STRATEGIC PLAN 2016 - 2020

HUTCHINSON COMMUNITY COLLEGE
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Message From The President
Dr. Carter L. File

I am pleased to share Hutchinson Community College’s Strategic Plan. This plan is the culmination of hundreds of hours of hard work by numerous committees and departments throughout the institution. The driving force behind the Plan is the desire of the College community to move the organization forward to the benefit of our students and outside constituent groups. The 2016 - 2020 plan is a continuation and extension of previous Hutchinson Community College Strategic Plans, which focused on Learning, Access and Collaboration and specifically Student Engagement. The overarching themes of the 2016 - 2020 Plan are to positively impact student persistence, enrollment, retention, and/or completion.

As the previous strategic plan came to completion in 2014 - 2015, it was the desire of the College community to engage in a process that integrated a systematic and systemic process into the culture of Hutchinson Community College. Our model uses current processes, committees and structures to accomplish the planning in an organic manner that is sustainable long-term and will lead to a continuous improvement mind-set. The College community wanted the process to be an extension of the committee and department structure, not an ad hoc process that is a one-time event, rather a continuous cycle of plan-do-check-act.

To facilitate this embedded model and enhance the process, a joint team of the Institution Wide Council, President’s Council and the Hutchinson Community College Coordinator of Higher Learning Commission formed the Strategic Planning Steering Team. This established a 16-person group that had cross sectional input through the committee structure and fiscal and operational authority through the divisional structure.
This integrated team provides needed input into the planning process and has the authority to propose any necessary increase in funding or reallocation of budget authority.

The first step, after the establishment of the overarching themes, was to ask each committee and department to suggest strategic action projects to operationalize the Plan. Fifteen original projects were suggested and, due to similarities in projects, the original list was reduced to seven by combining projects with a high level of commonality. These seven action projects were then evaluated against a rubric that was developed and agreed upon by the Strategic Planning Steering Team.

The four action projects outlined in the 2016 - 2020 strategic plan had the highest scores on the rubric. Along with evaluating the action projects, each project was assigned an advocate to guide and usher the groups working on the project. This assured responsibility for moving projects forward. As we proceed with implementation of action projects, there are plans for regular updates to the College community on project progress. Currently action projects are under different phases of development and implementation. This document is an attempt to communicate and document the work done to date.

A significant cross-section of the College has been involved in the development of action projects in support of the overarching Strategic Planning themes to positively impact student persistence, enrollment, retention, and/or completion. The involvement of so many individuals from different areas of the College provides the necessary momentum to keep the strategic planning process moving forward at Hutchinson Community College. Also, with our commitment to a continuous improvement model, as opposed to a static one-time strategic planning event, we will be able to employ the plan-do-check-act cycle with
not only action projects, but the strategic planning process itself. Self-reflection in the process will help improve the planning process, shape the culture, and drive Hutchinson Community College forward in serving students and fulfilling our mission and vision in the future.

Dr. Carter File  
President  
Hutchinson Community College
Mission, Vision and Core Values

Mission Statement
Expanding the tradition of excellence through learning and collaboration.

Vision Statement
Hutchinson Community College will be the premier, two-year educational institution in Kansas, delivering accessible opportunities for learning, growth and improved quality of life.

Core Values
Teaching and Learning – HutchCC empowers students and other stakeholders to develop abilities, talents, and skills while assessing outcomes, celebrating achievements, and encouraging lifelong learning.

Integrity and Social Responsibility – HutchCC contributes to the public good by demonstrating responsible institutional citizenship and treating people and organizations with equity, civility, and respect.

Service and Collaboration – HutchCC provides a dynamic environment of active internal and external partnerships embracing the potential for innovation.

Diversity – HutchCC celebrates the uniqueness of individuals, ideas, and forms of expression.

Leadership – HutchCC fosters the development of and provides opportunities for leadership within the institution and the community.

