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Serving the common good by assuring and enhancing the quality of higher learning

October 13, 2010

Edward E. Berger  
President  
Hutchinson Community College  
1300 N. Plum  
Hutchinson, KS 67501

Dear President Berger:

Enclosed is a copy of Hutchinson Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl  
Vice President

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **HUTCHINSON COMMUNITY COLLEGE**

October 12, 2010



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR HUTCHINSON COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Hutchinson Community College's** achievements and to identify challenges yet to be met.

### Category One:

- HCC has shared and specific learning objectives that align with the College's mission. HCC has developed an embedded assessment plan to measure student achievement of its four institutional-wide outcomes. The Director of Learning Outcomes and Assessment has increased awareness of data and encouraged its use to set targets for the improvement of student learning outcomes. The college plans to fully implement the assessment plan on a college-wide basis fall 2010.
- HCC has a defined process for new program development. Courses are delivered to students using a variety of traditional face-to-face times along with online courses.
- HCC has established mechanisms in place to determine and address student support learning needs. Eleven measures are used to regularly collect data on student learning and development. Results show that programs and processes put in place such as mandatory placement in math and English composition have improved retention and success rates. Follow-up or assessment especially for developmental students to determine if they are staying on the right path along with a comprehensive compilation of student success rates and institution-wide outcomes will enhance helping students learn.

### Category Two:

- HCC has a long history of four key non-instructional service areas: athletics, community service, fundraising, and service to business. The processes that support these other distinctive objectives support the vision of the College to "provide opportunities of learning growth and improved quality of life."
- The President's Council evaluates opportunities for new service areas using established criteria. Each area is managed by and administrative staff member who works with its constituent groups to achieve established program goals, and program goals and objectives are evaluated as necessary. There is no evidence of systematic processes

that guide these endeavors. HCC does not have a comparative data process to benchmark performance with other organizations.

Category Three:

- HCC has multiple processes and mechanisms in place to measure student and employer satisfaction. The College recognizes the need to develop measures of satisfaction for other stakeholders.
- A formal process is in place for Data Analysis/Course of Action determination after student and employer satisfaction data collection is complete. Survey results indicate that student satisfaction has incrementally improved over the last survey results. HCC would benefit from the development of a process to set targets and priorities to ensure that the improvement efforts are aligned with the College mission and values.

Category Four:

- Training and professional development processes are in place for all employees through internal and external opportunities. The development of process to set specific performance targets would assist the college in aligning resources to achieve strategic goals.
- It is unclear if HCC has a formal succession and leadership development plan and, if not developed, should be considered. High performing internal personnel might be identified and developed for future promotion and contribution to the institution.
- Development tools such as the *Professional Growth Planning 9 Block Placement* and *star plan* could be considered as tools to identify future leadership candidates. Formal leadership training such as Covey might be helpful. Speakers on leadership could also be brought in to help develop and reinforce leadership principles.

Category Five:

- The college uses an institution-wide committee structure to make formal decisions and to provide faculty and staff with a process through which concerns may be brought forward for consideration. Results from the PACE survey indicate slight improvement in items relating to leading and communicating.

Category Six:

- HCC uses a variety of strategies, including surveys and the employee evaluation process, to identify and monitor the support service needs of stakeholder groups. Work units and college-wide committees are in place to review data and make recommendations. The next stage for HCC in this area may be to more fully document processes to encourage knowledge sharing and empowerment, expand the measures collected to include stakeholder groups beyond students, and to develop a more systematic process for reviewing data to set improvement targets and monitor whether institutional changes are improving support for organizational operations.

Category Seven:

- HCC has safeguards in place that ensure timeliness, accuracy and relevance of data and manages and distributes data through its *Rights and Roles Module* software. Personnel throughout the College have access to data and communication structures are in place. However, it is not clear whether a process has been created to select or manage the data and information or whether the College has a systematic way to select, manage and distribute data to support planning, improvement and institutional goals.
- Despite having the vision to be the “*premier two-year educational institution in Kansas,*” HCC does not have comparison data with other Kansas organizations.
- The college participates in two projects that provide national benchmark data, but it does not have a formal process to determine criterion for selecting external comparative data. Opportunities exist to incorporate more sophisticated data and systems surrounding institutional intelligence.

Category Eight:

- HCC has committees, meeting structures, and people in place to facilitate strategic planning and encourage alignment across the institution with the mission and strategic priorities. HCC has further opportunities in this area to clarify its processes for identifying and prioritizing short- and long-term improvement plans, assessing risk, measuring the effectiveness of its planning efforts, setting performance targets, and comparing its performance with the planning efforts of other institutions. Further

developing its systems for planning continuous improvement is likely to enhance the effectiveness of the improvements planned.

Category Nine:

- Collaboration is a key component of the college's mission and strategic initiatives. HCC has developed and is maintaining multiple relationships with internal and external stakeholders. Identified college personnel are responsible for regular communication with external partners to identify needs and make sure that they are being met. It is not clear how these relationships are created, prioritized, or determined effective. Collection of comparative data could provide HCC with data and information upon which to make decisions and set targets.

Accreditation issues and Strategic challenges for **Hutchison Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Hutchinson Community College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are

already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals,

and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build.

Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## **STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Hutchinson Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Hutchinson Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Hutchinson Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- HCC needs to develop a comprehensive institution wide strategic plan that provides a roadmap to achieving the mission, vision and values while developing quantifiable goals with metrics. The planning process may take upwards of a year with input from all stakeholders internal and external to HCC with final strategic priorities determined by the President and executive leaders. A stronger institutional research/intelligence area would be helpful with far-reaching measures of success and fulfillment of the strategic areas, goals, and action items of the strategic plan. Quantifiable measures that have a prescribed system of follow-up that is entrenched into the decision making process is essential. A dash board system of measures should be considered with drill down capabilities. A strategic plan for HCC that is dutifully measured, quantified, and carried out will serve as a foundation for continuous improvement for years to come.
- HCC is successfully developing metrics for student learning and student outcomes. Standardized assessment for English and Math through Algebra are used. There is mandatory placement depending on students' ACT, Asset, Accuplacer, or Compass score. The mandatory placement policy does increase a student's opportunity for

success. HCC has various measures that track student success. However, HCC has not demonstrated or documented the extent to which those underprepared students are progressing. Specifically, HCC should consider tracking data relating to students successful progression from developmental to college level math and English. Once data is collected, then methods could be implemented to increase transition from developmental to college level English and math and then subsequent graduation or transfer. HCC could consider introducing new concepts such as the impact of student and faculty mentoring, cohorts, class size special counseling, tutoring, instruction methodology, and taking English before math. HCC could consider exploring specific programs that could provide these students a better chance of success.

- HCC provides limited results of program assessment. The portfolio reports data on the Associate degree nursing program and other technical programs. If HCC has data on results of other programs it is not reported. Collection and analysis of student achievement across the disciplines is necessary to measure program improvement.
- It is unclear if HCC has a formal succession and leadership development plan and if not developed, should be considered. High performing internal personnel might be identified and developed for future promotion and contribution to the institution. Development tools such as the *Professional Growth Planning 9 Block Placement* and *star plan* could be considered as tools to identify future leadership candidates. Formal leadership training might be helpful. Speakers on leadership could also be brought in to help develop and reinforce leadership principles.
- HCC has a sound meeting and committee structure. This structure could be further enhanced by expanding and measuring the communication structure. A formal cascading communication plan should be developed and implemented that entails measures of how well the message is being received and understood. Expansion of communication through various mediums such as newsletters, training, and feedback could improve the entire culture and performance of the organization as well as help drive home the connection of the decision making with the mission, vision, and values of HCC.
- Many institutions of higher education have discovered that their facilities, staff and, students may be vulnerable to a variety of internal and external threats. The college

would benefit from the development of a comprehensive risk assessment process to determine how and in what ways HCC could be better prepared for unforeseen vulnerabilities that may put the organization in physical or financial jeopardy.

- HCC has an opportunity to develop its capacity to document its systems across the portfolio. In many cases, insufficient information is provided to evaluate the current level of the institution's development in a particular area. The college states that these processes exist, but it does not *show* these processes through appropriate documentation. Consequently, the quality of the systems portfolio feedback is diminished.
- HCC has an opportunity to develop its systems for measuring effectiveness throughout the portfolio. This includes defining clear outcomes for a service or initiative and selecting measures appropriate to those outcomes. Without processes for measuring effectiveness across all systems, it may be difficult to determine where and in what ways improvement has occurred.

