirements ensures quality and demonstrates a commitment to collaboration. A number of faculty represent their fields on the state review teams for the Kansas Core Outcomes Group. Faculty in technical programs collaborate with their

advisory boards to ensure up-to-date and relevant curriculum. Faculty, staff and administration are actively engaged in academic and support services teams and committees. Faculty have clear responsibility for programs, curriculum, and courses, including Academic Program Review and assessment. Conversations with students and Board members affirmed the welcoming climate of the College and the responsiveness of faculty, staff and administration to student and external stakeholder needs. Focus, involvement, leadership, learning, collaboration, and respect for people are evident in HCC's culture.

The institution engages all stakeholders --community and business partners, staff and students--in strategic planning. HCC has been growing in its ability to apply AQIP principles and processes to its planning and operations. The Diversity Action Project, development of new academic programs in response to regional need, and initiatives to "close the loop" on assessment with PDCA Projects and embedded assessments all speak to the institution's learning to apply continuous quality improvement.

V. Commitment to the AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

HCC has implemented a Board-approved Presidential Succession Plan in December, 2017.

The College implemented a salary analysis database in Spring, 2017 and began a job description review process to help address any performance gaps resulting from changes in senior administrative leadership.

The use of eWalkthrough observations has been implemented for adjunct faculty, including the addition of online adjuncts for spring 2018. Student Services staff are using a Student Services version of the eWalkthrough observation tool as well

The College's Strategic Plan included internal targets for issues raised in the College Employee Satisfaction Survey (CESS) distributed in October, 2017.

HCC is in year two of its second three-year cycle of Program Review.

The College has identified six Shared Performance Expectations (SPEs), also known as Common Learning Outcomes, which permeate all facets of the institution, both academic and non-academic.

Development of a General Education Outcomes Assessment program is progressing, including the creation of the Comprehensive Assessment Plan, Assessment Peer Corps, and faculty-generated Annual Assessment Report.

HCC has a dedicated Online Student Services Specialist position to provide online students necessary academic and student services support.

Actions That Capitalize on Strategy Forum Participation

HCC has participated in several HLC Strategy Forums since embarking on the AQIP Pathway. Following an initial Strategy Forum, HCC came away with three action projects, after reducing its list from more than nine. Of those three projects, two were replaced by other action projects. In its most recent Strategy Forum held in September 2014, HCC chose to pursue a computerized Early Alert Action Project to

increase retention. This plan did not mesh with the IT projects on campus, so was abandoned. HCC does report that the Strategy Forums were important in helping to develop a campus culture of continuous improvement, even though the Action Projects emerging from the Forums were not entirely successful. HCC states in the Systems Portfolio that “What appeared to make sense in Chicago...proved not to be workable when we had the right people in the room as decisions were made on implementing the Strategy Forum concept.”

Actions That Capitalize on Action Projects

Several current and completed Action Projects were discussed with HCC leadership, some of which are discussed below:

Enhancing Instructors' Effectiveness Using a Web-based Observation/Evaluation Tool was a 2014/15 Action Project. This project was to implement a web-based observation and evaluation tool to provide feedback on adjuncts and concurrent enrollment instructors. The selected tool, e-Walkthrough, is one that was already in use in K-12 school districts. The e-Walkthrough tool has been fully implemented as planned and found to be effective. Administration has been careful to assure instructors that observations are for instructional improvements only to alleviate any threats that the tool would be used for other performance evaluation purposes. While not required, some full-time faculty indicated during our open session that they have voluntarily opted to be observed by e-Walkthrough and some Student Service areas are also now piloting e-Walkthrough, all with an objective of feedback to enhance teaching or student services.

The Master Course Outline (MCO) Project initially began in 2015 but was developed as an Action Project in response to feedback from the Systems Portfolio review to guarantee course content consistency across all delivery methods, including face-to-face, online, hybrid, Interactive Distance Learning (IDL), and concurrent courses taught in high schools throughout the Highland service district, and for all instructors of a course (full-time faculty, adjuncts, high school). This project is particularly important given the growth in concurrent and on-line classes. The MCO is a guide for the design and delivery of each course. The Academic Standards Committee (ASC) is charged with oversight of the MCO Project with review and final approval by the Vice President for Academic Affairs. Initially targeted as a 2016-2017 Action Project, it continues and is making good progress, despite the transition of the Vice President for Academic Affairs. A review report of the Action Project submission was provided.

