

QUALITY HIGHLIGHTS REPORT
Highland Community College (KS)
March 2018

To inform the CQR Visit Team of work accomplished since receiving the appraisal of our November 2016 portfolio, this Quality Highlights Report focuses on three areas: Strategic Challenges noted in the appraisal, work done to address the Adequate ratings within the Criteria, and statements within the appraisal deemed incorrect. As one would expect, some points discussed in one area are also applicable to other areas.

STRATEGIC CHALLENGES

1. *“The systemic and purposeful use of data was a concern that surfaced in several areas of the portfolio It is clear that HCC has a commitment to increasing its data infrastructure. What becomes important is developing the systems and processes for analysis. Creating more sophisticated and holistic processes for data collection and analysis will help HCC improve its planning for future AQIP projects and increase the return on investment from the substantial data collection infrastructure it has purchased.”*

Better information usage and improved analysis has always been an integral part of the College’s approach to using data. Building on what was included in our portfolio and the following ongoing activities, we can point to additional systemic and purposeful use of data.

Following the appraisal of our portfolio, the College continued to make progress with its multifaceted data and technology improvements. The second phase of the College's "PowerCampus Reimplementation" plan was completed in May 2017 when our final data transformations were retroactively loaded into our live system. Immediately following this, the first round of PowerCampus application upgrades was completed. The second round of updates was completed in October 2017, bringing the College onto the newest version of PowerCampus, providing cleaner data for use in reporting and decision making.

The MAPPS payroll software being used in the Business Office was officially replaced by a new cloud-based payroll solution called Paycom during the summer of 2017. This system is now live for all employees to use, including comprehensive timecard tracking, an electronic leave request and approval system, and real-time access to pay stubs and paycheck information.

Following the adoption of the Compease software solution, in partnership with a third-party company called HR solutions, the College received College-wide, market-adjusted salary study information and put together the HCC Salary Study team to further analyze the report and return recommendations to the President’s Staff. These recommendations were presented to the Board of Trustees and

were accepted. As a result, during the FY17 compensation/raise cycle, the College used the data to implement an accelerated salary adjustment for select groups of personnel to systematically and purposefully provide equitable compensation across the College's staff.

After the College purchased licenses for Campus Answers, a cloud-based, online, staff training solution, a team set up a cycle of deployments for the online training modules delivered under the name "Workplace Answers." The College has released four rounds of training modules to all employees on twelve topics ranging from Americans with Disabilities Act (ADA) compliance, FERPA and HIPAA guidelines for higher education, HR discrimination and harassment, respect and inclusion, and data security basics. Workplace Answers comes with built-in reporting measures, so the HR department is able use that data to track progress and mandatory completion by all staff and faculty members.

With regards to academic assessment data, the Vice President for Academic Affairs, the Director of Institutional Research, Academic Affairs staff, and various faculty standing committees complete data analysis. Details of our Comprehensive Assessment Plan are below under 4.B. Here is an abbreviated list of the projects and the corresponding person or group completing the data analysis:

- eWalkthrough classroom observations (VPAA and AA staff)
- Faculty evaluation tool (VPAA)
- General Education Outcomes Assessment (VPAA)
- P-D-C-A Faculty Assessment Projects (Director of IR and Academic Standards Committee)
- SPE Evaluations on students (Director of IR)
- Student learning materials (Director of IR, Assessment Committee, and the Assessment Peer Corps)
- Program Outcomes Assessment (Director of IR, Assessment Peer Corps and Instructional Council)
- Embedded Assessments of SPEs (VPAA, Director of IR, Assessment Peer Corps and Assessment Committee)

As mentioned under 4.B, some of these projects are still in their infancy with data collection occurring; therefore analysis has not begun yet. However, plans for the analysis are in place; as we compile results, we can make both data-informed decisions and recognize continuous quality improvement efforts over time.

2. *"... a need to develop internal and external benchmarks. In addition, the College should develop a strategy that allows for the articulation of processes and data representations related to how the College tracks and uses data and benchmarked performance from these tools."*

The Systems Portfolio Feedback report indicated a need for the College to explore a nationally-normed campus climate indicator survey. Consequently,

many options, such as the Higher Education Research Institute (HERI) Faculty Survey, the Noel-Levitz Institutional Priorities Survey (IPS), and the Faculty Satisfaction Survey (FSS) were considered but deemed to be too narrow in focus for our purposes. To complement our internal campus culture survey and provide external benchmarking, the College decided to utilize another Ruffalo Noel-Levitz product, the [College Employee Satisfaction Survey \(CESS\)](#), which is designed to assess the entire campus environment for College employees (staff, faculty, and administration). The CESS statistical analyses work well with the relatively small sample sizes associated with rural community colleges because it uses peer comparisons. HCC launched the CESS in October 2017. The CESS provides HCC with useful comparative data with similar colleges about our campus climate and institutional directions, goals, opportunities, and strategic plans. Included in the latest Strategic Plan are internal targets for issues raised in the campus climate survey.