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## USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## **CRITICAL CHARACTERISTICS ANALYSIS**

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Hutchinson Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Hutchinson Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### **Item    Critical Characteristic**

OVa    Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of

excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.

- OVb In the 2008-2009 year more than 8,800 persons enrolled for credit classes; another 7,500 participated in non-credit instruction, primary workforce training and retraining. Thirty-two technical programs – allied health, trades and computer-supported curricula – prepare students for entry-level positions.
- OVc HCC's main campus is located in Reno County, which provides approximately 46% of the public budget for the college. Additional college facilities are located within McPherson, Harvey and Rice County. HCC is the only public postsecondary institution within 50 miles and serves both rural and urban Kansas in a service area of 135,000 residents.
- OV1a HCC offers a range of academic opportunities, such as pre-baccalaureate programs, career preparation, and short-term training programs that address workforce needs. Three Associate degrees and workforce coursework are maintained by eight academic departments (for credit hour coursework) and the Business and Industry Institute (for short-term training). HCC offers 30 Career and Technical Education Programs, three of which earn certificates only.
- OV1b In 2002, HCC developed institution-wide student learning outcomes in four categories. HCC continues to use this structure for the development of course content and the assessment of student learning.
- OV2a HCC provides non-instructional services to students and its community in the areas of athletics, community service, fundraising, and service to business. Key examples of these services include the offering of 12 intercollegiate sports programs, fundraising by the HCC Endowment Association, training provided by the Business and Industry Institute, and assistance for job-seekers by the Workforce Development Center.

- OV3a HCC's student body is younger than many community college of the same size, with 50% of their students between the ages of 18 and 21. HCC competes for students with a number of proprietary organizations, 19 public two-year colleges, 6 technical colleges, 6 universities, and a municipal university in Kansas.
- OV3b HCC's online offerings are the fastest growing segment, increasing from 16% in 2004-05 to 29% during the fall 2009 term. Offering significantly more online courses has been the driving force behind the need for more part-time faculty with current numbers between 200-250 adjunct instructors hired per semester.
- OV4a HCC employs 140 full-time faculty members, 200-250 part-time faculty members, 80 administrative staff members, and 180 hourly staff members, which are organized by functional areas headed by one of four Deans, or by the President.
- OV5a HCC aligns its leadership, decision-making and communication process with its mission and values by participation in State governance processes, joint leadership review of programming, professional development at all levels, collaborative relationships with education and business partners, institution-wide committees, and formal assessment of the college environment. Moreover, communication is a primary focus at HCC with four-institution wide committees – Teaching and Learning, Professional Development and Training, Regulatory Compliance/Due Process, and Institutional Effectiveness which provide a process for stakeholder input from all areas of the college and community.
- OV6a HCC has identified three administrative support goals: accessible facilities and information to support recruitment and learning; academic, personal and financial support for students; and collaborations for the benefit of learning.
- OV7b HCC uses the philosophy that systems are developed so that process drives information technology rather than information technology drives process.
- OV8a The institution's commitments, constraints, challenges and opportunities have been identified. Key challenges include maintaining access to education and assuring quality learning and faculty in the face of declining state funding. Key opportunities include the use of the Siemens building and other outreach facilities to allow additional programming.

OV9a Collaboration is central to HCC's mission. The College maintains collaborative relationships with business and industry through program advisory committees and a Business and Industry Institute, and with six public and two private school districts. In 2009, 34% of Reno County's high school graduates enrolled at HCC the semester after graduation. Another 12% of enrollees came from fourteen additional public school districts within the service area.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- OVa Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.
- OV1a HCC offers a range of academic opportunities, such as pre-baccalaureate programs, career preparation, and short-term training programs that address workforce needs. Three Associate degrees and workforce coursework are maintained by eight academic departments (for credit hour coursework) and the Business and Industry Institute (for short-term training). HCC offers 30 Career and Technical Education Programs, three of which earn certificates only.
- OV1b In 2002, HCC developed institution-wide student learning outcomes in four categories. HCC continues to use this structure for the development of course content and the assessment of student learning.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
1P1	S	HCC has a clearly developed process to determine common learning objectives for students that align with the mission, vision, and four institution-wide outcomes identified and approved in 2002 by faculty, the Administrative Council and the Board of Trustees.

- 1P2            S        The determination of specific program learning objectives are made through a collaborative and comprehensive process which includes faculty, advisory committees, colleagues at other technical and community colleges, the Kansas Technical Education Authority, external licensing/accreditation agencies, and the Kansas Core Competencies Project.
- 1P3            S        HCC has comprehensive practices for designing new programs and improving existing programs that match the student needs to the market. The formal process facilitates the development from proposal to deployment (Figure 1P3). There is adequate opportunity for input from faculty, deans, committees and administration. The process ensures these changes are communicated effectively.
- 1P4a           O        The college described how it responds to the need for course or program changes based upon input from four-year institutions, advisory committees and area employers. However, there is no evidence that there is a systematic process to collect and analyze this information. The college acknowledges that a key challenge is the need to assure quality educational opportunities in the face of declining state funding. Developing a process to analyze and prioritize information related to program change or development and program learning outcomes would assist in targeting funds to areas of greatest need. A clearer process may help the institution incorporate feedback from multiple stakeholders while managing the scope of program outcomes.
- 1P4b           S        HCC has a three phase online course development process to ensure quality of its online courses. The Instructional Technology/Distance Education Department (ITDE) meets frequently and works closely with faculty through each phase of the process. A formal checklist is used by ITDE to ensure the course meets quality standards.
- 1P4c           S        HCC used data to create and make changes in programs. For example, HCC's Allied Health Department innovatively developed their on-line

- Pharmacy Tech Program in conjunction with hospitals, the ASHP, and pharmacies based on need and research.
- 1P5a S HCC utilizes a variety of mandatory assessments including ACT and SAT scores, ASSET, COMPASS, ACCUPLACER, and Work Keys to for mandatory placement in English composition and mathematics and to ensure students are prepared for their courses. The decision to use mandatory placement testing was based on evaluation of institutional data.
- 1P5b O While HCC assesses preparation in English composition and mathematics; it is unclear whether processes exist to determine whether students are prepared for general college-level courses. It is also unclear how it determined cut-off scores and specific placements. Having such processes can help to ensure students are prepared to succeed in a wide range of courses.
- 1P6a S HCC has developed a degree audit program for improved monitoring of student progress. Starting fall 2010, this program will block students from enrolling in courses or programs if they do not have the correct qualifications. As it moves to online enrollment, HCC is planning to implement additional safeguards to help ensure students do not take courses beyond their qualifications.
- 1P6b O It is unclear if there is a process in place for student follow up to ensure the students are progressing and on the right path. Clarification or development of such a process will help HCC ensure that students are progressing towards accomplishment of institutional and program outcomes.
- 1P6c S HCC communicates to current and prospective students the required preparation and learning objectives for programs, courses, and degrees through a variety of avenues including online, through advising and publications.
- 1P6-1P7 S HCC has developed a robust system to assist students select programs of study. All students are assigned an advisor who assists in the

identification of strengths, weaknesses, interests and academic background. Advisors are required to complete eight hours of initial training and annual refresher training.

- 1P7            S        A collaborative project, the Admissions Wizard, is being developed and will be activated in fall 2010. This project is an electronic query system to help students identify their interests, review the available curricula and programs, and then be assigned an appropriate advisor. Additionally, HCC offers a Career Decision-Making course or counseling sessions to students who are undecided about a major or program of study.
- 1P8            O        Although an HCC Teaching and Learning Task Force along with the Ability to Benefit program assist the lowest scoring students with academic deficits before the student starts college-level classes a formal and an Adult Basic Education (ABE) program is in place to support GED students who are underprepared, it is not clear whether formal processes are used to identify and support other underprepared students beyond the first semester's developmental reading program. It is also not clear to what extent individual programs or departments use remedial or intervention strategies to continually support students throughout their coursework. By establishing such processes, HCC may be able to improve its retention rates for developmental students (Figure 1R5-1) within each program/segment.
- 1P9a          S        All full-time students are required to enroll in the Success assessment of student learning styles and identification of strategies to improve student success. HCC might consider expanding beyond learning styles to include such things as time management, study skills, and educational planning.
- 1P9b          OO      Although HCC engages in informal activities to address different learning styles, i.e. required enrollment in the Success Seminar and the use of Instructional Designer support, it is not clear how the institution detects and addresses the specific learning needs of individual and part-time students. There is also a lack of evidence that instructional interventions

that are strategically tailored to student styles are integrated within each learning course. By using a formal process to determine student needs within each course, and designing courseware that address those individual needs, HCC may find it easier to retain students of all learning styles.