The Diversity and Inclusion Team is a more recent Action Project on the 2016-2019 Strategic Plan, also developed as an Action Project in response to feedback from the Systems Portfolio review. The goal of this project is to bring awareness of the diversity of people, ideas, and beliefs and build an inclusive environment. The team has been formed and had initial meetings. Discussion of the Diversity and Inclusion Team was noted in minutes of Board of Trustees meetings. And during the on-site visit, a college communication was reviewed that was to be distributed with a survey as well as t-shirts promoting the brand of the project team. HCC acted quickly in response to the Systems Portfolio feedback and is moving forward with the actions and milestones indicated in the Action Project narrative

Commitment to Active Engagement in the AQIP Pathway

Highland Community College's commitment to AQIP was evident in the Quality Highlights Report (QHR) and the Comprehensive Quality Review Visit. The QHR references improvements in institutional processes and policies which are the result of feedback from the Systems Appraisal and Action Projects as well as participation in the Strategy Forum. Comments from faculty, staff, administration, and students affirmed that HCC approaches quality improvement seriously. In particular, faculty described quality processes such as the 5-year old PDCA projects as making a difference in their teaching or transforming how they teach. Interaction with a number of committees and teams indicates that they embrace quality

improvement as they fulfill the College's mission. Action projects have produced tangible results such as the creation of a Diversity and Inclusion Team and increase in focus on diversity activities. HCC demonstrates that it has learned from its participation in the AQIP pathway and that it will continue its commitment to continuous quality principles.

VI. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

Highland Community College provided evidence that it complies with the Criteria for Accreditation and the Core Components, albeit with some concerns. HCC has made progress in the development of a culture of quality improvement and has provided evidence suggesting that it will continue on that path. The Team recommends that Highland Community College receive Reaffirmation of Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

The CQR team recommends that Highland Community College be given the opportunity to select its next pathway.

3. Criterion-Related Monitoring Required (report, focused visit):

Monitoring:

Criterion 4, Core Components 4B and 4C

- Report due 4/1/2020

Rationale: (Provide a holistic rationale for this recommendation.)

Highland Community College has made a concerted effort since the Systems Appraisal was completed in 2017 to improve student learning assessment processes. However, the processes in place have yet to produce much, if any, assessment data to provide any discernible internal benchmarks to determine if their efforts are making an impact on student learning.

The Shared Performance Expectations (SPEs) are incorporated into the College's Strategic Plan, which helps create alignment with learning outcomes across the entire institution. However, the eight General Education Outcomes and the six SPEs could be more distinct. A clearer distinction between some of the Gen Ed Outcomes and SPEs might help create a more manageable assessment program across the institution.

The primary concern for this criterion is the inability to close the loop on student learning assessment due to a lack of accumulated data as a result of assessment procedures being still in their relatively initial stages. There is promise for the assessment initiative in place, but it will take several more academic years to see the fruits of this labor. In order to fully realize effective continuous quality, the institution needs to demonstrate both direct and indirect measures, benchmarks and targets, clear and systematic assessment processes, and cycles and timelines for analysis and reporting.

4. Federal Compliance Monitoring Required (report, focused visit):

Monitoring:

Review of Student Outcome Data and Publication of Student Outcome Data

- Report due 4/1/2020

Rationale: (Provide a holistic rationale for this recommendation.)

The Systems Appraisal Feedback Report 2017 noted that “a comprehensive process for directly assessing the learning outcomes for all students is missing in the portfolio.” In the areas of comparing results with internal and external benchmarks and interpreting and using the results, the appraisal team noted a reacting level of maturity. While the CQR team found multiple, separate examples of assessment measures and progress in some areas, there is still not a clear, comprehensive plan in place. Most of the measures for the institutional level and the program level are indirect—IPEDS data, graduation rates, surveys of satisfaction (CCSSE), and the NCCBP. Publication of results has not gone beyond these indirect measures or the certification results for Nursing and Automotive Technology. Evidence of direct measures for program outcomes or comparative analysis of qualitative data from courses and embedded institutional assessments was absent. The institution acknowledges that benchmarks have not been established for most areas, thus making analysis of the data and the ability to make improvements based on the data very difficult.

The potential for a strong assessment program exists. HCC has developed new forms for collecting student outcome data and successfully uses processes such as 5-year PDCA and embedded assessments of SPE's. An Assessment Peer Corps and Assessment Committee have been established.

The Interim Report should show a clear, comprehensive assessment plan addressing all three levels (institutional, program, and course). The plan should differentiate between indirect and direct assessments, show alignment between various components and the strategic plan, and include timelines and cycles for collecting, analyzing and using data to make decisions. HCC should design a practical and useable system which takes into account available resources.

B. HLC Sanction or Adverse Action

VII. Embedded Changes in Affiliation Status

If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at hlcommission.org/team-resources.

