



Planning for a Brighter Future Strategic Analysis

Allen County Community College

Strategic Plan 2023-2027

Approved by Board of Trustees May 9, 2023

President of the College:

Allen Community College has a deep, long-standing commitment to strategic planning, ongoing assessment, and continuous improvement. This rolling four-year Strategic Plan, which will be updated annually, reflects that commitment. I extend my congratulations to the administration, faculty, staff, students, and community members who participated in this inclusive process to assure that the college always remains focused on its vision and mission.

Bruce Moses

Dr. Bruce Moses

Strategic planning at the College provides a framework for operational planning. This ensures that the College can fulfill its mission, vision, and the needs of its stakeholders. The College engaged in a comprehensive strategic planning process as a dynamic roadmap for the College's future. A Bridge Plan was developed in 2021 to allow for a presidential transition in 2022. The planning process included a review of vision, mission, guiding principles, internal and external SCOT (Strengths, Challenges, Opportunities, and Threats) Analyses, extensive research (Allen Market Assessment Results conducted by Clarus Corporation), and regular campus updates. The process resulted in the development of Allen's 2023-2027 strategic plan with strategic goals, measurable objectives, and key performance indicators consistent with college priorities.

Introduction

Presented below are the College's vision and mission statements. The College vision statement provides the long-term context for pursuing a mission that focuses on extending the College's associate degree and certificate options to multiple student populations and targeted recruitment to meet the needs of its service area. The Allen Strategic Plan provides a blueprint for realizing the College's mission on a rolling four-year planning horizon. As a guiding document, the plan will be updated as needed.

Mission Statement

The purpose of Allen Community College is to provide quality educational and support services in an atmosphere that is caring, safe, and conducive to learning. The College is committed to a wide range of accessible, affordable educational programs that enable students to reach their academic, occupational, and personal potential.

The Vision

Allen Community College is to be recognized for excellence as a valuable, responsive resource to the communities we serve and as a caring, supportive institution that empowers and educates our students, faculty, and staff to embrace change, become lifelong learners, and take their place as productive members of the global community.

Planning for a Brighter Future

Strategic planning at Allen Community College provides a framework for operational planning. This ensures that the College can fulfill its mission, vision, and the needs of its stakeholders. In the summer of 2022, Allen Community College began developing its 2023-2027 Strategic Plan by engaging the Clarus Corporation in conducting a Market Assessment of the College's service area, which included Allen County and adjacent areas of Shawnee County, northern Allen County, and Southeast Kansas. The assessment looked forward and backward in time to identify trends and anticipate future change. From the Market Assessment, the College identified a shift in age and racial demographics, static educational attainment, and higher than average levels of sustained regional poverty in comparison to national metrics.

In the fall of 2022, the College engaged staff, faculty, and community groups in facilitated [Strengths, Challenges, Opportunities, and Threats \(SCOT\) Analysis](#) about the College and perceived community needs. On August 11, 2022, an internal SCOT analysis was held with college employees during convocation. On November 30, 2022, an external SCOT analysis was held with community members and outside stakeholders. Further discussions formed the basis of the overarching strategic goals for the 2023-2027 Strategic Plan. The Board of Trustees was asked to review the mission and vision statements from the 2017–2022 Strategic Plan. The Board embraced the continuance of the current mission and vision statements which reflected the College's continued overarching goal to provide "Quality Education in a Caring Atmosphere."

Additional focus sessions throughout the spring of 2023 further refined the Strategic Plan and assisted the College with selecting metrics and measurements aligned with both the vision of the Governing Board and the statewide goals of the Kansas Board of Regents. The 2023–2027 Strategic Plan is informed by data and exists at the confluence of vision and action. Through the focused and intentional allocation of human and financial resources as guided by the Strategic Plan, the College will collaborate with community partners to improve economic conditions in Southeast Kansas, increase educational attainment throughout the service area, and build a strong and prosperous future for Allen County.

Strengths, Challenges, Opportunities, and Threat (SCOT) Executive Summary

The quality and dedication of the College faculty and staff, the modalities to pursue academic programs, affordability, and the College's culture that promotes educational attainment and/or institutional efficiency were identified as major Strengths of the institution.