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| 1P10  | S  | HCC has strategies in place to address the special needs of student subgroups. Examples include: advisor specially trained in disabilities services, minority advisor, programming for at risk students, and student learning support and tutoring.  |
| 1P11a | SS | To document and communicate expectations for effective teaching and learning, HCC evaluates its faculty using the two-tiered, weighted Arreola model, which utilizes both a supervisor and student evaluation system. Formal criteria in the areas of teaching, student development, service, and scholarship/professional development were developed through an institutional Action Project and have been used since 2008 (Figure 1P11). The framework for communicating and evaluation expectations for effective teaching allows for supervisor and student input and addresses at least five dimensions of effective teaching: content expertise, instructional design, instructional delivery, instructional assessment, and course management.  |
| 1P11b | O  | HCC described the use of two mechanisms to communicate expectations for effective teaching and learning: teacher evaluations and assessment of student learning. However, there is no evidence that the assessment of student learning component of this plan is fully implemented to align course outcomes to program outcomes and/or institution-wide outcomes. Faculty are currently aligning course outcomes with program and institutional outcomes. The faculty should be encouraged forward in this work, so the school can assess more effectively what courses (and to what extent each course) contribute to higher-level learning outcomes. Without a fully implemented assessment plan, it may be difficult to determine the extent to which students are successful (Table 1P11: Evaluation of Instruction Components/Weighting). |

- 1P12 S HCC has developed a comprehensive schedule of courses utilizing historical trends and current market influences which is flexible to students 'diverse schedules. The college offers low-enrolled courses through ITV across the state in conjunction with other postsecondary institutions.
- 1P13-1P14 S HCC uses a variety of methods to ensure that all programming is up-to-date and effective. Formal program evaluations and analyses are conducted every three years using data from a variety of sources, such as the percent of completers, retention rates, student success, employment, costs, and success on third-party examinations. A program retirement process is in place through which low-enrollment programs are evaluated to determine if they should be discontinued. Review is conducted for all discontinued classes.
- 1P15 S Noel Levitz and CCSSE data are analyzed by Administrative Council, the Institutional Effectiveness Committee, and various administrative personnel to help gauge the helpfulness of tutoring, advising, placement, library, labs, etc. and to determine learning support needs for students. Data are used to affect needed institutional policy changes. For example, HCC's Teaching and Learning Committee has imitated a project to ensure student success in courses that require extensive reading by adjusting the reading requirements for these courses by requiring a higher reading score.
- 1P16 O HCC provides a variety of co-curricular opportunities for many of its programs of study. However, the college acknowledged that the alignment of co-curricular development goals with learning objectives has not been a priority. Aligning co-curricular learning with curricular learning objectives would assist the college in determining how and in what ways these offerings provide value to the learning experience for students.
- 1P17-1P18a O HCC has a faculty-driven process for the assessment of student learning that is designed to align all program and course outcomes with institution-wide outcomes. Currently, HCC assumes students who have completed

program requirements have demonstrated competency in the four institution-wide learning outcomes. However, full implementation has not been achieved for all courses and programs. Articulating levels of mastery in the four outcomes and measuring gains more directly will help the college assess whether individual courses are genuinely contributing to the students' overall learning and development. The college would benefit from full implementation of the plan if it is to ascertain whether or not students have met learning and development expectations. Articulating levels of mastery can also help the college set and communicate expectations to students and other stakeholders, and set targets for improvement in an area vital to the college's mission.

- 1P18        S        The College's Assessment Subcommittee developed criteria for the assessment of student learning under the leadership of the Director of Learning Outcomes and Assessment. After reviewing multiple options it was agreed embedded assessment was the most efficient and effective method for determining student achievement.
- 1R1        S        HCC regularly collects and analyzes data on 11 measures related to student learning and development. These include retention, transfer and graduation rates; success at four-year institutions; success on external examinations; and success on student learning outcomes at course and institutional level. Data for graduation and transfer rates indicate a positive trend.
- 1R2-1R3    O        Student success rates for institution-wide outcomes are provided for a sample of students for 2009 (Figure 1R2), but it is not clear whether positive trends for these outcomes have been found for all students. The assessment subcommittee is still working on a comprehensive compilation of student success rates on institution-wide outcomes. It is currently in the pilot project phase. It was piloted in spring and fall 2009 by volunteers and has not been institutionalized college-wide. By establishing a consistent and systematic process to assess all students on the institution-wide outcomes, HCC may find it easier to collect,

analyze, and report trend and comparative data. Consistency in measuring outcomes will improve longitudinal data.

- 1R3 OO While recent program results are reported for the Associate Degree Nursing Program and other Technical programs, it is not clear whether data are collected and analyzed for the other program segments. Collection and analysis of student achievement across the disciplines is necessary to measure program improvement.
- 1R4 S HCC provides evidence of positive trends in a number of areas measured. The academic performance for transfer students is provided based on data compiled by the Kansas Board of Regents (Tables 1R4-2 and 1R4-3). These data indicate that HCC transfer students perform slightly better than transfer students from other Kansas colleges. Data over the last two years on pass rates on licensure exams for a number of technical programs shows that on average, approximately 90% of the students taking the exams, pass indicating that students have acquired knowledge and skills for the workplace. Learning support process results, as measured by Success Rates for Students Receiving Academic Support, show positive trends in the Mathematics and RLRC/SSS Support since 2007 (Figure 1R5-2).
- 1R4-1R5 S HCC tracks, utilizes, and compares data on student skill assessment related to employer and four College needs and support processes (advising, library, and lab use). HCC maintains detailed comparison by using NCCBP.
- 1R5 O The college provided performance results for student retention and success rates for students using tutoring and support services. However, the data provided do not show specific measures for support services or areas such as advisement, library services, tutoring, or laboratory use. With declining state funding, HCC would benefit from tracking specific performance measures for each learning support process as a means to determine how best to allocate resources to meet the needs of students.

- 1R6a            S        HCC has longitudinal comparative data through its participation in the National Community College Benchmark Project. Comparison data for 2007-2008 shows HCC above the national mean in majority of reported areas. Results for 2008-2009 show that HCC increased in some areas and decreased in others in comparison to performance in the previous year.
- 1R6b            O        While levels and trends for student learning are presented and compared to other community colleges participating in NCCBP (Table 1R6), little data are present that show how HCC's performance compares to local community colleges, colleges across the country of similar size and/or demographic, or to other institutions who compete for students within HCC's boundaries.
- 1I1              O        HCC has implemented several learning improvement projects, most of which are course or program specific except in the areas of developmental education. There is an opportunity to expand improvement projects to larger student populations beyond the scope of just developmental students.
- 1I1-1I2        O        While HCC does identify initiatives and task forces intended to improve student learning, it is unclear how systematic and comprehensive the processes and results are for helping students learn. Similarly, it is unclear whether HCC uses data on student performance to set targets for improvement. Developing a more systemic approach to improving student learning can help to ensure data is used to guide improvement. The institution still has the opportunity to develop a formal improvement process, such as the use of Plan-Do-Study-Act or other improvement model that empowers decision-makers at all levels of the institution to systematically access, use, and improve student learning results.
- 1I2a            O        Although the employment of a Director of Learning Outcomes and Assessment has improved data collection related to assessment, stakeholder awareness of data, and increased usage of data for decision making, the college acknowledges a problem in closing the assessment

loop because the internet, website, and the registrar's database do not communicate easily with each other. It is problematic for decision-makers to access the data for improvement purposes.

- 112b            S        The College has instituted a system in which faculty have greater autonomy and control in assessment of student learning and evaluation of their instruction which has led to great faculty willingness to examine quantitative evidence when revising instructional methods. Faculty appear to be more engaged in improving student learning outcomes.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item    Critical Characteristic***

Ova    Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition, costs, state-of-the-art, facilities and virtual learning options; LEARNING for faculty, staff, and students at all levels of preparedness; and COLLABORATION in which the college

is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.