3. *“HCC would benefit from the specific and purposeful discussion of the performance and support at the various sites and modalities (used for instruction) Demonstrating alignment, support, and service for students both online, on-ground, and across various locations is important.”*

To avoid redundancy, this Strategic Challenge is covered under Sub-Components 3.A and 3.C in the Adequate ratings section.

4. *“The College cites changing leadership at several points in the portfolio as something that had affected or slowed progress. The College would benefit from an analysis of job duties and responsibilities as a part of the process to ensure that those that may have been assumed or redistributed during the leadership transition are still appropriately assigned.”*

As noted in the portfolio and above, the College worked with HR Performance Solutions for Compease, a cloud-based salary analysis software, in an effort to attract and retain talent through effective salary analysis and ensure equitable salary range development. By February 2017, job descriptions had been reviewed and salary ranges developed that reflected competitive pay rates in the local market as well as equity within the institution. An internal committee was formed to review the data and determine which positions were out of line in the current market and make recommendations. Presentations were made to the Board of Trustees to enhance understanding of the process as this was the first time fact-based information regarding salaries was available. As a result, a number of staff received increases in pay to bring them closer to 80% of mid-range for their position (the bottom of the suggested salary range). Because of budget restrictions, it was not possible to bring everyone up to 80% of mid-range. This is now the target. In addition, this software has been instrumental in salary decisions for new hires as the College now has data-based information upon which to make decisions regarding wages.

Regarding the changing leadership at the College, recently there have been a number of internal promotions within the institution. Through a series of retirements and resignations, there were 23 full-time positions open between May and October of 2017. Of those 23 positions, nine were filled through internal promotions, including one vice-president position. This utilization of current talent has proven very cost effective and is a time saver as the individuals are already quite familiar with the College and have a vested interest in its continued success. The added bonus is the history they carry with them is not lost. Obviously, the internal hiring led to a domino effect as the promotions created openings; however, those nine who were promoted are able to assist in the training of their replacements, thereby allowing a smooth transition.

A [Presidential Succession Plan](#) was approved by the Board at its December, 2017 meeting.

ADEQUATE RATINGS ON CRITERIA FOR ACCREDITATION AND THE CORE COMPONENTS

As happens with group ratings with a combination of comments, it is not always clear exactly why we were given an Adequate rating on a Core Component when the comments for the Sub-Components are all positive (see 2.D). Sometimes, it is clear why the Adequate rating was given – the comment could be matched to a Sub-Component. To conserve space and also to avoid repetition from the portfolio, our responses below address only what we perceived as our shortcomings based on the comments for a Sub-Component. Consequently, we will show the Core Component for clarity and then show what we perceive to be the Adequate comment we are addressing.

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

Comment: The College has identified a need to continue developing supportive practices through institutional assessment and has implemented initiatives to support diverse and inclusive environments for students, community, and staff. While there are quality improvement processes in place, HCC presents a solid framework for assessing needs and meeting those needs.

The Portfolio Appraisal recognized the emphasis HCC places on diversity and inclusiveness through our General Education Outcomes assessment, co-curricular and extra-curricular activities, and our Shared Performance Expectation to "Respect Others." However, as the Adequate rating indicates, there is still more we can do to improve. Since the appraisal, HCC has taken steps to develop programs and practices to promote and support diversity.

A Diversity and Inclusiveness Committee was formed in Fall 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. Further details about the incorporation of culture and diversity into the curriculum can be found under Core Component 3.B below.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Comment: It is noteworthy, however, that all reports should be readily available and linked to the document when referenced in the portfolio. Audits, agenda, and minutes are all part of valuable evidence.

We appreciate the comment about working links. All necessary supporting material has been included in our Evidence Room.

HCC undergoes an annual financial audit; an independent CPA firm reports its findings to the Board of Trustees of the College.

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

HCC's Human Resources has implemented the use of Workplace Answers, an online training site for all personnel that provides centralized and mandatory training on various workplace topics such as FERPA, Title IX, HIPAA, ADA compliance, Respect and Inclusion, Security, and other required trainings.