Type of Change: N/A

Appendix A

Interactions with Constituencies

Administration

President

Vice President for Academic Affairs

Vice President for Finance & Operations

Vice President for Institutional Advancement

Vice President for Student Services

Board of Trustees

Chair of Board of Trustees

Vice-Chair of Board of Trustees

Secretary-Treasurer of Board of Trustees

Board of Trustees

Board of Trustees

Board of Trustees

Faculty

Faculty/Accounting

Faculty/Agriculture

Faculty/Art Instructor/Faculty Association President

Faculty/Biology Instructor

Faculty/Business/Economics

Faculty/Early Childhood/Chair of ASC

Faculty/English

Faculty/English

Faculty/English

Faculty/Graphic Design

Faculty/History/Government

Faculty/Mathematics

Faculty/Photography

Faculty/Psychology/Criminal Justice

Faculty/Reading/Developmental English/Co-chair Assessment Committee

Faculty/Sociology

Faculty/Speech

Faculty/Vocal Music and Theory

Staff

Director of Accounting Services

Director of Admissions

Director of Advising

Director of Alumni Relations

Director of Athletics

Director of Concurrent Instruction

Director of eLearning

Director of Financial Aid

Director of Institutional Research

Director of Nursing

Director of Perry Center (former VPAA)

Director of Student Life

Director of Student Support Services

Director of Technical Education

Director of the Library

Director of Vitology/Enology

Administrative Assistant to Vice President for Academic Affairs

Administrative Assistant to Vice President for Student Services

Admissions Representative

Admissions/Student Services Representative

Advisor in Student Support Services

Bookstore Manager

Co- Director of IT

Co- Director of IT

Executive Director of HCC Foundation

Financial Aid Assistant

Center Director/Student Conduct Officer
Human Resource Manager/Administrative Assistant to the President
IT Application & Project Analyst
Online Education Technology Specialist
Payroll
Registrar
Student Activities Coordinator
Student Services Specialist for Online Programming
Title III Grant Director
Wamego Center Director
Western Center Director

Students

Student/ Agriculture Education
Student/Athletic Training
Student/Chemical Engineering/Student Government Association
Student/Computer Support
Student/Criminal Justice/Student Government Association
Student/Education
Student/General Studies
Student/Hospitality Management
Student/Microbiology
Student/Nursing
Student/Photography/Student Government Association
Student/Pre-vet Medicine
Student/Theater/Student Government Association

External Stakeholders

Community Member

Appendix B

Principal Documents, Materials and Web Pages Reviewed

Academic Program Review – Criminal Justice 2014-15
Academic Program Review – Fine Arts 2016-17
Academic Program Review – Physical Science 2016-17
Academic Program Review Consolidated Recommendation Form 2017-2018
Action Projects 2013-2015
Assessment and Curriculum Improvement Overview Spring 2018
Assessment and Curriculum Improvement Overview PowerPoint Spring 2018
Board of Trustees Bylaws 9.23.15
Board of Trustees Meeting Minutes 2015-2018
Board of Trustees Oaths
Board of Trustees Statement of Philosophy and Purpose
Brochures and Pamphlets for HCC's Campus Regional and Technical Online
Climate Survey
Comprehensive Assessment Plan Tree Diagram
Embedded Assessment of SPE's – Sample Courses
Embedded Assessment of the SPEs March 2018
Employee Satisfaction Survey 2017
Faculty Evaluation Report - Electronic
Faculty Evaluation Report - Paper
Federal Compliance Filing January 2018
Financial Audit FY2016
Financial Audit FY2017
Form1_Assessment_ASSESSMENT_QUESTION_FORM_20172018
Form2_REVISSED_Assessment_ASSESSMENT_MEASURES_FORM_20172018
Form3_Revised_Assessment_ANNUAL_ASSESSMENT_REPORT_20172018
Form4_Assessment_PDCA_PROJECT_FORM_20172018
Form5_Assessment_PROGRAMOUTCOME_FORM_20172018
Form6_Assessment_FACULTY_SPE_REFLECTION_FORM_20172018
Form7_Assessment_EMBEDDEDASSESSMENT_FORM_20172018
Form8_Revised_Assessment_CURRICULUMIMPROVEMENT_FORM_20172018