OVc HCC's main campus is located in Reno County, which provides approximately 46% of the public budget for the college. Additional college facilities are located within McPherson, arvey and Rice County. HCC is the only public postsecondary institution within 50 miles and serves both rural and urban Kansas in a service area of 135,000 residents.

OV2a HCC provides non-instructional services to students and its community in the areas of athletics, community service, fundraising, and service to business. Key examples of these services include the offering 12 intercollegiate sports programs, fundraising by the HCC Endowment Association, training provided by the Business and Industry Institute, and assistance for job-seekers by the Workforce Development Center.

O9a Collaboration is central to HCC's mission. The College maintains collaborative relationships with business and industry through program advisory committees and a Business and Industry Institute, and with six public and two private school districts. In 2009, 34% of Reno County's high school graduates enrolled at HCC the semester after graduation. Another 12% of enrollees came from fourteen additional public school districts within the service area.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	OO	HCC has identified four areas to work collaboratively with key stakeholder groups. They are: Athletics, Community Service, Fundraising, and Service to Business. An administrative staff member is responsible for the stakeholder interaction and realization of program goals. While the institution has identified the key persons responsible for the design and operation of its key non-instructional functions, it is not clear which processes were used by those individuals and their reports to design and operate the key functions to serve significant stakeholder groups. Also, it

is not clear how the college-provided supervisors or other stakeholders involved (Figure 2P4-1) demonstrate how the program remains relevant to the college's mission (2P4). By establishing a formal process for perpetually analyzing true needs and/or data to inform annual program design or update, HCC may find it easier to keep current in its efforts to serve its stakeholder groups and improve its results.

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| 2P2  | S | HCC personnel or external stakeholders provide input regarding the need for non-instructional objectives. These requests are reviewed by the President's Council and other staff using five criteria to determine the appropriateness and sustainability of the proposed initiative.  |
| 2P3a | S | The college communicates expectations regarding non-instructional objectives through college supervisory personnel. College supervisors focus on these expectations as a part of day-to-day work activity for their area. College supervisors also serve on advisory committees to understand external funders, regulators and the constituent groups they serve.   |
| 2P3b | O | It is unclear how the college communicates expectations and outcomes of its other distinctive objectives to partners, employers and internal staff beyond the scope of the advisory or college-wide committees.   |
| 2P4  | O | Communication and assessment of other stakeholder objectives occurs at basic levels and it is not clear that faculty and staff needs are comprehensively being incorporated. HCC has an opportunity to clarify how these evaluators and stakeholders assess the appropriateness and value of these non-instructional programs, so it demonstrates that the evaluators' criteria do address relevance of the programs to the college's mission and vision. |
| 2P5  | O | Although HCC determines faculty and staff needs related to non-instructional objectives and operations as part of the supervision process, it is unclear how resource needs beyond staffing are determined or met. A systematic process determining those needs and an analysis of the  |

		results of the processes meeting those needs will allow the College to improve their response to resource needs.
2P6	S	HCC has implemented a collaborative process for adjusting other distinctive objectives which has created revised provisions for academic support at times that work for student lives and the offering of volunteer opportunities that appeal to traditional age college students.
2R1	O	HCC alludes to but does not define the objectives of these non-instructional programs, so it is unclear whether the results presented reflect the right measures. It is also unclear how some of the measures used align with the institution's vision to "provide opportunities for learning, growth and improved quality of life."
2R2	S	Results for measures related to Community Service (the Volunteer Center)(Figure 2R2-2) and Fundraising (HCCEA) (Figure 2R2-5) demonstrate positive trends since 2007 and 2006, respectively.
2R3	OO	HCC has not compared results in these areas with results of other higher educational institutions. Comparison data may provide HCC with additional data for setting priorities, targets for improvement, and assist the institution in realizing its effectiveness goals.
2R4	S	HCC shows how the identified distinctive objectives provide service to the surrounding communities and helps the College address its vision to "provide opportunities for learning, growth and improved quality of life." Because HCC must answer directly to the citizens who provide local property tax support, there is an inherent incentive to share information and perform for the communities of the region.
2I1	S	HCC has a long history of addressing the four areas with strong stakeholder and public input helping each remain viable.
2I2a	S	The College leadership has embraced a philosophy and processes for incorporating other distinct objectives into the overall college way of life. The College uses five questions to guide the appropriateness and

sustainability of new initiatives and the supervisory structure ensures target are met and evaluated on a continuous basis.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristic***

- OVa Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition, costs, state-of-the-art, facilities and virtual learning options; LEARNING for faculty, staff, and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.
- OVB In the 2008-2009 year more than 8,800 persons enrolled for credit classes; another 7,500 participated in non-credit instruction, primary workforce train and retraining. Thirty-two technical programs – allied health, trades and computer-support curricula – prepared student for entry-level positions.

OVc HCC's main campus is located in Reno County, which provides approximately 46% of the public budget for the college. Additional college facilities are located within McPherson, arvey and Rice County. HCC is the only public postsecondary institution within 50 miles and serves both rural and urban Kansas in a service area of 135,000 residents.

OV3a HCC's student body is younger than many community colleges of the same size, with 50% of their students between the ages of 18 and 21. HCC competes for students with a number of proprietary organizations, 19 public two-year colleges, 6 technical colleges, 6 universities, and a municipal university in Kansas.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	SS	The College uses a number of processes to monitor and identify the changing needs of student groups (Tables 3P1 and 3P2). When possible changes are identified, service areas or persons responsible for service are involved in the review process to determine the appropriate course of action. If more than one work area is involved in a possible change, the review process is assigned to an institutional committee for action.
3P2	S	Three process areas of recruitment/marketing, student services, and faculty involvement, along with twenty-six work action areas have been developed for cultivating relationships with students.
3P3	S	HCC employs extensive processes for each stakeholder group that continually analyzes changing needs and assigns a responsible party to determine an appropriate course of action.
3P4	O	HCC has identified multiple mechanisms to build and maintain relationships with identified stakeholder groups as shown in Figure 3P4-1; however, an opportunity exists to clarify the purposes of the relationships among intellectual, professional, personal or development so that

employees can build and maintain them intentionally and so that they can be measured and results verified.

- 3P5            S        HCC determines new student and stakeholder group targets using an environmental scanning process to determine the feasibility of the request, its compatibility with the college's mission and the sustainability of the proposed request using established criteria.
- 3P6            O        HCC has formal processes in place to address appeals or complaints related to nondiscrimination practices and students' right to appeal academic and disciplinary decisions. It is not clear; however, whether the institution uses a systematic complaint management process for other stakeholders. By establishing a formal process for stakeholders to offer complaints, to communicate progress toward handling those complaints, and to encourage stakeholders to offer their input, HCC might better be able to address those key issues that impact stakeholder engagement. An opportunity also exists to be able to identify patterns of student concerns and identify opportunities for improvement.
- 3R1            SS       HCC determines the satisfaction of student and other stakeholders using nationally benchmarked surveys (Noel-Levitz Student Satisfaction Survey and Community College Survey of Student Engagement). The college plans to continue to administer these two surveys on a rotating basis each spring continuing the collection of longitudinal data. HCC has clearly made improvements through the triangulation of survey data and benchmarking to determine student and other stakeholder satisfaction.
- 3R2-3P3       O        Although evidence shows student satisfaction in a majority of areas on the Noel-Levitz and CCSSE surveys, there are areas that continue to show opportunities for improvement including faculty availability, campus safety, feedback on progress from instructors, caring and helpful staff, advisor knowledge, class registration, class times, and availability of administrators. It is not clear whether results for stakeholder satisfaction have improved, especially where data are represented as a count instead of a percentage (where annual changes in enrollment must be

- considered). Also, results for stakeholder groups beyond the graduates of technical degrees or certificate programs and their employers are not presented. Showing that areas of opportunity are being addressed demonstrates to employees, students and other stakeholders, that the College takes the results of such surveys seriously.
- 3R4 O While HCC collects information from graduates and employers about how well HCC prepares students, it is unclear from the data provided whether HCC translates the raw data into actionable intelligence. For example, does the fact that in 2009, about 25% of survey respondents reported that their vocational training did not help them with their current position indicate a problem for HCC, or does it reflect a tight labor market? Clarifying how data collected is translated into actionable intelligence can help to ensure that the data is being used to systematically guide improvements.
- 3R5 O The College does not formally survey key stakeholders to determine performance results for building relationships. Identifying a process to collect and analyze data for performance results may help HCC determine areas of improvement or new areas for relationship building.
- 3R6 O HCC tracks favorably where comparable for Understanding Student and Other Stakeholder needs with other institutions; however, no data are presented for how the institution compares to the competitor institutions described in its Overview, such as the public two-year colleges, six technical colleges, universities, or the municipal university. Such comparisons could provide insight into meeting upcoming funding and enrollment challenges, as well as improvement opportunities in better understanding students' and other stakeholders' needs.
- 3I1 S The College provided evidence that it addressed all areas of improvement identified during the 2007 Quality Checkup Visit.
- 3I2 O The College has not established improvement targets for student and key stakeholder groups. The development of a process to set targets and metrics to measure progress would assist the College in achieving its

goal of being the premier two-year education institution in Kansas and building collaborative relationships to support learning.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

- OVa Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.
- OV3b HCC's online offerings are the fastest growing segment, increasing from 16% in 2004-05 to 29% during the fall 2009 term. Offering significantly more online courses has been the driving force behind the need for more part-time faculty with current numbers between 200-250 adjunct instructors hired per semester.