During Spring 2017, HCC developed, approved, and implemented a [Statement on Academic Freedom and Integrity](#). The statement was the result of a year-long initiative by the Instructional Council, in collaboration with the Academic Standards Committee. All faculty reviewed the document and recommended approval by the President and Board of Trustees. The statement addresses how

ethical practices apply to academic administration and faculty and is available on the College website.

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

This issue is addressed in Strategic Challenge 2 above.

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

Comment: The institution presents a clear philosophical position on the need and importance of free expression and truth in leaning and instructional practices. The College presents a structure framework for promoting an ethical environment for students and associated practices for instructors. This framework is supported by the peer review process for academic programs, the professional development program for faculty, and the SPE approach for employees and students.

To avoid repetition, please see 2.A above for a description of the process by which the *Academic Freedom and Integrity* policy was implemented. An assessment of faculty and adjuncts will be done after the policy has been in place by a) observations in classrooms and b) assessing faculty through surveys of classroom experiences during which they invoked the academic freedom policy and to measure faculty perception of the policy's effectiveness in negotiating questions of academic freedom.

The assessment of students and SPEs in the classroom was extended to include online instructors and student performance in the online environment in Fall 2017.

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

Comment: The College does not present solid evidence that integrity and academic honesty practices are in place for student scholarship. The one area not entirely clear is the extent to which the environment supports academic integrity and faculty as a matter of instructional practice and curriculum development.

Some practices in place through institutional assessment and advisory boards help with faculty perspectives; however, a designed process and support system for faculty and staff research is not clearly presented in the portfolio, which may be, in part, a reflection of the College mission.

While the College does not view itself as a research institution, it does value the research done by its faculty, staff, and students. An Institutional Review Board (IRB) has been fully operational for over a year 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. At this point, the IRB is still under-utilized by the College community because the process is new and evolving, but the research and data approval procedures are well-known and increasing in usage, and professional development about the IRB is on-going.

As a measure of responsible acquisition of knowledge by students, the College keeps track of student academic integrity cases using Maxient. Table 1 shows the past two years of academic dishonesty cases. These reports will continue to more accurately provide an academic integrity picture as we educate our instructors on how to identify incidents of academic dishonesty and to enter these incidents into Maxient.

Table 1. Academic Dishonesty Cases in Maxient

	Number of cases found "Responsible"	Number of cases found "Not responsible"	Number of "No finding" cases	Total number of cases
2015-2016	35	0	18	53*
2016-2017	92	3	6	101
2017-2018 (as of 11/28/2017)	38	0	0	38

*In 2015-2016, Maxient was primarily used on the Highland campus and training was on-going, so adding a finding and closing cases may have been inconsistent. Subsequent years included all locations and delivery modalities and individuals were already trained.

Also during the 2017-2018 academic year, Maxient users, specifically those who report violations of academic integrity, will be surveyed on how effective the Maxient program is in communicating, tracking, and reporting academic integrity concerns across all modes of delivery. Results of this survey will be shared with the Maxient working group to use in making process improvements.

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

Comment: The one area not clearly shown in the evidence is a specific strategy that compares student performance in the growing distance learning population against on-ground students. A deliberate and clear process for evaluating all delivery modalities was not presented in the portfolio.

A few observations from 2013 to 2016 in distance education are shown in Table 2 and Table 3 below:

1. These years for both distance and on-ground education have been consistent with regard to grade distribution.
2. HCC courses delivered on-ground yield higher grades overall than do the online courses, largely because of a difference in the number of A's earned (Other Courses and All Courses combined yield nearly 10% more A's than do Online Courses).
3. Online course students are more likely to withdraw from a course than on-ground students (5.3% to 3.0%).
4. Online course students are also more likely to fail a course than on-ground students (14% to 9%).
5. The Grade Point Average (GPA) earned in Online Courses is lower (2.62) than either On-ground Courses (2.99) or All Courses (2.89).

Table 2. Course Grades for Online Courses, On-ground Courses, and All Courses for the Years 2013 to 2016 Combined

Online Course Grades	Each Letter Grade's Percentage of Total Online Grades	On-ground Course Grades	Each Letter Grade's Percentage of Total On-ground Grades	All Course Grades	Each Letter Grade's Percentage of All Course Grades
A	34.05%	A	44.66%	A	42.15%
B	25.57%	B	25.29%	B	25.26%
C	14.16%	C	14.33%	C	14.24%
D	7.00%	D	5.01%	D	5.43%
F	13.96%	F	7.74%	F	9.09%
W	5.26%	W	2.97%	W	3.83%