Allen faces challenges from external competitors to its traditional market. Private 2-year and 4-year colleges and universities are actively recruiting students in Allen County. Challenges also exist with declining enrollment, lack of career and technical programs, facilities, student retention, and persistence, recruiting qualified faculty and staff, and low wages. As the demographics of the surrounding areas change, Allen will face intense competition from these institutions to serve the emerging market of Hispanic students.

Allen has an opportunity to enhance brand recognition within its own market. A small, but significant, proportion of the county still does not know that there is a college in Allen County. A larger portion of the service area believes: 1) the College only supports transfer to state universities, 2). Despite, or perhaps because of, its affordability and physical presence within rural Allen County, there is a perception that a degree from Allen is somehow worth less than a degree from a 4-year university or private college. This is particularly true among recent high school graduates, where the College's penetration rate hovers around 30%. Current Allen students cite the "community college stigma" and a perceived lack of student life activities as contributing factors for potential students selecting to go elsewhere.

The overall talent pool in the community is limited and poses a threat for local recruitment of highly qualified faculty, staff, and administrators.

County poverty, climate, and "ruralness" then affects the College's ability to retain imported talent. Through more emphasis on staff development and review of hiring practices, Allen has an Opportunity to foster a faculty, staff, and administration with a demonstrated commitment to student achievement, and an understanding of and respect for the cultural traditions and ethnic diversity of an evolving Iola campus. The College has satisfied the last of its long-term debt obligations and, with the need for new infrastructure, has purchased the adjacent 34-acre property to expand academic offerings.

The College is in a strong financial position and is strategically positioned to invest in initiatives that build institutional capacity to serve the changing needs of Iola and Allen County.

Many aging facilities on the campus were designed for 20th-century pedagogy. Classrooms contain a row of desks pointed toward a central wall where an instructor stands. Technological changes and shifts toward more experiential learning models challenge traditional approaches to classroom design. There is a greater demand for hands-on, collaborative learning experiences. Student engagement is a critical factor in student success, retention, and completion. The impacts of increased experiential learning will be tracked and monitored through the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCCSE) surveys. Changes in pedagogy are coupled with a general shift toward Hybrid/Hyflex

work models. The pandemic presented students and staff with diverse ways of working, learning, and collaborating.

Older facilities may no longer serve their intended purpose in a post-pandemic learning environment. While disruptive, the pandemic has created an opportunity to evaluate space utilization and make learning environments more flexible and dynamic. New buildings are not always necessary. Careful evaluation of existing spaces can lead to solutions that help the college prepare for the future and allow teaching practices to evolve alongside technological changes. Addressing aging facilities is a large undertaking. A long-term plan can help the College budget and phase projects.

The demographic of the Allen service area is changing and offers opportunities. There is growth in the 55+ age demographic. K-12 enrollments are declining throughout Allen County, thus reducing the number of traditionally aged students in the Allen pipeline. From 2015–2020, the population of white, non-Hispanic/Latino individuals declined in multiple age categories under 55+ years of age. The reverse was true of the Hispanic/Latino population, which grew across most age categories. From 2017 to 2022, the northern service area of Allen Community College grew by 4,000 individuals, with Hispanic individuals accounting for 57% of that growth. The existing ***Threat*** is not being positioned to serve the surging Hispanic population in the Northern tier of Allen’s service area.

Strategic and Situational Analysis

The College is in rural southeastern Kansas. The main college campus, located in Iola, Kansas, is approximately one hundred miles from Kansas City, Wichita, Tulsa, Oklahoma, and Joplin, Missouri. Allen County and the College have benefited in the past from having a strategic location as a farming service center close to the Neosho River watershed. Today it is served by several major highways and the Union Pacific Railroad. Initially, an agricultural area after the Kansas Territory was opened in 1854, small farm holdings have evolved into agribusiness, as reflected in the small number of people employed in agriculture as of the 2020 Census: only 2,119, or about 1.92% of the civilian's employed population over 16 years of age.