Gainful Employment Data - HCC Website
HCC Academic Integrity
HCC Course Catalog
HCC General Education Outcomes: Overview
HCC Online Evidence Room
HCC Performance Report AY2016
HCC Statement on Academic Freedom and Integrity
HCC Strategic Plan - HCC Website
Institutional Response February 2017
Institutional Response March 2011
Institutional Status and Requirements Report
Institutional Update 2015-2016
Institutional Update 2016-2017
Kansas Career and Technical Education documents including Kansas Advisory Council for CTE January 2018 Agenda, list of professional certifications/credentials for the CTE Pathway Completer, Kansas State Department of Education Individual Plans of Study
Kansas Core Outcome Groups Reports - KBOR website
Kansas State Board of Regents Transfer Policies and Procedures - KBOR website
Master Faculty Contract 2017-2020
Multi-Location Visit Peer Review Report 2016
Multi-Location Visit Report 2015
PDCA Assessment Plan – Select Projects
PDCA Connections to Curriculum Improvements 2014-2017
PDCA Project Submissions March 2018
PDCA Results – Connections to Curriculum Improvements Report 2014 – 2017
Presidential Succession Plan
Program Outcome Assessment Items March 2018
Program Outcome Assessments – Select Courses
Quality Highlights Report March 2018
Reaffirmation Action letter April 2011
Reaffirmation Team Report March 2011
Safety and Security - HCC Website
Section Search for selected courses in the Course Catalog on MYHCC

Shared Performance Expectations - HCC Website
Shared Performance Expectations Results (report) for Fall 2016/Spring 2017/Fall 2017 Combined
Student Demographic Data- HCC Website
Student Handbook 2017-2018
Student Outcome Data for persistence, retention, and graduation rates- HCC Website
Student Outcome Data from IPEDS - HCC Website
Student Outcome Data from Kansas Core Performance Indicators for Technical Education- HCC Website
Student Outcome Data from NCCBP- HCC Website
Student Right to Know - HCC Website
Student Satisfaction Survey 2017
Student SPE Results Combined Fa16-Fa17
Supplemental Curriculum Improvement Form for Academic Program Review
Systems Appraisal Feedback Report February 2017
Systems Portfolio November 2011
Systems Portfolio November 2016
The Connection Alumni Newsletter



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions

Federal Compliance reviewer: Upload this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the related review page in the HLC Portal.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the institution's HLC staff liaison at the same time the draft team report is submitted for liaison review. Submit the final worksheet to HLC at finalreport@hlcommission.org.

Institution under review: Highland Community College, Kansas

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Jon Dalager

- I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Highland Community College (HCC) offers 26 programs for Associate of Arts, 15 for Associate of Science, one for Associate in General Studies, and 18 for Associate of Applied Science degrees with a majority requiring a minimum of 63 credit hours. The Associate in Precision Agriculture requires 65 hours. The Associate of Applied Science in Medical Coding requires 64 hours. Additionally, the institution offers 26 technical certificates which range from 31 hours (for example, Construction Technology) to 59 hours (for example, Automotive Collision Repair). The assignment of credit hours falls within the standards for the two-year degree levels awarded.

Additional monitoring, if any:

None.

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC has appropriate and comprehensive policies for managing complaints. Steps, timelines, and processes for resolution are detailed on the website under *Compliment and Complaint Processes*, as well as in the catalog and in the student handbook. Students are encouraged to begin with an informal complaint process by contacting the appropriate department (academics, athletics, student services, etc.). Contact information and forms for formal complaints are provided on the website with multiple links to various complaint avenues ranging from general complaints and grade appeals to discrimination and harassment claims. Extra resources with links are provided for discrimination (Kansas Human Rights Commission), consumer protection/fraud complaints (Kansas Attorney General's office), and complaints concerning reciprocity courses (KBOR).

Complaints are tracked on a *Feedback Submission Form* which includes the date, suggestion or complaint, department, response, and contact information. Responses to every formal complaint are addressed by the corresponding vice president whose area is involved. The President's staff also reviews complaints to ensure they are addressed in a timely manner.

The institution's record of complaints for 2015 to 2017 included seven complaints which were resolved, noted on HCC's Federal Compliance Submission documents, Appendix C. Several items documented as complaints were actually suggestions.

Additional monitoring, if any:

None.

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution's transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need

not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Transfer policies are clearly articulated on the website and in the catalog with working links to the information under Transfer Guides. Transfer to higher education institutions is governed by the Kansas Board of Regents (KBOR). Transfer agreements are detailed on the Kansas Board of Regents Transfer and Articulation website link under Policies, Section A, Academic Affairs, 2a. *Kansas Guaranteed Transfer Matrix*. Students transferring to Kansas public universities with completed AA or AS degrees are given junior standing. The KBOR Articulation Agreement List details the institution and the programs which transfer. Students may also apply for Reverse Transfer, described on HCC's website and the KBOR site under Section A, 2.b *Reverse Transfer Agreements*.

HCC maintains articulation agreements with several higher education institutions which are listed on the website with links to each institution under Articulation Agreements. Additionally, HCC lists several institutions which accept individual, specific courses for transfer. These are detailed under Transfer Guides, Memorandums of Understanding, and Transfer Course Equivalency Information.

Additional monitoring, if any:

None.