OV4a HCC employs 140 full-time faculty members, 200-250 part-time faculty members, 80 administrative staff members, and 180 hourly staff members, which are organized by functional areas headed by one of four Deans, or by the President.

OV5a HCC aligns its leadership, decision-making and communication process with its mission and values by participation in State governance processes, joint leadership review of programming, professional development at all levels, collaborative relationships with education and business partners, institution-wide committees, and formal assessment of the college environment. Moreover, communication is a primary focus at HCC with four-institution wide committees – Teaching and Learning, Professional Development and Training, Regulatory Compliance/Due Process, and Institutional Effectiveness which provide a process for stakeholder input from all areas of the college and community.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	The Director of Human Resources collaborates with members of the unit in modifying job descriptions based on changing work needs and external factors such as accreditation each time a vacancy occurs. This process helps to ensure that job descriptions reflect current needs and skills. All faculty and administrative positions are approved by the Board of Trustees at the regularly schedule meetings.
4P2	S	HCC has a process for hiring of employees that requires documentation from applicants that they have the credentials, skills and values needed for the open position.
4P3a	S	HCC uses a variety of print and electronic methods to recruit for open positions at the college. HCC has a generous benefit package which they offer all permanent employees. As part of the benefit package for employees, staff and their dependent children are able to enroll in six credit hours of their choosing each semester with supervisor approval.

- 4P3b O It is unclear how HCC's recruiting process responds to strategic priorities and the need for a diverse applicant pool. Clarifying these processes can help to ensure a candidate pool that meets the college's needs and reflects the diversity of its student body. While HCC offers its employees a generous benefit package, it is not clear whether proactive processes are used specifically for the purpose of retaining the organization's key, high-performing employees. Also, no results are reported for the organization's retention for each of its employee groups/segments. By establishing such a process, and measuring the effectiveness of those processes, the organization may be better able to address its two stated challenges of *Assuring quality in all mediums of instruction* and *Hiring and retaining quality CTE faculty* (see Overview, page O-13).
- 4P4 O While HCC does provide new employees with a set of materials, including campus policies and procedures, it is unclear how the college follows up to ensure that its history, mission, and values influence how the employee performs his or her work. No evidence is provided of continued onboarding such as area specific knowledge dissemination, a buddy/mentoring system, or post hiring follow up. Ensuring a more formal process while clarifying this process can help to ensure the orientation process makes a real impact.
- 4P5 OO While the institution offers training to new personnel, it is not clear how HCC creates preventative plans for changes in personnel. By establishing and documenting a formal succession planning process, HCC may find it easier to maintain high levels of service while leadership transitions take place. Going beyond resignation-driven personnel planning can help the college anticipate more significant, long-term risks (e.g., loss of institutional knowledge).
- 4P6a SS All employees participate in the committee and task force structure of the college. This allows for input from areas across the college when policies and procedures are revised. HCC has simplified their committee structure into four institution wide committees -Teaching and Learning, Professional Development and Training, Regulatory Compliance and Due

- Process, and Institutional Effectiveness which comprise of membership of all employee classifications which allows for input across the organization for revisions to policies and processes the affect all stakeholders.
- 4P6b      O      HCC utilizes traditional work place process and ethical behavior processes. However, it is unclear, from the information provided, how the work processes and activities contribute to organizational productivity and employee satisfaction. Clarifying how these processes align with the desired outcomes can help people participating in these processes be more intentional and it may be difficult to anticipate employee issues or concerns that could impact organizational productivity.
- 4P7      O      HCC follows several established practices to assure ethical behavior. However, there does not seem to be a training process in place to provide faculty and staff an opportunity to receive information regarding ethical practices in the workplace or raise questions related to their specific work site. The development of a training process to provide ethical training and guidance that is in keeping with the college's goal to provide professional growth and development to employees.
- 4P8a      S      To determine training needs, HCC analyzed data and information gathered from regular employee training needs surveys, the Professional Learning Subcommittee, and student engagement surveys (CCSSE and Noel-Levitz SSI). Four criteria (leadership development, technology applications, currency in discipline, and student engagement) have been listed as key filters to evaluate whether a professional development opportunity aligns with long-range organizational plans.
- 4P8b      S      The college provides professional development support for both faculty and staff through a variety of opportunities including support for educational advancement for faculty, institution-wide professional development days and an annual institutional accreditation training. HCC also pays tuition for staff to enroll in six credit hours of coursework each semester.

- 4P9 O While HCC does provide events dedicated to employee development, it may want to consider a more systemic approach to employee development (e.g., faculty personal development plans) that aligns organizational and personal development needs.
- 4P10 S The personnel evaluation system for administration and staff was revised in 2003 to reflect AQIP core values. The annual employee evaluation process provides employees an opportunity to set goals, develop an improvement plan, and document professional development activities. This alignment helps to ensure that employees take personal responsibility for the institutional culture.
- 4P11 S HCC recognizes faculty and staff as the most important resource to complete their mission and purposes. On pages 4-5 and 4-6, the portfolio lists multiple ways people are recognized via Commencement and other ways.
- 4P12a O While the institution uses various recognition and benefit activities, it is not clear how the design of these activities aligns with HCC's objectives for its instructional and non-instructional services. It is also not clear how the reward and benefits services have been designed to appeal to the specific employee groups/segments it has identified in its Overview, page O-8. For example, the benefit of continuing education credits at the community college may not appeal to faculty members with advanced degrees. By designing reward and benefit packages by employee group, and measuring the extent to which those recognition and benefits work in motivating the respective employees, HCC may be better able to address its stated challenges of *Assuring quality in all mediums of instruction* and *Hiring and retaining quality CTE faculty* (see Overview, page O-13).
- 4P12b S The college collects quantitative data through the Personal Assessment of the College Environment (PACE) to identify faculty issues and determine plans of action and qualitative data through the wellness committee to support employee health and safety and wellbeing. The results are analyzed and shared with the Administrative Council and the

- President's Council to understand key issues of concern or identify key opportunities to motivate or educate employees.
- 4R1a      OO      HCC has the opportunity to collect and analyze additional measures of process items related to valuing people. Key examples of these measures include employee retention data, participation in professional development, the effectiveness of key benefits or recognition, or complaint information. By measuring these items, and reporting the data by each of its key employee groups/segments, the organization may be able to appropriately select strategies to address its opportunities in 4P3, 4P11, and 4P12.
- 4R1b      S      HCC administered the PACE survey in 2001, 2004, 2006, and 2008. This provided the college with longitudinal data that it can use to identify key employee issues related to valuing people. PACE results indicate that HCC has a healthy campus climate (3.64 mean out of 5). For example, results indicate that employees are significantly involved in decision-making, leaders consult with followers, and leaders are viewed as having trust and confidence in employees.
- 4R2a      S      Current performance levels for each of the items related to valuing people listed indicate that HCC outperformed the Norm Base group on the PACE survey in 2008.
- 4R2b-4      O      HCC recognizes that their preliminary assessment results and results for student's success (1R5) represents a willingness to examine data for improvement but still has not been fully developed yet. Results that display trends for each of the PACE survey administrations, as well as current levels by employee group/segment, are not provided. It is also not clear whether data are collected to determine how the institution compares to the competitor institutions described in its Overview, such as the public two-year colleges, six technical colleges, universities, or the municipal university.
- 4I1a      S      HCC has made recent improvements in the Valuing People Category with the completion of their Action Project - Evaluation of Instruction in which

the faculty evaluation tool was rewritten and the PACE survey showed improvement in staff's perception of profession development.