Table 3. Grade Point Average, Percentage of B or better, Percentage of C or Better, and Pass Rate Percentage for Online Courses, On-ground Courses, and All Courses for the Years 2013 to 2016 Combined

Type of Courses	Grade Point Average	% of B or Better	% of C or Better	% Passing
Online Courses	GPA: 2.62	B or Better: 59.62%	C or Better: 73.78%	Pass Rate: 80.78%
On-ground Courses	GPA: 2.99	B or Better: 69.95%	C or Better: 84.28%	Pass Rate: 89.29%
All Courses	GPA: 2.89	B or Better: 67.41%	C or Better: 81.65%	Pass Rate: 87.08%

In reviewing the data, the main variances are in A, F, and W grades. One factor of a higher "W" rate in online courses was a result of college policies. The HCC Online program utilized a Course Participation Policy (through Fall 2016) to verify student participation in an online course. Any student who was not actively participating in the current or most recent lesson on the posted policy date was removed from the course with a final grade of "W". HCC did not have this same policy in place for face-to-face course sections.

National data trends show that online students have more repeat classes and lower GPAs but higher graduation rates because of the opportunity to finish around their schedules. In this analysis, we cannot know whether these students were repeating the courses or not in either environment. Also, if the on-ground data includes concurrent students, that may skew the A/B GPA range due to the controlled audience, extra seat time, and only top student enrollment. In the future, we hope to be able to disaggregate different populations of students following our PowerCampus reimplementation and upgrade. Changes in data collection will also include comparison of identified courses that are offered in both face-to-face and online delivery methods to provide a closer look at grade distribution by course, along with comparative data by academic year.

The College's distance learning quality is similar to other HCC course offerings after ten years of refining and improving our processes; however, we recognize the need for greater full-time faculty oversight of online courses. Our Master Course Outlines (MCOs) assist with this oversight. These MCOs were written by a lead instructor, primarily a full-time faculty member, and define learning goals, course resources, curriculum expectations, and assessment methods for all instructors of a specific course across all delivery modalities. Once MCOs are

finalized, they will be posted on the Intranet for all instructors to access and use as a basis for their First Day Handouts. There are also currently three full-time faculty teaching online math, two teaching science, and one teaching sociology. For the music and photography online courses, full-time faculty members teach every course offered online in those disciplines.

A few components of the Comprehensive Assessment Plan collect data across all modalities (General Education Outcomes Assessment, Program Review, eWalkthrough adjunct observations of face-to-face and IDL classes). Other components are being expanded this year to include online students and online courses (SPE Student Evaluations and eWalkthrough online instructor observations). Academic Program Review includes discussion of the necessary instructor support for program delivery, whether the faculty/program are meeting student needs, and the appropriateness of the classes and content being offered.

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.

Comment: The institution is in the process of reviewing and updating the general education core for occupational programs.

In March 2017, HCC updated the Associate in Applied Science general education course requirements for students who complete a technical program. The degree options were expanded to provide more student opportunity for workplace focused training. Expanded class options include Conversational Spanish, Human Resources, Industrial Organizational Psychology, Introduction to Business, Introduction to Leadership Concepts, Principles of Entrepreneurship, Technical Composition, and Technical Math.

The online program has been added to the eWalkthrough observation process for Spring 2018. In April 2017, the observation template was reviewed and updated and observers received training for calibration in September 2017. A goal was set to complete 396 observations of adjunct instruction during the 2017-2018 academic year. The data received from observations will be reviewed in May 2018. This data will be used to identify additional training and classroom needs.

Adjunct instructors have received professional development opportunities annually through in-service sessions. A book study will be launched in February 2018 for all adjunct instructors to participate which will supplement the eWalkthrough observation process. Additionally, using 2016-2017 data from the observation tool, three individual modules of professional development are being developed for further training. The first unit will focus on differentiated learning and is planned to launch in August 2018.

Comment: One of the SPEs involves the respect of others, but it is not clear whether there is an intentional commitment to diversity and culture within the curriculum.

The Appraisal Feedback recognized HCC's framework for supporting diversity under Core Component 1.C. In addition to the Student Services practices mentioned in 1.C above, HCC's commitment to diversity and culture can also be found within the curriculum.

HCC's General Education Outcome on Cultural Diversity is defined as "The ability to recognize and evaluate one's own intercultural sensitivity, awareness, and attitudes." Each of these outcomes is assessed through a variety of in-course measures which align individual course and program competencies to each general education learning outcome. For this assessment, faculty identified embedded Cultural Diversity competencies in the following courses: Human Services (HMS100; HMS112), Communications (SP106), Agriculture (AB108; AB216), Sociology (SOC102), Art (A101; A201; A202), Psychology (PSY101; PSY205), Business (BUS120; BUS203; BUS204, BUS 213). Those classes with enough students who had earned 45 or more hours to comprise a representative sample at the time of assessment were included in the portfolio (i.e. A 202 Art History II, PSY 205 Human Growth and Development, and SOC 102 Marriage and the Family).