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution verifies the identity of students through a secure password protected system, which is monitored by the Information Technology (IT) Department. All students registering for a course at HCC are assigned unique identification numbers and corresponding usernames. Before a student can access any information on the College's network including the LMS, the student is authenticated by the College's directory service using his/her username and password. Students are assigned a randomly generated, suitable complex passwords that meet identified password criteria guidelines when their account is first established. Web-based password resets can only be made by providing the date of birth, the email address from the student's application, and the student's first and last name. Student ID information or passwords are never given out over the phone. After verifying the student's identity, a password reset may be sent to the personal e-mail account that is on file from that student's application process.

The IT Department also monitors LMS logs based on dates, times, and IP addresses for all users. The HCC system closes course sections on the LMS within one week of the course end date, blocking students from reentering and retrieving any content from a course once it has ended. Additionally, faculty teaching online courses are expected to be alert to student behaviors which might indicate academic integrity issues.

Tuition and fees for 2017-2018 are clearly disclosed with online links for the Highland Campus Courses, Technical Programs, Regional Courses (non-technical programs), and HCC Online Courses.

Additional monitoring, if any:

None.

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by

state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

Rationale:

General Program Requirements As of 8/22/2017 HCC is provisionally certified until 6/30/2020.

The institution has not been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC.

No limitations, suspensions or termination actions have been imposed on the institution by the U.S. Department of Education since the last comprehensive evaluation.

On April 17, 2017, following a campus visit to Highland Community College, the Department of Education filed a report for a Title IV review regarding noncompliance. (Noncompliance items included Late/Incorrect Return to Title IV Funds Calculations, Return of Title IV funds on student loans, Failure to Hold Title IV Credit Balances, Failure to Reconcile Title IV accounts, Direct Loan Exit Counseling, and noncompliance related to Work Study descriptions and payment). The institution corrected the issues, and the DOE issued its final Program Review on September 12, 2017.

The institution's Federal Compliance 2018 Filing to the Higher Learning Commission includes the DOE letter, the Final Program Review, and related documents in Appendices H and I. The institution corrected the issues, filing a report in September 2017 describing steps taken to come into compliance. Steps taken since a program review include the following: monitoring R2T4s and developing a report indicating student's Begin Date, End Date and Last Date of Attendance; Using PowerFAIDs, the Financial Aid Student Information System, to process all R2T4s; developing and implementing a Business Office check monitoring procedure to make sure all checks are returned to the Department once the check is older than 240 days old; creating a new Title IV awarding processes, and implementing new Financial Aid policies and procedures.

HCC was required to pay the Department of Education \$51,494 due to errors found during the Program Review. This included \$27,977 for checks that were unreturned after 240 days outstanding, \$22,807 from incorrect Return of Title IV Calculations and \$710 in Interest for the errors.

The institution is on "Heightened Cash Monitoring 1 due to Late Audits."

Financial Responsibility Requirements The institution reports that since it is a public school, it is not required to calculate a composite ratio. HCC reports that for the year ending June 30, 2017, it had a positive net position of \$13,261,722.

Default Rates Default rates are within Department thresholds and have triggered no reviews. HCC reported default rates for the last four years as Year 1: 19.4 (2012) Year 2: 18.0 (2013), Year 3: 16.2 (2014), Year 4: 17.5 (2015).

Campus Crime Information, Athletic Participation, Financial Aid, and Related Disclosures

The institution appropriately discloses campus crime and safety information in the *Student Handbook* and on its website links under Safety and Security, which include phone numbers for Campus Security, Housing Director, Student Resident Assistant on Duty, and Doniphan County Sheriff.

HCC publishes an annual safety report on its website which includes policies, services, and statistics. The policies cover a comprehensive range of security and safety processes ranging from emergency procedures and contacts, reporting a crime, and illegal use of alcohol and drugs to sexual assault and misconduct (includes a link to the Kansas statutes) and privacy on social networks. Resources for counseling and mental health are also listed. The public Clery Act Report on pages 31 and 32 covers three-year trends. Links to a fire safety report and active shooter training are also listed in this Crisis and Security section on the website.

A Safety and Compliance Management Team has established a mission and goals and is responsible for updating and publishing a Crisis Response Manual, Student Travel Procedures, Campus Lockdown website link, student conduct sections of the *Student Manual* and relevant sections of the employee *Master Contract*.

Student Right to Know/Equity in Athletics

Comprehensive Student Right To Know information is posted on the website with working links to the information. The links include Cost of Attendance, Disbursement Policy, Refund Policy, Financial Aid Programs, Title IV Repayment Program, Satisfactory Academic Progress Standards, Student Loan Deferral/Loan Cancellation, Net Price Calculator, Gainful Employment, Withdrawal Return of Financial Aid (R2T4), and Withdrawing from Classes Policy.