- 412            O     HCC has not established specific targets to improve processes or results for Valuing People. The college would benefit from setting specific improvement goals and metrics to measure performance to support its goal to be a premier two-year educational institution and help HCC align its improvements with its mission, values, and strategic goals

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### **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item    Critical Characteristic***

- OVa     Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life.
- OV4a    HCC employs 140 full-time faculty members, 200-250 part-time faculty members, 80 administrative staff members, and 180 hourly staff members, which are organized by functional areas headed by one of four Deans, or by the President.

OV5a HCC aligns its leadership, decision-making and communication process with its mission and values by participation in State governance processes, joint leadership review of programming, professional development at all levels, collaborative relationships with education and business partners, institution-wide committees, and formal assessment of the college environment. Moreover, communication is a primary focus at HCC with four-institution wide committees – Teaching and Learning, Professional Development and Training, Regulatory Compliance/Due Process, and Institutional Effectiveness which provide a process for stakeholder input from all areas of the college and community.

OV6a HCC has identified three administrative support goals: accessible facilities and information to support recruitment and learning; academic, personal and financial support for students; and collaborations for the benefit of learning.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	O	HCC indicates that its mission and values are developed by the Administrative Council using a formal process however, description of the formal process was not provided. Without clear understanding of the process to develop the organization’s mission and values, it is difficult to determine what input employees or other stakeholders may have in drafting the mission and values of the college. Having these processes in place could stimulate further employee support for these documents.
5P2a	OO	Leaders align performance through mission, vision, and values primarily through meetings. There appears to be no strategic plan or specific processes in place that formally support and reinforce the mission, vision and values.
5P3a	S	To consider the needs and expectations of students and stakeholder groups, HCC gathers information from student survey results, Student Government Association meetings, admissions personnel who meet with prospective students, monthly faculty and staff breakfasts, community

and stakeholder meetings, and input collected from Advisory Committees and Kansas Board of Regents.

- 5P3b      O      While informal processes exist for collecting information from students and stakeholders, the college could further define how this information informs decision making. There is no strategic plan that brings it all together and measures outcomes to goals. Clarifying what mechanisms leaders use to ensure that directions align with stakeholder needs (e.g., how are anecdotal concerns verified to determine whether they are larger issues?) can strengthen the legitimacy of those directions.
- 5P4a      S      The President and college leaders are active with the Board of Regents and regularly attends meetings at the state and local levels to elicit feedback and opportunities for growth.
- 5P4b      O      While the institution uses frequent meetings between the President and various stakeholder groups to determine future opportunities, there is a lack of evidence that a process exists for other organizational leaders, i.e. Board of Trustees, departmental Deans, other Directors, to gather and communicate the needs of their respective groups. By using a process to systematically share information regarding these needs, HCC might find it easier to address its opportunity to expand its programs related to student learning.
- 5P5      S      HCC has a strong institution wide committee structure in place that seeks to facilitate communication flow, provide representation, as well as building consensus around decision making. Improvements in policies and processes are made through the formal decision making process found on page 5-7(Figure 5P5).
- 5P6      O      While data or information are used by the institutional leaders to make decisions, it is not clear how data collected on an annual basis for the purposes of decision making are used or aligned with the Committee Decision Making Process (Figure 5P5), where a proposal, concern, or idea is submitted to IWC on an ad hoc basis. Clarifying how annual performance data is used to facilitate decisions opens up decision making

- to stakeholder scrutiny and helps the institution ensure the right data is being collected.
- 5P7 S To ensure that communication occurs between and among the levels and units of the institution, HCC uses a variety of methods to communicate between and among the levels and units of the organization. The college ensures that regularly scheduled meetings are held. Examples of key meetings include the weekly President's Council, the twice monthly Department Chairs meeting with the Dean of Instruction, and monthly institution-wide committee meetings.
- 5P8a S Each program area within HCC are required to prepare and present a three-year program review to the President, Dean of Instruction, the Director of Assessment and others which enables faculty and senior leadership to dialogue about goals, history, student success, and opportunities for growth and development.
- 5P8b O While formal and informal mechanisms are in place for units to communicate their challenges and plans to the President's Council (e.g., breakfast and lunch meetings with the president), it is unclear how this information is aggregated and evaluated for mission fit. Clarifying how directions at the top and bottom of the organization are assessed for alignment can inform the leadership's sense of how much the mission and vision are shared.
- 5P8c S The President and senior administrators present information of institution-wide importance at an all-employee meeting held at the beginning of each semester. The President also meets with small groups and sends an electronic memo to all staff each week. Since 2006, an institution-wide celebratory convocation has been held to community and collaboration at the college.
- 5P9a S Leadership abilities are encouraged and developed and strengthened through alternate committee chairmanships, "Chair Academy" and continued leadership training through the Professional Development and Training Committee.

- 5P9b O Although the Professional Development and Training Committee offers training in leadership to the campus community at large, it is unclear what process is in place to facilitate leadership and communication improvement. A comprehensive process could improve motivation and improvement in employee evaluations.
- 5P10 OO HCC reports that it does not have a formally articulated process related to leadership succession planning. It is not clear what processes HCC uses to develop, strengthen, and build the capacity of all potential and current leaders throughout the organization. It is also not clear how leadership skills and knowledge, or best practices, are shared throughout the organization, or to possible successors. Developing a formal succession plan can provide HCC with leaders who can carry on with the strategic direction and mission of the college.
- 5R1a-5R3 S HCC collects and analyzes performance results for leading and communicating through the biennial administration of the PACE survey. (Figures 5R2-1, 5R2-2, and 5R2-3), demonstrate improved levels since 2006 and outperform the Norm Base of similar community college institutions.
- 5R1b O HCC has an opportunity to expand its measure of leading and communicating by implementing other strategies other than the PACE survey. Surveys that reach beyond limited employee groups could be helpful as could employee evaluations of administrators that include items in leadership and communication. Although HCC are slightly above the Norm Base in the PACE survey, it would be helpful to know whether HCC performs above the state average with like colleges in its attempt to be the premier Kansas college.
- 5I1a S The College has created a clearinghouse of information called *HCCWebservices* that hosts extensive information on items such as human resources, textbook ordering, and committee meeting minutes. This is available to all full and part-time employees.

- 511b            O        HCC has implemented improvements in Leading and Communicating and has several systematic and comprehensive processes in place; however, many of the processes mentioned are not measured for effectiveness. Adding measures of effectiveness will provide data to make decisions for continuous improvement.
- 512            O        HCC has improved its committee structure and has provided college faculty and staff the processes (Figures 5R2-1, 5R2-2, and 5R2-3) to address issues that improve the ways the college functions and the services it provides. However, it is not clear how HCC set targets for improving performance in the areas of Leading and Communicating. The development of a process to set targets will assist the committee in determining priorities that align with the mission and vision of the college

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

- OVa    Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition

costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.

OVc HCC’s main campus is located in Reno County, which provides approximately 46% of the public budget for the college. Additional college facilities are located within McPherson, Harvey and Rice County. HCC is the only public postsecondary institution within 50 miles and serves both rural and urban Kansas in a service area of 135,000 residents.

OV6a HCC has identified three administrative support goals: accessible facilities and information to support recruitment and learning; academic, personal and financial support for students; and collaborations for the benefit of learning.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	HCC uses a variety of strategies—including surveys, advisory committees, and legislative forums—to identify and monitor the support service needs of stakeholder groups.
6P1b	O	HCC has an opportunity to further develop the individual strategies into a more systemic process for collecting and monitoring input from stakeholders. Having a more systemic process may help HCC respond with agility to changes in needs or preferences from these groups.
6P2	O	While HCC identifies the mechanisms through which support needs are assessed—like the supervision and evaluation process, the faculty Master Agreement, and institutional policies—, it is unclear how this takes place, how often, and how information is aggregated to assess broader resource needs. Clarifying these processes can help college leaders see larger patterns of support needs outside the immediate context of an employee and supervisor.