Responsiveness – HutchCC is future-focused, examining trends to better predict how conditions will change and innovating to better meet the mission-driven needs of students and other stakeholders.
Successes and Achievements
2012 – 2015 Strategic Plan

The 2012 - 2015 Strategic Plan focused on:
1) differentiating operational from strategic
2) creating processes
3) enhancing communication strategies
4) developing tools and training
5) setting expectations for accountability

Each goal was supported by specific objectives/direction, implementation plans, and institutional outcomes to meet future challenges and explore opportunities to further learning community commitment and service under the general guideline of student engagement. Success and achievements from the 2012 – 2015 strategic planning cycle are included below.

Learning and Student Success
- Implemented Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Assessment
- Created Integration Specialist position for math and technical programs
- Developed reading, writing, and math MOOCs to prepare students for college level course work
- Updated Reinstatement Policy
- Implemented student withdrawal tracking and student goal tracking

Faculty Development
- Developed new full-time faculty Teaching Academy
- Allocated travel funding for faculty and staff members in transfer programs to attend professional development opportunities
- Developed part-time instructor course review program

Access
- Offered Senate Bill 155 courses in more than 40 locations
- Increased online delivery options through hybrid,
technical didactic, fully online degree programs

- Expanded outreach opportunities in Newton and McPherson
- Received Higher Learning Commission approval for new Fort Riley location

Course Transferability
- Participated in the Kansas Transfer Initiative

State of the Art Technology for Students, Faculty and Staff

- Added online textbook purchasing
- Expanded multimedia classrooms to a total of 172 across the four locations
- Stored and accessed Human Resources files in DragonZone
- Created electronic searchable repository called DragonDocs for documents such as policies, procedures, handbooks, and forms
- Updated laboratory spaces and features listed below:

**Allied Health Department**

- Three RN Nursing labs offer a variety of mid-level and high-level human simulators that include life span and ethnic variance.
- Surgical Technology lab has a two-bay simulated high tech operating suite donated by the local hospital
- Respiratory Therapy lab offers a variety of actual and simulated equipment (e.g. ventilators, pulmonary function, EKG machine, etc.) and two human simulators
- Three Practical Nursing labs showcase high tech features including a variety of equipment and human simulators
- Physical Therapy Assistant lab offers a variety of rehabilitative equipment/devices currently used in physical therapy departments
- Radiology lab has a full functioning direct digital radiography unit that allows students to use both computed and film screen radiography

**Agriculture, Business, Computers and Technology**

- Welding shop replicates a small to mid-size industry welding shop; 25 welding booths with
plasma cutters, shears, pressbrakes, a robotic welding unit, hand tools, and grinders

- Automation Engineer Technology labs with SKED that teaches pressure, flow, and temperature control of water; work benches for motor controls instruction; Intellicenter for Human-Machine Interface programming; programmable logic control units; and robot unit with 4 additional ‘pendants’ for multi-student instruction/practice

- HVAC lab provides rooftop HVAC units, large walk-in coolers (similar to those used in restaurants/institutional food service), display cases (as in grocery stores), ice machines, multiple residential AC/furnaces to assist students with troubleshooting, installation, and preventive maintenance skill development

- South Campus Center—425 acre farm with 250 tillable ground growing double crop soybeans (planted after wheat harvest) pasture and hay meadow, 35 head of cattle/calves born each year with small cattle shed with stations to hold cattle during artificial insemination class and for AI breeding throughout the year

- Agricultural Diesel Shop with both HutchCC and area agriculture producer equipment provides hands-on experience servicing/repairing equipment

- Additional labs include a working boiler (not connected to the building) and a cut-away boiler for instruction on internal parts of a commercial size boiler, tabletop units for hands-on experience with low-voltage levels of electricity in AE 100 - AC/DC Circuits class