The College service area has evolved from its agricultural economic base to an economy where the largest number of jobs are in manufacturing, health, and educational services. Over time, the College has changed from agricultural programming to a junior college primarily concerned with transfer, to the current pressing need to transform into a truly comprehensive community college with sophisticated and flexible career and technical education.

The College service area students are primarily first-generation students with no postsecondary credentials. This is especially the case for students enrolling in or seeking to enroll in postsecondary education for the first time at twenty or older. The pandemic and the growing diversity of the service area have intensified college priorities to meet the needs of low-income students eligible for Pell Grants, those working full-time, and those in need of improving their basic skills, upskilling, or addressing limited English proficiency.

Through the economic changes and the COVID pandemic seen in the past few years, the size of the College service area population was stable, only losing 890 people from 2015 to 2020. However, this was not true for all ages and communities. Children under 5 years old and school-aged children declined slightly. The number of younger adults in the initial stages of their working career declined, while mid and later-career adults, who are more established in their locales, remained in about the same numbers. People aged 55 years and older increased to about one-third of the service area population.

The service area population has changed over the last five years through increasing diversity. The white, non-Hispanic/Latino population declined by 6,635 people, while other racial categories increased from 33,337 in 2015 to 39,082 in 2020. The Hispanic/Latino population experienced the biggest increase across all racial categories, growing from 21,944 in 2015 to 24,916 people in 2020. The Hispanic/Latino population tends to be younger and concentrated in several elementary, middle, and high schools throughout the service area. In the 2020-2021 school year, Hispanic/Latino students in the College service area schools accounted for 16.9% of all students.

At the College, enrollment has declined from a Fall unduplicated headcount enrollment of 2,540 in 2018 to 2,086 in 2021, a decline of 17.9%.

	Percent of the College 2020 Service Area Total Population by Race/Ethnicity	The College Fall 2021 Enrollment by Race/Ethnicity
White not Hispanic/Latino	72%	75%
Black or African American	7%	6%
American Indian and Alaskan Native	1%	1%
Asian	1%	2%
Native Hawaiian and Other Pacific Islander	Less than 1%	Less than 1%
Unknown	2%	1%
Two or more races	6%	4%
Hispanic or Latino	11%	6%
Nonresident	-----	5%
NOTE: The College Service Area population racial categories are adjusted for Hispanic/Latino.		

In Fall 2021, dual enrolled (concurrent) high school students were the largest segment of the College credit enrollment at 38.3%. The next largest segment was traditionally college-aged at 35.0% of all students. Early career students aged 22 to 34 were 14.3% of credit student

enrollment. Mid-career adults at 35 to 49 years made up 4.7% of credit students, while adults at career end (aged 50 to 64) were only 1.2% of total credit enrollment. International students attracted to playing college sports at the College made up 5.7% of total credit enrollment. Enrollment of senior adults represented less than 1% of total credit enrollment.

The latest information on enrollment segment by academic program comes from 2019. This data also shows that dual enrollment increased, and traditional college-aged students decreased, although combined the two continue to account for two-thirds of all enrollments. Early career students (aged 22 to 34) declined from 16.9 percent to 14.3 percent.