HCC's English department hosts several guest speakers each year as well as holds a monthly Current Topics/Critical Discussion Movie Series. This department is also taking the lead on a grant application to develop an interdisciplinary Cultural Event Series to further expand offerings at HCC.

IDS 130 Culture and Context is an elective students may take. The course is designed specifically to teach students about other cultures and assist them in identifying and understanding differences.

In Fall 2017, a new Sociology faculty member was hired who was an internal candidate. She was previously the Director of Counseling Services, an adjunct instructor, and a member of the Human Services Advisory Committee. She was very involved with the development of our Human Services curriculum. As faculty members are asked to reflect on additional ways to incorporate Cultural Diversity into their classes, she has incorporated several examples into the Sociology curriculum worth sharing:

- Field Experience - Students set up a visit to a social service agency of their choice to learn more about the organization and the services they offer
- Develop a Mock Social Program - Students develop their own program that targets a social problem such as homelessness, single parents, substance abuse offenders, and teen pregnancy. They answer questions such as who they will serve, what services they will offer, who will fund

their program, how someone will qualify for services, and how will they know their program is a success.

- Cultural Scavenger Hunt - Students discover culture right here on campus and learn about all the different components that make up a culture.
- Mini ethnographies - Students get to conduct their own ethnographic research on their fellow classmates.
- Fieldwork research - Students observe a cultural event as an outsider, take notes on what they saw, and ask questions regarding “why” we do these things.

Examples of co-curricular activities available to students located outside of the main Highland campus include Phi Theta Kappa, Skills USA, and academic field trips along with location-driven activities, such as We Love Scotties Week at Wamego, 15 Minute Features in Holton, and Technical Student Appreciation Events in Baileyville and Atchison. Students at any location also have access to tutoring services, counselor support, and academic advising.

In Fall 2017, all online sections were added to the College’s SPE Evaluations on students.

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

Comment: While the hiring process for faculty and staff seems to support and result in appropriately qualified individuals, embracing multiculturalism is a challenge as the area is predominantly European-American and rural.

While recruiting diverse applicants for full-time faculty and student services positions has remained a challenge, zooming out to a broader view of the College reveals more diverse faculty and staff than we may have identified in our Portfolio. Specifically, IT staff, athletic coaches, regional staff, and adjunct faculty increase the diversity of races, religions, countries of origin, sexual identities, ages, and non-native English speakers employed by HCC.

Comment: The system for faculty review is in place and appears functional. The College provides no evidence of faculty needing or being provided improvement plans.

Elements of faculty improvement at HCC are included in P-D-C-A Projects, Full-Time Faculty Evaluations, and Program Review. P-D-C-A Projects are an on-going faculty improvement process where instructors identify an innovative/new teaching idea and Plan, Do, Check, and Act on it. The Full-time Faculty Evaluation, administered in accordance to the Master Contract, includes areas needing improvement. Program Review includes goals for improvement, recommendations, faculty response to those recommendations, and then adoption, implementation, and review of those program goals. Professional development opportunities are available, though underutilized by some faculty.

Procedures are being established to promote and encourage professional development as well as post-conference/professional development knowledge transfer.

Regarding adjunct instructor improvement, eWalkthrough observations include a comment section which praises what the instructor did well and starts a conversation about things that were identified in the observation. Data from all eWalkthrough observations thus far identified that adjuncts needed additional training on Differentiated Instruction. This finding informed our decision to purchase a customized online professional development module on Differentiated Instruction that will be available to all faculty members.

Comment: Instructors maintain and post office hours. It is unclear if these are taken advantage of or if there might be a better means of ensuring accessibility.

As an indicator of faculty providing service to students through availability in their offices, the College conducted a survey of faculty concerning office hours. That survey revealed 62 percent had very positive comments about their use of that portion of their professional commitment. The rest of the faculty were open to ideas and suggestions about how to make office hour usage more beneficial to both faculty and students. All survey results were shared with faculty and best practices for better-utilizing office hour time to serve students were explored.

Comment: While there is support for students, it is unclear how services are provided for the distance learning population and at other sites.