**Fine Arts and Humanities**

- Eight practice rooms for performance students; four with pianos, one with an organ
- Painting/drawing studio with equipment
- Ceramics/sculpture studio with equipment
- Graphic design computer lab with Macintosh computers
- Graphic design/drafting studio with drafting tables/equipment
- Four theatre dressing rooms with stage make-up lighting
- Costume shop with sewing machines, cutting table, and stock
- Scene shop with tools, building equipment, and stock
- Theatre classroom with wall of mirrors for mask/voice work
- Prop shop with stock
- Choir room with piano/equipment
- Band room with piano, instruments, and equipment
- Piano lab with 12 keyboards updated in 2014

**Natural Science, Social Science and Mathematics**
- Biology I/II labs with microscopes/equipment for PCR and genetic analysis, along with a specialized microscope with a camera to capture micrographs of microscopic specimens
- Human A&P lab with microscopes for tissue observation; variety of anatomical models for each of the human body systems.
- General Chemistry and Chemistry I/II labs with separate dry lab and wet lab learning spaces in each room; MeasureNet system for various chemical analyses with data from each system feeding into common database for class analysis
- Organic Chemistry lab with both a wet lab and an instrumentation lab that includes Fourier Transform IR, Mass Spectrometry/Gas Chromatography, Atomic Absorption, Ultraviolet-Visible Spectrometer, and High Performance Liquid Chromatograph instruments
- Two physics labs for Physical Science, General Physics I/II and Engineering Physics I/II with flexible space to allow types of equipment set-up and shared storeroom between two labs for common storage and lab set up

**Public Safety**
- Fire Science Search and Rescue area includes a three-bed-room house downstairs and a series of potential entrapment evolutions upstairs
- Joint Training Grounds with Hutchinson Fire Department that has a training tower and additional props
- Two fully-equipped structural engines and two wildland engines
- EMS Lab includes an ambulance box for simulated activities.
- Criminal Justice lab includes microscopes, finger
printing

- Sets and crime-scene related material
Why Strategic Planning and Continuous Improvement Matter

Strategic Planning and Continuous Improvement at Hutchinson Community College (HutchCC) focus on student engagement and success and are aligned with the expectations of the Higher Learning Commission (HLC) and other best practices.

HutchCC will continue its commitment to initiatives that are proven to ensure student success, as defined by persistence, enrollment, retention, and completion (PERC Initiatives).

The College has joined the HLC Academy for Persistence and Retention to develop a systemic approach to and institutionalization of strategic planning efforts.

The Strategic Planning Steering Team developed a measurement/analysis tool to ensure initiatives are evaluated and continuously monitored for success.

Strategic planning guides HutchCC as we fulfill our mission, empower students, develop abilities, talents, and skills, celebrate achievements, and encourage lifelong learning.
Strategic Planning Process  
2015 - 2016

While the 2015 - 2016 Strategic Plan continues to focus on student engagement, HutchCC has also targeted persistence, enrollment, retention, and completion (PERC). After meeting with various campus groups including committee leadership, department chairs and coordinators, Representative Assembly, faculty, and staff, a new Strategic Planning Steering Team and plan was developed. The new plan included the merging of President’s Council, HLC Coordinator, and Institution-Wide Council to broaden strategic planning efforts.

The new Strategic Planning Steering Team developed a planning model tied to budget development and a timeline for identifying initiatives for 2015 - 2016. The updated strategic planning model utilizes existing teams/councils, to make strategic planning an integral part of the College culture and processes. The intended impact of the updated strategic initiative on the institution is to better use resources (analytic, financial, human, facilities, technology, and equipment/materials) within strategic planning processes.

The Strategic Planning Steering Team requested all committees, departments, and divisions submit strategic planning goals and action projects to support the strategic planning initiative by November 2015. Fifteen action projects were submitted and the Team noted that some projects complemented each other. The Steering Team asked groups who submitted those projects to combine them into a single action project. After complementary projects were combined, the Team rank-ordered seven Action Projects.

Action projects were deliberated using a rubric with 8 categories including return-on-investment, feasibility, sustainability, size of impact, urgency, acceptably, measurability, and improved data referencing. Measures were related specifically to the strategic goal. After multiple ranking meetings, four action projects topped the list with similar scores.