Type of Enrollment for Fall 2019	Percent of Type who were New, Returning, or Transfer*	Academic Programs
Dual Full-time (465, 19.3% of all students)	New – 90.4% Returning – 9.6% Transfer – 0	<ul style="list-style-type: none"> • Undecided Transfer Program (62.3%) • Medication Aide (4.8%) • Nurse Transfer Program (4.2%) • Psychology Transfer Program (4.2%) • Balance scattered across various programs.
Dual Part-time (298, 12.4% of all students)	New – 92.6% Returning – 7.4% Transfer – 0	<ul style="list-style-type: none"> • Undecided Transfer Program (63.4%) • Medication Aide (3.4%) • Nurse Transfer Program (3%) • Early Childhood Education (2.7%) • Vet Transfer Program (2.3%) • Balance scattered across various programs.
21 and Younger Full-time (597, 24.8% of all students)	New – 36.7% Returning – 40.4% Transfer – 5.5%	<ul style="list-style-type: none"> • Undecided Transfer Program (16.1%) • Business Admin Transfer Program (11.9%) • Nurse Transfer Program (8.4%) • Medication Aide (5.7%) • Elementary Ed Transfer Program (4.4%) • Psychology Transfer Program (4.4%) • Health Professions Admission Test Transfer Program (4.0%) • Biology Transfer Program (3.9%) • Balance scattered across various programs.
21 and Younger Part-time (223, 9.3% of all students)	New – 26.07% Returning – 35.0% Transfer – 8.5%	<ul style="list-style-type: none"> • Undecided Transfer Program (18.8%) • Nurse Transfer Program (12.1%) • Business Admin Transfer Program (10.8%) • General Transfer Program (4.0%) • Psychology Transfer Program (3.6%) • Balance scattered across various programs.
22 to 34 Full-time	New – 13.9% Returning – 79.5% Transfer – 6.5%	<ul style="list-style-type: none"> • Undecided Transfer Program (15.7%) • Nurse Transfer Program (13.9%)

(108, 4.5% of all students)		<ul style="list-style-type: none"> • Business Admin Transfer Program (9.3%) • Balance scattered across various programs.
22 to 34 Part-time (278, 11.6% of all students)	New – 16.9% Returning – 74.5% Transfer – 8.6%	<ul style="list-style-type: none"> • Business Admin Transfer Program (14.7%) • Undecided Transfer Program (14.0%) • Nursing Transfer Program (11.2%) • General Transfer Program (6.8%) • Balance scattered across various programs.
35 to 49 Full & Part-time (116, 4.8% of all students)	New – 13.8% Returning – 79.2% Transfer – 6.9%	<ul style="list-style-type: none"> • Undecided Transfer Program (14.7%) • Business Admin Transfer Program (12.1%) • Psychology Transfer Program (7.8%) • General Transfer Program (5.2%) • Info Network Tech (5.2%) • Balance scattered across various programs.
50 to 64 Full & Part-time (27, Less than one percent of all students)	New – 3.7% Returning – 81.5% Transfer – 14.8%	<ul style="list-style-type: none"> • Undecided Transfer Program (22.2%) • Addition and Prevention Studies Transfer Program (14.8%) • Business Admin Transfer Program (7.4%) • General Transfer Program (7.4%) • Nursing Transfer Program (7.4%) • Balance scattered across various programs.

*Dual enrollment students who were New or Returning were not included in percentage calculations of New and Returning status for student age segments, beginning with students aged 21 years or younger. Consequently, for these age segments, the percentages of New, Returning, and Transfer students do not total 100 percent.

High school students with dual enrollment and traditional college students aged 18 to 21 years old make up 73.3% of credit enrollment at the College In keeping with this trend, 1,131 students (54.2% of total credit enrollment) were exclusively online students and the predominant type of class taken was general education for transfer. The largest segment of credit students taking classes exclusively online in Fall 2021 were dually enrolled at 36.0%. This was followed by traditional college-age students at 29.4%. The early career enrollment segment, aged 22-34, accounted for 23% of all exclusively online enrollment. More remarkable is that 87% of enrolled students aged 22-34 in Fall 2021 took their class or classes exclusively online.

The percentage of exclusively online enrollments were increasing prior to the pandemic (2018: 53.5%, Fall 2021: 54.2%) and this enabled the College to better manage overall enrollment declines. However, this heavy reliance on online and transfer education courses, reinforced by the pandemic, is now a significant two-fold problem. The first is that persistence, retention, and completion rates for students are unacceptably low. The second is that the College requires more career and technical programming, particularly for older students, who will develop skills and knowledge for these students to take advantage of upgrades/promotions in their current work, or new job opportunities with higher skill requirements and higher salaries.

The median wages for all the counties of the College service area are significantly below the national median of \$54,122. The medians in the service area range from a high in Coffey County of \$42,492 to Woodson County, where the median wage is \$32,424. Further evidence of the

lower wage structure in the College service area comes from the percentage of school children eligible for free and reduced lunch in service area schools. All but one of the county's school districts reports close to or above 50% of the students eligible through family participation in assistance for needy families or the Supplemental Nutrition Assistance Program (SNAP). Forty-two percent of first-time, full-time College students received a Pell Grant.