The Regional Centers each operate as one-stop shops with staff providing admissions and enrollment support, payment collection, advising, and student activities. Additionally, there are regional full-time faculty members who assist with evaluating adjunct instruction, holding office hours, and tutoring when needed. Our regional and online students receive tutoring services via Zoom Video Conferencing. In Fall 2017, an Online Student Services Specialist position was created to increase academic advising specifically for online students. To better assist students using HCC's online learning portal, how-to instructions were developed and distributed to the HCC library and tutoring centers. Online staff also monitor and respond to student emails very quickly, often within a few hours and no longer than two business days.

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

Comment: HCC has a detailed three-year rolling program review process for academic programs. It is comprehensive and consistent. However, there is no indication there is a similar process in place for non-academic programs. Furthermore, evidence of program development resulting from this process could be more comprehensive. It is not clear from the

evidence provided in the portfolio or the website whether this process will result in substantial and demonstrable changes to the curriculum and programming.

A primary mission of the HCC Instructional Council is to conduct [Academic Program Review](#) utilizing a systematic, research-supported process which is clear, collaborative, and transparent. The Council reviews programs on a 3-year cycle. We are currently in Year 5 (midway through our second full cycle).

Each year, at the conclusion of the academic program review, faculty are asked to suggest improvements which would a) support the faculty as they prepare the review documents throughout the year and b) make program review results and recommendations as relevant as possible. An improvement for this year's program review cycle will be a request for faculty to provide examples of curriculum changes they made based on their last review.

The following improvements were made to academic program reviews at HCC using results from this process assessment:

- The Instructional Council scheduled a mid-fall Program Review Orientation Workshop for all faculty whose programs were being reviewed.
- A “Box of Data” (a folder of basic data aligned to the measures included in the review), was provided to each faculty group. Program faculty were still invited to request additional data specific to their programs at any time during the year-long process.
- Instructional Council also implemented a “Check-Up” session for program faculty in early Spring prior to the submission deadline to assist with any last data requests, clarify objectives and deadlines, and provide an opportunity for faculty to engage in “Q & A” regarding their reviews.
- Beginning with the new review cycle (Year Four), programs will meet with Instructional Council members after one year to assess progress on recommendations they received and to allow requests for additional data support on implementing program improvements.

[Program review participants receive feedback forms](#) from all Instructional Council members with suggested program changes and improvements, along with enrollment management suggestions. Then a subsequent meeting is held to discuss the provided information with the VPAA.

In conjunction with the Assessment Committee, the Instructional Council developed a [Supplemental Curriculum Improvement Form](#) to document curricular changes that have come about as a result of the entire program review process, especially changes that have occurred since the last program review in the three-year cycle. Finally, all programs were required to establish a complete set of goals and outcomes, noting the assessment/evidentiary materials needed to document progress toward attainment of those goals.

To address the issue of program review for non-academic programs, Student Services began utilizing an eWalkthrough observation tool as a way to gather feedback on the types and quality of student services provided. The eWalkthrough tool observes how student services personnel provide their services based around five P's: Place – observes the environment for providing services, People – interactions between staff and others, Procedures and Policies -- implements HCC policies and processes, and Programs -- promotes research-based student development opportunities. The eWalkthrough tool also looks at the College's Shared Performances Expectations in each observation. Additionally, Student Services staff members observed the Academic Program Review process as it could provide a format for student service departmental reviews. By utilizing the eWalkthrough data and formalizing Student Services departmental reviews, the College can ensure quality student services and programs.

Comment: Additional evidence of comparative analysis with dual enrollment programming would help support this area.

For concurrent courses, all concurrent instructors must meet the same adjunct qualifications as other HCC adjuncts. We use the same textbooks and common course syllabi. The Master Course Outline Action Project will also be available to all instructors including concurrent by Summer 2018, if not before. The eWalkthrough tool is our measure of comparative analysis, and makes College personnel more present in the concurrent classrooms. Additionally, the adoption of the instructor evaluation tool will increase that presence. Instructor orientation and professional development are provided and classroom assessment techniques are consistent with all other HCC classes. We are still exploring additional methods of comparative analysis between dual enrollment and all other Highland courses.

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

Comment: The outcome data and related analysis, benchmarking, and informed decision-making is still under development and is not robust enough at this point to achieve the institution's outcome goals.

Through its assessment practices, HCC fosters a learning-centered environment which promotes talent development and lifelong success by focusing on student, faculty, and staff learning across the entire institution. In the classroom, instructors are encouraged to use inquiry and analysis of assessment results to enhance and improve learning. In doing so, HCC's assessment practices allow the College to engage in fact-based, data-informed decision-making to determine current capabilities and realistically measure student performance. The purpose of the entire assessment cycle is the systematic collection, analysis, and

interpretation of both qualitative and quantitative data in alignment with course, department, program, and institutional goals.