- 6P3 S HCC contributes to physical safety and security through the Safety and Security subcommittee and the Behavioral Intervention Team. The Safety and Security subcommittee meets monthly to review campus safety issues and provides campus safety training. The Behavior Intervention Team monitors student behavior and notifies campus personnel when specific individuals are identified as persons of concern.
- 6P4a S HCC uses regularly scheduled meetings to manage organizational support processes within each work unit. Processes that affect multiple work areas are managed through the Services and Operations Council. The Council reviews support needs that may require coordination outside of a particular work area.
- 6P4b OO While HCC uses regularly scheduled meetings to manage organizational support processes within each work unit, it is not clear whether a specific process has been created to ensure that the work processes address the needs they are intended to meet. By establishing such formal processes that specifically map inputs, processes, and outputs to the evidence that the stakeholder needs have been met, the institution may find it easier to address its challenges of *Maintaining campus infrastructure*, *Balancing public funding and tuition costs*, and *Providing adequate scholarships as tuition costs increase*, as described in the Overview.
- 6P5 O It is unclear how HCC's reporting of college policies and job descriptions demonstrates that the support processes encourage knowledge sharing, innovation, and empowerment. Posting a more comprehensive list of procedures can help to ensure consistency of operation and stimulate improvement, and clarifying how such documentation supports knowledge sharing, innovation, and empowerment can ensure that such documentation is intentional and evaluated for effectiveness.
- 6R1a S HCC uses the Noel Levitz Student Satisfaction Survey, the Community College Survey of Student Engagement, and graduate exit surveys to measure student satisfaction with support services. Areas of

- dissatisfaction have been identified and new processes developed to address areas in need of improvement.
- 6R1b O It is unclear what measures are used to assess employee satisfaction with administrative and organizational support services. The College could use these measures to insure continued quality improvement of services.
- 6R2 S HCC provides evidence that it seeks to improve based on feedback. Student satisfaction with HCC's support processes, as measured by the Noel Levitz SSS or the CCSSE, indicate positive trends since 2006 or 2007 for financial aid services, library and tutoring services, advising services, computers and other labs, and admissions. In addition, HCC used feedback from the Quality Check Up visit related to the college's default rate to develop a plan to improve the rate. The College contracted with an external company to perform follow-up contact with students related to loan payments.
- 6R3 O Measurement of administrative support services is limited to student responses on the Noel Levitz related to campus maintenance, parking, and business office operations. The results reported here for administrative support services are not related to the administrative support services discussed in other parts of the portfolio. Having measures of employee satisfaction with administrative support services can inform leaders whether they are providing the resources and support employees need to be successful in their jobs.
- 6R4 S HCC has a committee in place to review data from student surveys and recommend adjustments in services and processes. Recommendations that affect only a single work area go to that area; recommendations that affect multiple units are sent to the appropriate institution-wide committee.
- 6R5a S HCC student satisfaction results on the Noel Levitz and CCSSE are above the national norm in the areas of advising services, financial aid services, computers and other labs, satisfaction with library and tutoring services, business office operations, and admission services. HCC's

- performance has increased between 2007 and 2010 on many of these measures.
- 6R5b            O    HCC has an opportunity to compare its data with the Kansas institutions identified in the Overview as competitors, such as the public two-year colleges, six technical colleges, six universities, or the municipal university.
- 6I1a            S    HCC has taken several steps to improve support of institutional operations, most notably creating a new online portal *DragonZone* that provides students increased access to information on services and processes.
- 6I1b            O    HCC has made great strides in measuring and analyzing data in the areas of student support and the health and safety of its employees; however, a more systematic approach would include performance data on other supporting operations (e.g., business office and human resources). Second, it is unclear whether the projects cited as evidence of recent improvements demonstrate a systematic approach to assessing need, making changes, and collecting data to learn if the changes have improved performance. By establishing a way to measure and monitor the effectiveness of these and other similar changes, HCC may be better able to determine its return on investment.
- 6I2             O    HCC's institution-wide committee structure selects specific processes for improvement. However, it is not clear how the college sets targets for improved performance in Supporting Organizational Operations. Creating a process to set performance targets would assist the institution-wide committee structure with prioritizing areas and issues for improvement.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at

the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item Critical Characteristic***

OV5a HCC aligns its leadership, decision-making and communication process with its mission and values by participation in State governance processes, joint leadership review of programming, professional development at all levels, collaborative relationships with education and business partners, institution-wide committees, and formal assessment of the college environment. Moreover, communication is a primary focus at HCC with four-institution wide committees – Teaching and Learning, Professional Development and Training, Regulatory Compliance/Due Process, and Institutional Effectiveness which provide a process for stakeholder input from all areas of the college and community.

OV7b HCC uses the philosophy that systems are developed so that process drives information technology rather than information technology drives process.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
7P1	O	While HCC has established a process for distributing its program data through its <i>Rights and Roles Module</i> software, it is not clear whether a process has been created to select or manage the data and information. By formalizing a repeatable process to select and monitor appropriate measures and the respective data, and establishing the criteria to be used to continually evaluate the need for data, HCC will be able to better address some of its most pressing strategic challenges.

- 7P2            O        HCC has established a process for distributing its program data, which is controlled by the Presidents Council and the ITS director. However, because these processes are not described, it is unclear whether HCC has a systematic way to selecting, managing and distributing data to support planning and improvement. By formalizing a repeatable process to select and monitor appropriate measures and the respective data, and establishing the criteria to be used to continually evaluate the need for that data, HCC might be able to better address some of its most pressing strategic challenges.
- 7P3            O        While HCC has identified the key leaders who are involved in determining the data needs for department personnel, it is not clear what processes or criteria are used to determine these needs. Analysis of data needs could provide opportunities to improve understanding of what data should be collected and analyzed to facilitate quality improvements.
- 7P4            S        HCC's President's Council have determined that three collections points for data need to determine trends before initiating major change through discussion and revisions by the work group who will make the changes. The use of Web services allows for a system of information and performance analysis.
- 7P5            O        HCC participates in the National Community College Benchmark Project and the Kansas Study to access comparative data at the state and national level. The college does not, however, have criterion for the selection of comparative data. The development of a method and criterion for the selection of comparative data would assist the college in decision making and resource allocation.
- 7P6            O        HCC uses various means to communicate and analyze data and information at the department and unit levels. However, there is not a defined process which identifies how department analysis of data and information aligns with institutional goals. A clear process with measureable objectives could be monitored and provide opportunities for

the improvement in aligning data analysis and the College's vision and mission.

- 7P7      O      While HCC has designed its information systems to be real-time and secure, there is a lack of evidence of how relevant personnel ensure and check that the characteristics of timeliness, accuracy, reliability, and security are present in its current system. By establishing systematic cycles to measure, validate and check these properties, the institution may find it easier to address its challenges and opportunities as described in the Overview.
- 7R1      O      HCC does not have a formal process to measure performance and effectiveness of the information system. Establishing a process that includes multiple measures may provide opportunities for improvements to all aspects of knowledge management that are in keeping with the College's philosophy of process driving information technology.
- 7R2      O      HCC has improved data management through a Course Creation System, Admissions Wizard, and DragonZone, which is a comprehensive portal that broadly encompasses student and faculty needs. However, it is unclear what goals the College has for its systems for measuring effectiveness. Clarifying the goals and adopting appropriate measures can help to ensure all other areas have the capacity to access and analyze performance data to support data-enhanced decision making in their areas.
- 7R3      OO      HCC has not formally compared its information and data management capabilities with other institutions. Despite having the vision to be the "*premier two-year educational institution in Kansas*," HCC does not have comparison data with other Kansas organizations. The development of a process to collect comparative data and benchmark results with other organizations would help HCC set goals and stretch targets.
- 7I1      O      HCC is moving toward a centralized database, which could reduce stand alone data system and improve overall data accuracy and security. However, the College still needs further progress in improving the

informational processes, especially in regards to institutional intelligence. HCC has the opportunity to analyze what it collects, how it analyzes, and how it uses data to make improvements.

- 712            O        HCC has the structure and culture in place to facilitate improvements in this area, but targets need to be set and specific processes identified for improved performance results in Measuring Effectiveness.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OVa    Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.
- OV5a   HCC aligns its leadership, decision-making and communication process with its mission and values by participation in State governance processes, joint leadership review of

programming, professional development at all levels, collaborative relationships with education and business partners, institution-wide committees, and formal assessment of the college environment. Moreover, communication is a primary focus at HCC with four-institution wide committees – Teaching and Learning, Professional Development and Training, Regulatory Compliance/Due Process, and Institutional Effectiveness which provide a process for stakeholder input from all areas of the college and community.