Just as in income levels, adult educational attainment in the College service area is lower than in the country. For adults aged 25 years and older, in three of the service area counties two-thirds of the residents and in four counties over 70% of the residents have no postsecondary credential. This compares to a national level of 51.7%. Fall 2022 Census enrollment indicated that 74.4% of all students enrolled at the College were first-generation, and of students aged 22 to 34 years old 51.6% were first generation. The market penetration rate for the service area is 0.16%. Survey data indicates the major reasons students come to the College are affordability, interest in particular programs, and availability of financial aid. Employment, both full and part-time, is the major reason for leaving.

Strengths, challenges, and significant problems of the institution's academic programs, institutional management, and fiscal stability:

Assessment of Student Learning Outcomes at the College is faculty-led and supported by executive level administrators. Student learning needs identified through the assessment committee are a vital component of data-driven decision making at the college. Assessment is currently conducted on general education outcomes and classroom outcomes. The classroom assessment is a first step in linking specific courses with program learning outcomes. The next steps are to extend this assessment to program outcomes and then to conduct assessment of outcomes for pathways comprised of those programs.

Spring 2022 general education assessment suggests that for most outcomes, hundreds of the College students are not college-ready or have not yet developed the performance standard in certain academic areas. The results showed that over half of the student artifacts evaluated did not meet the standard for interpreting data to formulate conclusions, under the Mathematics and Analytical Reasoning learning outcome. Another 37% did not meet standards for analysis of the Diversity of Culture and Opinions in an Ever-Changing Global Community. About 25% of the artifacts did not meet standards in the following General Education Learning Outcomes:

- Critical Thinking and Problem Solving
- Social Context in the World
- Appreciation of Arts and Humanities

Since the majority of student enrollment at the College is traditional college age or younger in transfer programs, we can anticipate that tracking learning outcomes in our proposed expansion of CTE programs will be an important measure of success. This will be true for general education learning outcomes in CTE programs and pathways and technical knowledge and skills. Another reason this will be important is that older students, especially 22- to 34-year-olds who we anticipate will be drawn to new and expanded CTE programs, have lower average GPAs (Grade Point Average) than students under 21. This is especially the case for part-time students

in this age and career stage category. Gateway courses will receive focused assessment, especially in general education.

Based on our analysis of the College situation and position in southeastern Kansas, we found the following academic, institutional, and fiscal stability strengths and weaknesses.

Academic Program Strengths
<ul style="list-style-type: none"> • The College conducts/facilitates/performs regular program reviews that include student learning outcomes assessment on all levels, making appropriate improvements to its curricula and instructional practices. • The College has strong academic support programs and is committed to improving higher education access for its changing service area economic infrastructure. • The College has strong community and educational partnerships, including with regional K-12 school systems and county economic development agencies. • Faculty are committed to improving classroom experiences for all students, including Latino and other marginalized groups. • The College is committed to developing strong academic and social-emotional support programs for students. • Faculty and staff are innovative in their work with older and underserved students. • Student learning in general educational courses is assessed and addressed.
Academic Program Challenges
<ul style="list-style-type: none"> • The College has become primarily a transfer program institution and needs major career and technical education program development to better serve residents of its service area and Kansas. • Not enough students are completing credentials or degrees each year. • The College has experienced low persistence and retention of students in for-credit classes, for both traditional-aged college students and for students in older age groups. • The College has a lack of program continuity/persistence for older online students. • Improvements to technology for data and decision support to create more effective instruction and student learning. • Lack of easily understandable academic pathways from dual enrollment programming to Associate Transfer Degrees • Lack of easily understandable career and technical pathways for students who do not want to transfer or who have not thought about attending college. • Student learning assessment for programs is under further development but still needs to be built into ways to improve teaching and learning. • Existing CTE programs have small enrollment and do not adequately address the current changes and job opportunities in the college service area. • The College has a substantial proportion of online enrollment compared to on-site courses, both of which could benefit from more support and curriculum development resources. • The College will invest in facilities, technology, and equipment that will support modern, experiential pedagogy and learning.