Assessment of student learning is a core component of HCC's quality improvement initiatives. Over the past year, HCC has implemented a Comprehensive Assessment Plan to formalize the process of collecting and analyzing student learning materials. The following list details HCC's steps to support this process, including the creation of some projects and the continuation of others:

1. Continuing the collection and analysis of eWalkthrough classroom observation data including modifying the tool to accommodate online course observations.
2. Establishing a new faculty evaluation tool which is aligned with the eWalkthrough observation tool, the SPEs, and the College's strategic plan.
3. Continuing the General Education Outcomes Assessment described in the portfolio, which documents progress towards the College's general education goals.
4. Continuing the peer-reviewed P-D-C-A Faculty Assessment Project to document in-course improvements/innovation.
5. Expanding the SPE Evaluations on students to include both on-ground and online students and establishing faculty self-reflections on the SPEs.
6. Establishing a cycle for the regular collection of student learning materials supporting a set of faculty assessment goals and the process for peer review of these materials.
7. Establishing a cycle for Program Outcomes Assessment, identifying one program goal each year to assess from Program Review feedback, and supporting it with student coursework.
8. Establishing the collection of Embedded Assessments of the SPEs and a resulting report for improvement of these traits in the student learning process.
9. Establishing an Assessment Peer Corps to peer review assessment materials, coach fellow faculty members on assessment projects, and assist with the collection of assessment documentation.
10. Establishing a faculty-generated Annual Assessment Report.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Comment: The College has used external peer comparison information to assure that the ratios of instructors and staff to students are sufficient. HCC is aware of the relatively low numbers of staff and is addressing related challenges.

The institution has the fiscal and human resources as well as the physical and technological infrastructure needed to support its operations sufficiently. Though with a larger operating budget, the College would be able to implement several positive initiatives that would enhance its physical and technological infrastructure at a faster pace. For the year ended June 30, 2017, HCC ended with a positive net position of \$13,261,722. HCC operates within its budget and is fiscally responsible but would be able to implement initiatives faster with additional resources.

HCC completes an annual budget by location and department. The managers of each of the departments provide input regarding the needs of the department as part of the process. The budget is entered into the Microsoft Dynamics Great Plains accounting system and budget managers have the ability to monitor their own department's budget compared to the previous year's actual expenditures.

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

Comment: HCC's administrative and leadership structures appear to be adequate for an institution of this type. Personnel and structures support collaborative efforts; however, it is unclear what system is in place to assure that they take place.

The College also has some leadership development in place but no formal succession planning process.

While there is no formal system in place to assure collaborative efforts at the College, our size dictates that most work to accomplish targets and goals requires a team effort. Consequently, collaboration is a part of our culture. One of our Shared Performance Expectations is Work Effectively on Teams. Work teams and committees are comprised of individuals across departments on a regular basis. As part of continuous improvement, a need was recognized for additional athletic/academic collaboration. Therefore, we now have a Faculty Athletics Representative who, as a liaison, fosters communication between coaches and faculty. Search committees include representatives from across the College. Our Diversity and Inclusiveness Committee brings together administrators, coaches, faculty, staff, and students. Our Data Governance Team pulls together owners and managers of each of the College's data sources for decision-making and governance purposes. Committee and team collaboration utilizes multiple technology channels including Zoom Video Conferencing, Microsoft OneDrive, email, and shared network drives.

As a smaller institution, leadership opportunities are available through campus-wide committee involvement, committee chair service, or spearheading a particular project of interest. An opportunity to take the lead on the development,

review, or improvement of policies and processes is also afforded to any willing individual.

At its December 2017 meeting, the Board of Trustees approved a [Presidential Succession Plan](#). This plan is available in the Evidence Room.

In an effort to retain and promote talented employees, open positions are advertised internally first. See above under Strategic Challenge 4 for details about the success of our internal promotion efforts.

5.C. The institution engages in systematic and integrated planning.

Comment: The institution understands its resources and plans within those limitations. However, there is some perception that there are too many initiatives to be managed successfully which leaves employees feeling overworked.

Through the SPEs, the planning and budgeting processes are connected and aligned. The SPEs are incorporated at all levels, though it should be noted that it is unclear how this is addressed with regard to distance learning.