Those four action projects were comprehensive projects with multi-year

The Team believed that all projects were valuable and could carry forward if not selected as part of the strategic plan this year. The Team selected all four action projects for 2015 - 2016 and determined a completion timeline for projects with the understanding that no new action projects will be adopted until 2017 - 2018.
Project One: Completion Tracking
The project scope will include the degree audit system, automated completion, a degree shopping/schedule building sandbox, and badges. Projected completion date Spring 2019

Goal One
Ensure proper operation of degree audit (PERC Initiative: Completion)

Objectives:
1.1a Determine the problem (status: completed Fall 2016)
1.1b Review the current processes (status: completed Fall 2016)
1.1c Determine the root causes (status: completed Fall 2016)
1.1d Develop a solution inventory: a list of items needed to be encompassed in the solution to solve the problem (status: in progress)
1.2 Implementing solutions: technically align degree audit with published curriculum; one curriculum system (status: in progress)
1.3a Check for curriculum timing and stated practice discrepancies (status: not started)
1.3b Refine curriculum change process to include definitions on when changes are effective across functions (status: not started)
1.4 Transition High School students to college learning paths (status: completed Summer 2017)
1.5 Automatically transition current and future students to new majors (status: completed Fall 2017)

Goal Two
Refine completion tracking system (PERC Initiative: Completion)

Objectives:
2.1a Define completion (status: completed Spring 2017)
2.1b Establish student goals (status: completed Fall 2016)
2.2 Establish measurement indicators for each student goal (status: completed Spring 2017)
2.3 Purchase or develop student interface/user experience (status:
2.4 Distinguish Degree/Certificate Planning from Degree/Certificate Audit (completed: Spring 2018)
2.5 Develop a Completion Tracking Rubric (completed Summer 2018)

Goal Three
Develop an automated completion system (PERC Initiative: Completion)

Objectives:
3.1 Evaluate and update policies related to completion (status: in progress)
3.2 Simplify and automate the certificate and degree awarding process (status: completed Fall 2017)
3.3 Purchase or develop an auto-awarding system (status: not started)
3.4 Simplify and automate the student view of the degree and certificate awarding process. (status: not started)

Goal Four
Develop a “Degree Shop” (PERC Initiative: Completion)

Objectives:
4.1 Create a sandbox area for “what-if course scheduling” (drag-and-drop interface perhaps) (status: not started)
4.2 Display how many hours would be needed for an additional certificate or degree (status: not started)
4.3 Allow prospective students (non-registered) to degree shop from the public site (status: not started)
4.4 Show estimated cost based on “what-if degree plan” (status: not started)

Goal Five
Evaluation and notification of student completion (PERC Initiative: Completion)

Objectives:
5.1 Design and develop (or purchase) a dashboard (status: not started)
5.2 Design a communication/notification plan/system (status: not started)
Project Two: Enrollment Management
The project will focus on the development and implementation of a strategic enrollment management plan for all student types at HutchCC from first contact until graduation.

**Project Two (A): Strategic Enrollment Management by Student Type**

**Goal One**
With a student-centered approach, restructure the flow of students from first contact through goal attainment by student type (PERC Initiative: Enrollment) Projected completion Spring 2018

Objectives:
1.1 Develop a strategic enrollment management team to oversee the process (status: completed Fall 2016)
1.2 Flow chart, by student type (i.e. new, returning, transfer, guest, high school), the process from marketing to recruitment to enrollment through graduation/goal attainment (status: in progress)
1.3 Each division will collaborate with the Director of Enrollment Management to create a plan for processing students through their division (status: altered)

**Goal Two**
On public website, create checklists by student type (new, returning, transfer, guest, high school) (PERC Initiative: Enrollment)

Objectives:
2.1 Create an intuitive flow of information by student type on the public website (status: in progress)

**Goal Three**
Complete redesign of the Admission’s application wizard to enhance enrollment management for all students (PERC Initiative: Enrollment)