Institutional Management Strengths
<ul style="list-style-type: none"> • The Board of Trustees, president, and other administrators are supportive of new initiatives, as evidenced by a new strategic planning exercise to identify which degrees and academic programs will be prioritized through the rest of this decade. • Strong partnerships are in place with several community-based organizations and entities. • Leadership is dedicated to advancing changes in programmatic and support programs through strategic priorities.
Institutional Management Challenges
<ul style="list-style-type: none"> • Programming can often operate in silos and not be coordinated campus-wide, leading to some duplication of efforts. • The College has an inconsistent faculty professional development curriculum for designing equity-minded student services & pedagogical practices to support faculty and improve student outcomes. • More partnerships should be developed with business and industry for student success and workforce development. • Staffing shortages and incentives for hiring for jobs in southeastern Kansas are challenging areas. • The College will provide up-to-date technology for decision support to coordinate information between student support and academic programs and for student learning assessment.
Fiscal Stability Strengths
<ul style="list-style-type: none"> • The College will adhere to strict procedures regarding setting up accounts for external funding, tracking expenditures, and drawing down funds as they are spent. • The College is in a strong financial position and is strategically positioned to invest in initiatives that build institutional capacity.
Fiscal Stability Challenges
<ul style="list-style-type: none"> • The College is facing competition from other colleges and universities. • An increase in college enrollment will provide resources for innovative programs. • The College struggles to recruit qualified faculty and staff because of low wages. • The College aging facilities will be redesigned for 21st-century pedagogy.

The analysis undertaken and described above, coupled with the College mission to develop student learning that empowers students to take advantage of high-skill, high-wage jobs, and transfer programs, have led to the identification of five strategic goals and underlying objectives that have been prioritized.

Strategic Goals and Objectives 2023-2027

Goal 1: Advance Student Success

Allen will provide access to innovative academic programs and engage in college completion initiatives, transforming students and preparing them for success.

- 1.1 Increase enrollment for all student demographics.
- 1.2 Implement Strategic Enrollment Management and Marketing Plan (SEMMP) reflecting evidence-based best practices in access and equity.
- 1.3 Increase first-time, full-time, award/degree attainment for all students.
- 1.4 Develop new Career and Technical Education (CTE) pathways.
- 1.5 Transform retention, persistence, and academic support model.
- 1.6 Facilitate intentional communications and interactions with learners to strengthen relationships.

Goal 2: Strengthen Community, Business, and Industry Engagement

Allen will be forward-looking and agile in providing a rich array of certificate and degree pathways forging partnerships that unlock transformational career opportunities for students and accommodate the workforce with talent.

- 2.1 Partner with business and industry for workforce credentials.
- 2.2 Foster community involvement within Allen, Coffey, and Shawnee counties.
- 2.3 Develop marketing campaigns that support pathways and partnerships.
- 2.4 Invest in high-demand and high-wage workforce certificate programs.
- 2.5 Establish an alumni association and increase giving beyond Allen County.

Goal 3: Enhance Employee Engagement and Development

Our faculty and staff will engage in professional development opportunities to continuously improve in their community of practice. Allen will avail faculty and staff to resources that enhance their well-being.

- 3.1 Recruit and retain a diverse and stable workforce.
- 3.2 Adopt new board policy and administrative procedure manual.
- 3.3 Develop and implement a new employee onboarding and evaluation process.
- 3.4 Form a Staff Council representation group.
- 3.5 Evaluate and ensure robust professional development that meets college needs.
- 3.6 Conduct an internal employee classification and compensation analysis.

Goal 4: Establish a Culture of Organizational Excellence

Allen will build a culture of excellence that inspires everyone to become “advocates” for our students and community. We will be accountable for delivering academics, experiences, and services of the highest quality.