OV6a HCC has identified three administrative support goals: accessible facilities and information to support recruitment and learning; academic, personal and financial support for students; and collaborations for the benefit of learning.

OV8a The institution’s commitments, constraints, challenges and opportunities have been identified. Key challenges include maintaining access to education and assuring quality learning and faculty in the face of declining state funding. Key opportunities include the use of the Siemens building and other outreach facilities to allow additional programming.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	The President’s Council and each unit share responsibility for planning. At the end of each semester, the council reviews how current activities and opportunities align with the three strategic initiatives. A Strategic Planning Committee also works with each work unit to set priorities and create action plans that align with the college’s mission, vision and institutional priorities.
8P1b	O	It is unclear how the planning priorities and revisions are communicated to the college stakeholders. Clarifying communication mechanisms can help to ensure alignment across units and levels of the college.
8P2	O	HCC aligns its institutional emphases with aspects of the mission and vision and reviews the emphases annually; however, it is unclear how these emphases are evaluated for currency and relevancy and how they

- provide a filter for selecting short- and long-term strategies. Clarifying these processes can help to ensure the process has integrity and is responsive to stakeholder needs.
- 8P3a S Work units take into consideration a number of factors before launching an action plan, including agreement among employees on the goal, alignment with institutional priorities, and identification of needed resources. These factors are vital to completing and sustaining an institutional change.
- 8P3b O While HCC has outlined the multiple steps work units must review before implementing a goal, it is unclear how this process ties in and supports the organization-wide strategies.
- 8P4 S The college coordinates and aligns action plans, planning processes and organizational strategies through its reporting structure. Planning and strategies are also aligned with AQIP Action Projects and Performance Agreements required by the Kansas Board of Regents.
- 8P5 SS HCC uses a variety of processes and tools to define objectives, select measures, and set performance targets. The college assembles task forces to seek historical information and pertinent data, research best practices, identify constraints and necessary resources, and determine whether the identified need is long-term and within the college's mission and vision. The senior leadership then reviews the task forces' recommendations and makes the final determination based on appropriateness and cost. Seed money to launch or pilot these activities is available through the Coordinator of Special Projects.
- 8P6 O It is not clear how HCC ensures that unit plans support college-wide strategic priorities. Clarifying this process may help the institution accomplish goals that require college-wide coordination and collaboration.
- 8P7 O While HCC uses the filters of stakeholder input, the mission and vision of the organization, and issues of sustainability to consider the risk involved in its planning, it is not clear how that data and information are used, or

how sustainability is determined. By creating a more robust risk assessment process that utilizes additional data sources and analyses, the institution may be better able to balance its challenges related to public funding with its opportunities to expand its programming, as described in the Overview.

- 8P8            S        The college develops the capabilities of faculty and staff through professional development opportunities, mentoring and supervision processes.
- 8R1-8R2       O        While the measures described align with the institutional values of access, learning, and collaboration, they do not address the planning processes and systems themselves. Measures like the extent of alignment between institutional and unit planning would help to evaluate whether the planning process encourages collaboration across levels of the institution.
- 8R3            O        HCC has developed a thoughtful process by which objectives are defined, measures selected, and targets developed, but targets are not provided for current action plans. Having targets is important, especially in uncertain economic times, because it helps college leaders reassess priorities and realistically evaluate what levels of support are needed to reach particular levels of performance.
- 8R4            O        HCC does not compare or benchmark its performance results for planning improvement processes with other higher education or organizations outside of higher education. Collecting comparative data could help HCC improve processes in this area.
- 8R5            O        HCC does not clearly define a process that measures and evaluates the planning processes to determine their effectiveness. Evaluation of results is done by the President's Council based on institutional results, but no information is provided on how many goals or targets have been achieved, what % of projects were completed on time or within budget, and so on. Pulling together this information helps college leaders assess

whether planning processes are effective on campus. HCC does not report if specific criteria are used for evaluation.

811            S        The college initiated a two-year Strategic Planning pilot to assist work units with the creation of mission statements and action plans to align with the college mission, vision and strategic. The Strategic Planning pilot is an institution-wide committee that will be reviewed by the Administrative Council during the 2010-11 academic year.

812            S        The college provides faculty and staff access to data and information, so they can research new initiatives or ways to revise existing ones.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hutchinson Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

OVa    Hutchinson Community College is a public institution governed by a seven-member board who are elected by county voters. The HCC mission is to expand the tradition of excellence through learning and collaboration. The vision is to be the premiere two-year educational institution in Kansas delivering accessible opportunities for learning, growth, and improved quality of life. The College values ACCESS achieved through low tuition costs, state-of-the-art facilities and virtual learning options; LEARNING for faculty, staff and students at all levels of preparedness; and COLLABORATION in which the college

is a responsive and agile participant in a broad variety of relationships including active advisory committees and business and industry partnerships.

OV9a Collaboration is central to HCC's mission. The College maintains collaborative relationships with business and industry through program advisory committees and a Business and Industry Institute, and with six public and two private school districts. In 2009, 34% of Reno County's high school graduates enrolled at HCC the semester after graduation. Another 12% of enrollees came from fourteen additional public school districts within the service area.

**Here are what the Systems Appraisal Team identified as Hutchinson Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	O	Although the college uses systematic processes to develop relationships with feeder high schools, it is not clear that processes have been put in place for HCC to prioritize which of its key relationship-building activities with other educational organizations are most effective. Since most resources are spent to develop relationships solely within the institution's service area, it is not clear how HCC determines which of the activities best enable the institution to meet its vision (see Overview, page O-1).
9P2	S	HCC maintains relationships with organizations who receive its supply of students. Personnel contacts, regular requests for feedback, CTE program advisory committees, and annual employer surveys of CTE graduates enable the institution to determine these other organizations' requirements and collaborate on how to meet them.
9P3	O	HCC describes several entities through which it contracts for services to students, but it is not clear how the college creates, prioritizes or builds relationships with service providers. Without a process to determine relationship priorities, the college may overlook opportunities to build collaborations.

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|--------|---|--|
| 9P4    | S | The college uses a process that requires potential service providers to submit a proposal that is reviewed by the administration and approved by the Board of Trustees. This process is designed to eliminate partisanship and promote fairness to vendors.  |
| 9P5    | S | HCC creates, priorities, and maintains relationships with other education institutions, businesses and the general community through personal contact, the sharing of information and regular feedback requests. These relationships are prioritized based upon the importance of the collaboration to the college mission and vision.   |
| 9P6    | O | There is a lack of evidence that a formal process exists to ensure that the partnership relationships are meeting the varying needs of those involved. By mapping specific processes and relevant metrics beyond just assigning responsibility to relevant college personnel, HCC may be able to better use its resources to sustain those partnerships that provide the greatest benefit. |
| 9P7    | O | While HCC uses informal social events to create and build relationships among the units across the organization, the process steps for its formal approach, i.e. task forces, remain unclear. By establishing cross-cutting, interdepartmental collaborative learning communities, HCC may find it easier to ensure consistency in the deployment of its key strategic initiatives.        |
| 9R1-2a | S | The college measures and collects performance results for building internal and external collaborative relationships through a variety of measures. The PACE survey process is used to measure internal collaborations. External collaborations are measured through a variety of measures including surveys, articulation agreements and reviews of partnership agreements.               |
| 9R1-2b | O | It is not clear whether HCC has begun to collect, analyze, and report performance results related to supplier relationships. By integrating a process for the collection of this information with its existing support services process, the institution may be better able to determine how to  |

use its resources to sustain relationships with those suppliers that provide the greatest benefit.

9R3            O     The college does not compile comparative performance data for building collaborative relationships. The development of process to compare performance result with other higher education institutions or organizations outside of higher education would enable the college to determine the success of current collaborations and set goals to achieve its mission to be a responsive and agile participant in a broad variety of relationships.

9I1            O     It is not clear what data or information have been used to determine that the improvements such as the new Dean of Workforce Development and Outreach or social networking have led to an increase in relationship-building results. By measuring the relative effectiveness of these particular strategies, the organization may be better able to identify those exact strategies which have led to an increase in collaborative performance.