Links to Student Services include Student Rights and Responsibilities, Disability Services and Facilities, and FERPA Directory Information and Release Form.

Academic Information and Statistics include links to the Academic Programs of Study, Degree Sheets, Course Descriptions, Graduation Rates (2016 IPEDS Report), Student Outcome Data, Student Identity Verification Policy, and Network Policies.

The Athletics section posts links to Intercollegiate Athletic Programs, Athletic Institution Data, and Equity in Athletics. Under the Equity in Athletics links HCC has links to the mandatory EADA Reports for 2016 and 2017.

The Director of Institutional Research is responsible for working with departments and the VP of Academic Affairs to ensure that data regarding cost of attendance, graduation/completion rates, policies for refund, withdrawal processes, academic programs, faculty, accrediting relationships, facilities for disabled students, athletic participation and financial support data are up-to-date and accurately posted on the website.

Satisfactory Academic Progress Attendance Policies

The institution posts policies related to satisfactory academic progress in its catalog and on the website with a link to an online SAP Appeal Form.

Contractual Relationships

The institution reports that it does not have any official contractual relationships. The Federal Compliance filing with HLC states this as did the president and VP of Academic Affairs.

Consortial Relationships

HCC does not have any consortial relationships.

Additional monitoring, if any:

None.

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution publishes an easily accessible and accurate *Student Handbook*, *Catalog*, and website links to student and community information. The website includes links to all programs with tuition, fees, syllabi, course locations, etc. on each. Differences in fees for online, technical and nursing programs are clearly described.

HCC's information on policies and related information are current and published on the website, in the *Catalog* and in the *Student Handbook*. The information includes admission guidelines, placement, reading, writing and math placement scores and the corresponding courses, CLEP exams, the current semester calendar, program requirements, tuition and fees, and refund policies. Specific program information is provided in the *Catalog* and on the website with links to each program.

Additional monitoring, if any:

None.

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC’s catalog, brochures, website, and other information provided to prospective students are up-to-date, timely, and appropriate. The website is readily navigable and user-friendly. HCC’s most recent publications were updated as of July 2017. The accreditation relationship with the Higher Learning Commission is prominently displayed with a link to the HLC website and to the Academic Quality Improvement Program of HLC. Two specialized accreditations, Nursing accredited by the Kansas Board of Nursing (KSBN) and Automotive Technology accredited by the Institute for Automotive Service Excellence (ASE) are noted on the respective program pages.

Additional monitoring, if any:

None.

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC gathers information from a number of sources which it reports for its student outcome data: IPEDS, Kansas Higher Education Core Outcomes Measures, National Community College Benchmark Project (NCCBP), and Core Performance Indicators for Technical Education (AY 2016). The Student Outcomes link includes a report with definitions for terms and tables of statistics for various years from 2008 through 2016 and 2017. The tables show enrollment categories, student to faculty ratio, students receiving Pell and other types of grant aid, retention rates, graduation rates, transfer out rate, number of degrees and certificates awarded, student success, and technical education state core performance indicators.

The data focuses on indirect measures of student performance.

The Kansas Core Outcomes Group files a report every year on courses reviewed for transfer. The comparable courses are listed along with the core outcomes which must be taught in each course. The report does not include measures of the outcomes or analysis.

The Assessment Chart for HCC lists assessments at three levels: at the institutional level, the embedded assessments and SPE's; at the program level, General Education Outcomes Assessment and Program Outcome Assessment (typically the Program Review); at the course level, the PDCA Projects and Annual Assessment Report (2018-2019). The chart is called the Comprehensive Assessment Plan; however, there is no narrative explaining the processes for each of the assessments, nor how and when the results are analyzed and incorporated into planning.

Various groups including an Assessment Committee, Assessment Peer Corps, Instructional Council, Institutional Researcher, and the VP of Academic Affairs have created several new assessment forms (a majority of which are to be completed in spring or fall 2018). These include Form #1 Targeted Assessment of Student Learning, Form #2 Assessment Materials...(based on a central assessment question), Form #3 Annual Assessment Report, Form #4 PDCA Project, Form #5 Program Outcome Assessment Form, Form #6 Faculty Reflection on Shared Performance Expectations, Form 7 Embedded Assessment of SPE's, and Form #8 Curriculum Improvement

Not all of the forms appear to have been used as of the Comprehensive Quality Checkup nor are they all clearly aligned with planning.