As noted in the portfolio, the College Strategic Plan was changed to reflect the HLC Criteria for Accreditation following the town hall meeting/listening tour conducted by HLC officials to determine how best to incorporate the Criteria within an institution's portfolio. That tour convinced College officials of the primacy of the Criteria, so SPC spent time creating a crosswalk from the Strategic Plan goals to the Criteria. It became clear fairly quickly the Plan goals aligned pretty clearly with the Criteria. Consequently, it was determined to simply adopt the Criteria as the Plan rather than continue to construct the crosswalk. This change also reduced and clarified the number of initiatives taken to address the goals of the Strategic Plan, allowing College employees to focus on those initiatives of importance to them and their work day.

The Strategic Plan goals then address how the College is planning to accomplish both the Criteria and the Core Components of each Criterion. Problem solved. The Strategic Plan is a three-year plan that rolls forward each year with new/revised goals following a summer retreat review by the Board of Trustees, SPC, and administrators. Including the Board Chair on SPC, which includes administrators, faculty, and staff, is designed to enhance Board understanding of progress made on the Plan throughout the year. The Board Chair can include those updates in his comments to the Board each month.

It is generally recognized and understood that SPC goals, which contain the College's SPEs, drive decision-making on both the institutional and departmental level, including all locations and modalities. As such, those goals and the SPEs are becoming part of each individual's workday effort to help students learn and

provide support for that learning. Furthermore, they are inherent in personal work goals as part of performance evaluations which are built on the SPEs and Strategic Plan goals. Student performance of the SPEs is also evaluated each semester, including online students who were added to the sample in Fall 2017.

To communicate more fully with internal stakeholders, news stories are emailed to all employees prior to being released to the public. In addition, notes "Of Interest" are shared including information from the Strategic Plan, questions and input from employees, and recognition of College-related accomplishments. For example, an institutional Wish List grew out of the College Culture survey. As items on that list are accomplished, those accomplishments are shared within the institution.

HCC shares information externally through a weekly full page in the local newspaper. News releases are also sent to media contacts in our nine-county service area. In the past, county surveys or focus groups have been conducted though a consistent cycle for gathering stakeholder input needs to be established. Doniphan and Brown County stakeholders were last surveyed in February 2016. Atchison and Jefferson County were combined for an email survey and focus group luncheon in March 2017. Counties around HCC's Western Center were surveyed in 2012 and 2013 regarding the establishment of that new location and corresponding Title III grant. Needs assessments for various programs or grants may have also been conducted in our other counties but no formal survey of all stakeholders has been completed.

STATEMENTS WITHIN THE PORTFOLIO DEEMED INCORRECT

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

While "recent" is a relative term, Highland began offering online instruction in 2007 and Northeast Kansas Technical College merged with Highland in 2008. Consequently, both those endeavors are now firmly embedded in the Highland culture and not viewed as "recent" additions at the College. Online instruction now constitutes around 30 percent of enrollments; Tech Center enrollments constitute around 17 percent.

Strategic Challenge: "HCC is in the early stages of integrating an online presence into its educational communities and operational structure. In addition, HCC also operates in multiple locations with distinct personalities. HCC would benefit from the specific and purposeful discussion of the performance and support at the various sites and modalities as an area of focus in the portfolio. Demonstrating alignment,

support, and service for students, both online, on-ground, and across various locations, is important.”

Again, online instruction (2007) and Regional Centers (1985) have been an integral part of our educational infrastructure for enough years to be beyond the “early stages”. Organizational intent has been to structure the operations of these functions in the same manner as the operation on the Highland campus. Much work has been accomplished in replicating operational processes at and for all our locations. Viewing each Regional location as a separate entity to justify its existence is a valid viewpoint. However, while we are in the process of looking at each location as a cost center, we view each location as simply an extension of the campus and not an entity unto itself.

URL PAGE

Faculty/Staff Handbook (the College does not have a distinct Faculty/Staff Handbook; rather policies and procedures that would be contained in that document are located under Personnel Policies on the Intranet of our Web site – the faculty Master Contract, personnel policies for each personnel classification – Faculty, Administrator, Classified Staff. And then General Policies relating to all personnel. The Personnel Policies URL for those topics is included here. You have been granted access to the Intranet.)

<https://highlandcc.edu/pages/personnel-policies>

to find the Master Contract for faculty, click on the Professional Employees link or go directly to

[https://highlandcc.edu/caffeine/uploads/files/Master%20Contract%202014-2017%20Year%203\(1\).pdf](https://highlandcc.edu/caffeine/uploads/files/Master%20Contract%202014-2017%20Year%203(1).pdf)

Student Handbook

<https://highlandcc.edu/pages/handbook>

College Catalog

https://highlandcc.edu/pages/catalog_1