Objectives:
3.1 Establish task force to evaluate the applicant user experience (status: not started)
3.2 Develop a responsively designed web-based application process
that utilizes current technology standards (status: not started)

3.3 Complete redesign of the admission’s application wizard to enhance management for all students (status: in progress)

**Goal Four**
Establish an Enrollment Management Office (PERC Initiative: Enrollment)

Objectives:

4.1 Dedicate startup financial and technology resources (status: in progress)
4.2 Hire a Director of Enrollment Management (status: in progress)
4.3 Hire an Administrative Assistant for Enrollment Management (status: not started)
4.4 Develop a systematic and sustainable enrollment management process for guest students (status: not started)

**Goal Five**
Establish measureable ongoing objectives (PERC Initiative: Enrollment)

Objectives:

5.1 Establish benchmark yield rate reporting—yield rate is defined by the number of enrollees divided by the number of applicants (status: not started)
5.2 Identify drivers of yield rate change by student type (status: not started)
5.3 Develop a systematic and sustainable enrollment management process for all student types (status: not started)

**Project Two (B): Advising Through the Gaps**

**Goal One**
Standardize “out-of-office” reply e-mail and voice message during breaks and summer (PERC Initiative: Enrollment) Completed Fall 2017 and Assigned to Advising Committee

Objectives:

1.1 Advising Through the Gaps Task Force will create a standard out of office reply for voice messages and e-mail to be shared with all
academic advisors (status: completed Fall 2016)

1.2 Coordinator of Advising will seek support from President’s Council (status: completed Fall 2016)

1.3 In mid-May the Coordinator of Advising will e-mail and call all advisors to track those who have implemented the “out of office reply” (status: completed Fall 2016)

**Goal Two**

Gather data related to advising during gap periods (PERC Initiative: Enrollment/Retention) Completed Fall 2017 and Assigned to Advising Committee

Objectives:

2.1 Collect three-year history on enrollment trends by area of study during the summer (status: moved to Advising Committee Fall 2017)

2.2 Funnel summer advising inquiries to designated individuals and track these inquiries (e.g. campus visits, returning student enrollment, new student enrollment, schedule changes) (status: completed Fall 2016)

2.3 Analyze/review data collected from summer advising tracking (status: moved to Advising Committee Fall 2017)

2.4 Review Student Services Satisfaction survey data related to academic advising (status: moved to Advising Committee Fall 2017)

**Goal Three**

Analyze data gathered after summer 2016 semester and evaluate potential solutions (PERC Initiative: Enrollment/Retention) Completed Fall 2017 and Assigned to Advising Committee

Objectives:

3.1 Review data and develop solutions for summer advising (status: completed Fall 2016)

**Project Two (C): Student Communication**

**Goal One**

Research potential notification processes (PERC Initiative: Retention) Completed Fall 2017
Objectives:

1.1 Identify communication tools preferred by students (status: completed Fall 2016)
1.2 Research the viability of communication options (status: completed Fall 2017)
1.3 Determine feasibility of an institution-wide shift in communication processes (status: completed Fall 2017)

Goal Two
Review and revise student communication policy (PERC Initiative: Retention) Completed and sent to Institution-Wide Committee Fall 2017

Objectives:

2.1 Evaluate current communication policy (status: completed Fall 2016)
2.2 Revise current policy to better meet students’ needs (status: completed Fall 2017)
Project Three: Developmental Education
The project will research effective developmental education programs and activities, resources, new programs, and training for possible implementation and compare best practices. Projected completion date Spring 2019

Goal One
Perform data analysis of current and past persistence, retention and completion rates of developmental education students (PERC Initiative: Completion)

Objectives:
1.1 Track student success (status: in progress)
1.2 Track KBOR Performance Report data (status: in progress)
1.3 Tie student stated goal to goal completion (status: in progress)

Goal Two
Evaluate support services for developmental education courses such as labs, tutoring, recitations, and/or supplemental instruction (PERC Initiative: Persistence - Completed Fall 2017-Student Services and Rimmer Resources Center)