Three types of reporting appear to be steps toward creating a system for collecting assessment data, analyzing it, and summarizing results for use in planning. At the institutional level, HCC has identified Shared Performance Expectations (SPE's), which were identified by a cross-section of faculty, staff, community members, and administrators. These SPE's represent the student outcomes which HCC expects students to achieve once they earn 45 credit hours. Measurement is reported on newly created forms and typically includes qualitative reporting on assessments analyzed by faculty, as well as reflection on course improvements planned. Additionally, faculty report on results from embedded course assessments. This form includes faculty name, assessment item, course, checklist of SPE's which are addressed, and faculty explanation of why the assessment addresses the outcomes. At the course level, faculty complete an annual Plan, Do, Check, Act (PDCA) Report which captures a narrative responding to an improvement target for the semester. The target is based on a question the faculty member identifies. These reports are qualitative measures. These three assessments—SPE's, embedded assessments, and the PDCA's – have been used for a few cycles and seem to be working. An Assessment Committee and Assessment Peer Corps review the PDCAs and Embedded Assessments to make suggestions.

However, there appears to be little evidence that the reports have been systematically collected and analyzed for trends or patterns. Furthermore, it was difficult to see how data-driven decision making was occurring. Alignment between the various reports was not in evidence, nor were timelines for collecting the information or a workable mechanism for analysis.

Gaps in the assessment at HCC occur at the program level. Program Review has been used as an assessment tool. Most program reviews did not include an analysis of direct measures of student learning.

Additional monitoring, if any:

Review of Student Outcome Data - Report due 4/1/2020

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC publishes a report on a link labeled Student Outcomes. The report lists several tables with data from 2008-2015. These tables show enrollment statistics, student-to-faculty ratios fall semesters; percent of students receiving Pell grants; several tables for types of grant aid; retention and graduation rates; transfer-out rate; credit hour enrollment; number of degrees/certificates awarded; student success index; student status disaggregated by gender, ethnicity, resident, and part-time; and total funds audited expenses. Fall-to-fall and next term persistence rates are shown for 2011 to 2016. Percentage of graduates at 4-year colleges for an HCC 2011 cohort are listed. Tables for cohorts from 2008 to 2013 include results for completed degree at HCC, completed degree elsewhere, and 4-year graduation rate.

Evidence of summary reports related to the SPE’s, PDCA’s, and embedded assessments was not apparent and are not published on the website.

Additional monitoring, if any:

Review of Publication of Student Outcome Data - Report due 4/1/2020

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC appropriately discloses its accreditation relationship with the Higher Learning Commission displaying the Mark of Affiliation clearly on its website.

The institution maintains two specialized accreditations displayed on the website: the Kansas Board of Nursing accredits the PN and LPN programs, and Automotive Service Excellence (ASE, formerly NATEF) accredits Automotive Technology.

Additional monitoring, if any:

None.

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

HCC has provided notice of the opportunity to comment to the following constituencies: the general public, students, parents of students, Doniphan County taxpayers, Doniphan County Chamber of Commerce, HCC Foundation Board of Directors, and HCC Foundation donors through these newspapers: Kansas Chief, Hiawatha Daily World, Atchison Globe, and Horton Headlight, and through social media: Facebook, Twitter. Neither Highland Community College nor the Higher Learning Commission has received any third-party comments.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-

Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NCC does not have competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

HCC website pages for

- Academics, Programs, Syllabi, Course Descriptions
- Catalog
- Student Handbook
- Student Right to Know
- Safety and Security
- Student Outcome Data from IPEDS, NCCBP, Kansas Core Performance Indicators for Technical Education, persistence, retention, and graduation rates, as well as institutional data on student demographics, etc.
- Shared Performance Expectations
- Accreditation with HLC, specialized accreditations for nursing and automotive technology
- IPEDS Data 2014
- Gainful employment Data
- Strategic Plan

KBOR website including the transfer matrix, policies and procedures, Reverse Transfer

HCC filing for Federal Compliance documents and appendices

Systems Appraisal Feedback Report including Title IV Federal Compliance Review and Reports from the Department of Education

Climate Survey

Student Satisfaction Survey 2017

HCC Systems Portfolio

Systems Appraisal Report February 2017

Quality Highlights

Brochures and Pamphlets for HCC's Campus Regional and Technical Online, the Connection Alumni Newsletter, and other recruiting and advertising material.