Objectives:
2.1 Review and update support services including counseling, accessibility services, advising, and testing twice a year (status: moved to Student Services Fall 2017)
2.2 Review and update tutoring on an annual basis (status: moved to Rimmer Resource Center Fall 2017)
2.3 Track success of students who are reinstated twice a year in December and May (status: moved to Student Services Fall 2017)

Goal Three
Review completion time for developmental education courses (PERC Initiative: Completion)

Objectives:
3.1 Explore and pilot new completion timelines (status: in progress)
3.2 Improve preparation for developmental education courses (status: altered—not needed)
3.3 Accelerated math combo courses (status: moved to department level Fall 2017)

Goal Four
Study appropriate placement scores for developmental education and sequenced courses (PERC Initiative: Persistence)

Objectives:
4.1 Review statewide placement scores (status: altered—placement test change; requires a second review of this objective—originally completed Fall 2016)
4.2 Determine validity of placement scores (status: in progress)
4.3 Determine validity of placement scores for English (status: deferred until 2022)

Goal Five
Evaluate class size, number of sections offered, dedicated faculty for developmental education courses (PERC Initiative: Persistence Completed Fall 2017 at the department level)

Objectives:
5.1 Pilot different class size (status: altered—not needed Fall 2017)
5.2 Limit developmental class size to 20 or below (status: moved to the department level Fall 2017)
5.3 Dedicated developmental education faculty (status: moved to the department level Fall 2017)

Goal Six
Identify strategies to improve persistence and completion of developmental education and probationary students (PERC Initiative: Persistence)

Objectives:
6.1 Pilot class sets of books for Foundations of English course to improve critical thinking via analysis of topics, improve self-efficacy of students via attainable reading goals, improve writing skills via the reading-writing connection (status-altered—not needed Fall 2017)
6.2 Identify alternative math options (status: altered—not needed)
6.3 Determine if additional training is needed for faculty and staff
to improve persistence (status: in progress)

6.4 Transfer probationary students to intrusive advisors (status: Assigned to Advising Committee Spring 2017)

Goal Seven
Educate campus about changes in developmental education (PERC Initiative: Completion)

Objectives:
7.1 Change the language from developmental education to foundational education (status: altered—not needed)
7.2 Review PERC definitions and application campus-wide (status: in progress)

Goal Eight
Increase the success of developmental education students using integration (PERC Initiative: Persistence/Retention/Completion)

Objectives:
8.1 Integration of reading and writing with other courses (status: in progress)
8.2 Develop and track integration benchmarks (status: in progress)
8.3 Integration of math with other transfer and technical courses (status: in progress)
8.4 Utilize best practices to train faculty in integration (status: in progress)
8.5 Increase student success using integration (status: in progress)
8.6 Identify trends, strengths, and opportunities with integration (status: in progress)
Project Four: Scholarship Data Collection-Analysis-Awarding  Projected completion date Spring 2019

Goal One
Evaluate non-awarding of scholarships by departments (Completed Fall 2107)

Objectives:
1.1 Send out a survey for feedback from awarding parties (status: completed Fall 2016)
1.2 Facilitate a forum to collect data from awarding parties (status: completed Fall 2016)
1.3 Create process to identify awarding parties (status: completed Fall 2017)

Goal Two
Reallocate scholarship funds to improve student accessibility (PERC Initiative: Enrollment)

Objectives:
2.1 Ensure awarding parties are aware of awarding process (status: moved to Financial Aid and Endowment Fall 2017)
2.2 Develop detailed process including a check-list for awarding parties (status: in progress)
2.3 Develop training for awarding scholarship parties (status: altered)
2.4 Track statistics on book scholarships and determine the real cost of the program (status: in progress)
2.5 Review deadline date for first round of awarding scholarships (status: not started)

Goal Three
Increase the amount of scholarship funds if needed PERC Initiative: Enrollment)

Objectives:
3.1 Assess program areas that have current scholarship funds and which areas are lacking (status: altered-tabled)
3.1a Determine next steps for the unused allocated amounts (status:
in progress)

3.1b Determine if there are other funds available for scholarship use (status: in progress)

3.2 Identify potential donors and start establishing a relationship to ask for participation in scholarship programs (status: altered-tabled)

Goal Four
Increase the resources available to the Endowment Association (PERC Initiative: Enrollment) Moved to Endowment Operations Spring 2017

Objectives:
4.1 Assess resources available to Endowment (status: completed Spring 2017)
Glossary of Terms

Accountability: Held responsible for and providing evidence of student learning/achievement and sound fiscal organizational management

Action Plans: Specific, detailed actions and activities, budgets and timelines to accomplish strategy

Action Steps: Ways to implement a strategy to reach an outcome or goal

Advisory Board: Representative group of individuals whose experience and expertise in a specific technical program area have an interest in promoting education

Advocate: Person responsible for shepherding an Action Plan to completion or goal accomplishment

Assessment: Methods used to collect evidence of what a student knows or is able to do

Benchmarking: Comparing the performance of an institution against that of other institutions

Best Practice: Generally agreed upon processes, derived from experienced experts, used to increase the likelihood of success

Completion: Associate degree or certificate awarded measured at 100%, 150%, and 200% of program length in both credit hours and time

Decision-Making Process: Procedures used to come to a final determination

Demographic Data: Statistics of human populations including size, distribution, diseases, births and deaths

Empowerment: To delegate power or authority to another

Enrollment: Total number of credit hours measured by comparison to previous comparable term
Environmental Scan: Process of taking stock by examining the institution’s environment, both internal and external

Goals: An organization’s desired, measurable end results related to strategic initiatives

Individual Performance Plan: An employee’s goals developed for the division/department’s action plan and linked to an appropriate institutional strategic initiative

Initiatives: Broad areas identified as the focus of the strategic plan

Mission: A description of the organization’s purpose and function, serving as a standard by which all strategic plan components are judged

Needs Assessment: Process of determining what elements are necessary or useful in reaching an outcome or goal

Outcome: A desired result stated in measurable terms

PERC: Acronym for persistence, enrollment, retention, and completion

Performance Measure: Standard used to measure progress toward achieving a strategic goal

Persistence: Credit hour (course) completion; number and percentage of credit hours successfully completed each semester

Qualitative Data: Information that is expressed non-numerically, generally verbal but sometimes visual or auditory

Quantitative Data: Information that can be counted or expressed numerically

Retention: Continuous enrollment semester to semester until certificate or degree is awarded; number and percentage of students who continue enrollment each semester

Stakeholders: Anyone affected by the institution—students, parents,
staff, businesses and community members

Strategic Alignment: Whereby all divisions/departments, committees, and individuals are supporting the institution’s mission, vision, values, and strategic initiatives

Strategic Initiative: Major areas relating to the institution’s long-term survival, value and growth that takes priority over specific individual or division/departmental goals

Strategic Plan: A long-range guide detailing specific steps that an organization takes to reach its mission

Support Services: Ancillary services and activities necessary to assure quality educational programs

SWOT Analysis: A tool for auditing an organization and its environment. It is the first stage of planning (strengths, weaknesses, opportunities, and threats)

Transfer: Transfer to a four-year school; number and percentage of students who transfer to a four-year school

Transparency: Making information about the institution open and freely available to stakeholders

Values: Priorities influencing how the organization operates

Vision: Compelling image of the desired future for the institution established by the president, supported by the Board of Trustees and staff/faculty
**Steering Team Membership**

Julie Blanton
Brett Bright
Nick Dryden
Brad Fenwick
Dr. Carter File
Jake Gunden
Debbie Hackler
Dr. Cindy Hoss
Loren Morris
Dr. Tricia Paramore
Steve Porter
Don Rose
Matt Smith
Lynita Ummel
Dr. Charlene Widener
Jennifer Wiens

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