Selected 2017-2018 HCC Academic Program Reviews

Evidence link on the website

- Academic Freedom and Integrity Statement
- 2017-2018 Academic Program Review Consolidated Recommendation Form,
- Supplemental Curriculum Improvement Form for Academic Program Review,
- Kansas Core Outcomes Groups Reports



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Highland Community College, Kansas

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

HCC uses a standard 15-week semester, with a majority of its classes meeting in traditional format (ie. 3 hours a week for 3 credits). Online and hybrid courses follow the same standardized syllabi and timelines as traditional courses. The college offers compressed format 8-week courses, which meet the same number of hours as the traditional courses.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

- 1. Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
- 2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).**
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Sample Courses:

Composition ENG 101

Commercial Photography 104

HS 103 Legal and Ethical Issues in Healthcare

AB 108 Principles of Animal Science

BS 101 College Biology

MAT 102 Technical Math

IDS 110 Contemporary Issues in Sustainability

IDS 130 Culture and Context

VIN 111 Introduction to Viticulture and Vineyard Establishment

NUR166: Transition to Practice as a Practical Nurse

CAD 111 – Operating Systems

ECH 108 Childhood Obesity and Good Nutrition

Sample Programs:

Precision Agriculture

Criminal Justice

Business

Human Services

Automotive Technology

Personal Fitness

Enology (certificate)

Personal Fitness Training

Mathematics

HVAC

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

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

Yes No

Comments:

The institution publishes its policy for assignment of credit in its Institutional By-Laws and in the catalog. Credits awarded are consistent with the KBOR standards for transfer courses and with the Technical Education Authority standards for technical programs.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

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

Yes No

Comments:

The courses and programs reviewed appeared to require the same contact and instructional expectations for homework as the standard traditional format courses.

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

Yes No

Comments:

HCC reports that credit hours are awarded according to the following time-based standards:

A regular college semester is defined as fifteen (15) weeks of instruction plus one (1) week allocated for final exams. Lecture courses must meet for a minimum of 750 minutes per credit hour (50-minute hour for 15 weeks), plus time allocated for a final exam.

Laboratory courses including those in vocational-technical programs, must meet for a minimum of 1,125 minutes per credit hour (1.5 X 750 minutes). Laboratory courses are ones in which students predominantly are involved in experimentation or application learning activities.

Internships, practicum, and on-the-job training courses must meet for a minimum of 45 hours (60 minute hour) per credit hour.

Physical education activity courses must meet for a minimum of 1,500 minutes per credit hour.

Clinical courses and apprenticeship courses will meet the minimum required by the respective professional accrediting or regulatory agency, but may not be less than the minimum required for laboratory courses.

2. Application of Policies

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

Yes No

Comments:

See 1a above.

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

Yes No

Comments:

All programs including transfer, technical and certificate courses have standardized syllabi with appropriate student learning outcomes. The KBOR transfer agreement includes 80 courses which are updated approximately every five years by a Kansas Core Outcomes Group (KVCOG).

The State Technical Education Authority and Program Advisory Boards (which meet twice a year) validate and update the student learning outcomes for technical programs.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

See 2b above.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

The standardized syllabi help ensure that courses delivered in accelerated format are consistent with standards and outcomes for traditional format programs and in keeping with the institution's policy on award of credits.

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

Yes No

Comments:

HCC's practices regarding assignment of credit fall within commonly accepted practice for two-year community colleges.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

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

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Highland Community College, KS
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Evaluation includes an off-site Federal Compliance reviewer.
DATES OF REVIEW:	3/26/2018 - 3/28/2018
<input type="checkbox"/>	No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2027-2028

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

AQIP Pathway

Recommended Change:

Upcoming Events

Systems Appraisal:

11/01/2024

Recommended Change:

Strategy Forum:

2022 - 2023

Recommended Change:

Systems Appraisal:

11/01/2020

Recommended Change:

Strategy Forum:

2018 - 2019

Recommended Change:

Monitoring

Upcoming Events

None

Recommended Change: Interim report due 4/1/2020 providing evidence that the institution has reviewed and published all student outcome data for all programs.

Institutional Data

Institutional Status and Requirements Worksheet

Educational Programs		Recommended Change: No change
Undergraduate		
Certificate	29	_____
Associate Degrees	28	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

- Atchison, 1501 W Riley, Bldg A, Atchison, KS, 66002 - Active
- Highland Community College, 313 Nemaha, Baileyville, KS, 66404 - Active
- Holton, 416 Colorado, Holton, KS, 66436 - Active
- Perry, 203 W. Bridge Street, Perry, KS, 66073 - Active
- Wamego, 500 Miller Drive, Wamego, KS, 66547 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

- 19.0708 - Child Care and Support Services Management, Associate, Early Childhood Education
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, General Studies
- 43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice
- 43.0109 - Security and Loss Prevention Services, Associate, Risk Management
- 51.0713 - Medical Insurance Coding Specialist/Coder, Associate, Medical Coding

Institutional Status and Requirements Worksheet

51.3699 - Movement and Mind-Body Therapies and Education, Other, Associate, Personal Fitness Trainer

52.0201 - Business Administration and Management, General, Associate, Business Administration

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting

None

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change