- 4.1 Cultivate a culture of institutional integrity, compliance, and improvement.
- 4.2 Update and fully implement new Enterprise Systems.
- 4.3 Ensure clear, well-defined processes that result in positive student experiences.
- 4.4 Pursue and secure grants and external funding to support organizational excellence.
- 4.5 Foster a culture of high performance, evidence-based decision-making, continuous improvement, and risk mitigation.
- 4.6 Higher Learning Commission Quality Initiative to redesign Assessment of Student Learning and Program Review processes.

Goal 5: Invest in Facilities and Environmental Sustainability

Allen will provide and maintain safe state-of-the-art facilities through ongoing deferred maintenance and assessment plan.

- 5.1 Upgrade campus safety measures.
- 5.2 Reduce outstanding deferred maintenance.
- 5.3 Develop comprehensive facilities plan that includes an analysis of real estate assets and a cost-benefit analysis to expand the campus footprint.
- 5.4 Ensure students, faculty, and staff have access to the latest technology.
- 5.5 Improve cybersecurity while balancing the needs of users and security.

** The President’s Council will develop Key Performance Indicators (KPIs) and Metrics to track the ongoing success of the Strategic Plan.*

To operationalize these five goals, the College will facilitate these steps:

Develop a plan: Allen departments will develop a plan that outlines the strategies and actions each will take to achieve each objective under the goals.

Identify key performance indicators (KPIs): Allen will identify the KPIs that will help us track progress toward achieving the goals.

Establish metrics: Allen will establish metrics to measure progress toward the objectives identified.

Monitor and evaluate: Allen will regularly monitor and evaluate progress toward achieving the goals by tracking the established metrics, using this information to make necessary adjustments to the plan and strategies.

Communicate progress: Allen will communicate progress toward achieving the goal to stakeholders, such as the community, students, employees, state, and accreditor. This will assist in maintaining momentum, support, and accountability for achieving the goals.

Strategic Plan Goals and Higher Learning Commission

Criteria of Accreditation Alignment

Strategic Plan/HLC Criterion Alignment 2023-2027			
Allen Goal	Goals Description	HLC Criteria Alignment	Position(s) Responsible
1	Advance Student Success	1, 2, 3, 4 and 5 <ul style="list-style-type: none"> • Criterion 1. Mission • Criterion 2. Integrity: Ethical and Responsible Conduct • Criterion 3. Teaching and Learning: Quality, Resources, and Support • Criterion 4. Teaching and Learning: Evaluation and Improvement • Criterion 5. Institutional Effectiveness, Resources and Planning 	Vice President for Student Affairs, Vice President for Academic Affairs, Deans of Online and Onsite, Director of Enrollment Management, Director of Financial Aid, Director of Student Life, and Athletic Director
2	Strengthen Community, Business, and Industry Engagement	1 and 2 <ul style="list-style-type: none"> • Criterion 1. Mission • Criterion 2. Integrity: Ethical and Responsible Conduct 	Vice President for Academic Affairs, Vice President for Student Affairs, Deans of Online and Onsite, & Director of Development
3	Enhance Employee Engagement and Development	3, 4 and 5 <ul style="list-style-type: none"> • Criterion 3. Teaching and Learning: Quality, Resources, and Support • Criterion 4. Teaching and Learning: Evaluation and Improvement 	Vice President for Finance and Operations, Director of Human Resources, & President

		<ul style="list-style-type: none"> • Criterion 5. Institutional Effectiveness, Resources and Planning 	
4	Establish a Culture of Organizational Excellence	<p>2, 3, 4 and 5</p> <ul style="list-style-type: none"> • Criterion 2. Integrity: Ethical and Responsible Conduct • Criterion 3. Teaching and Learning: Quality, Resources, and Support • Criterion 4. Teaching and Learning: Evaluation and Improvement • Criterion 5. Institutional Effectiveness, Resources and Planning 	Director of Institutional Effectiveness and Research, and Director of Information Tech, & President
5	Invest in Facilities and Environmental Sustainability	<p>3 and 5</p> <ul style="list-style-type: none"> • Criterion 3. Teaching and Learning: Quality, Resources, and Support • Criterion 5. Institutional Effectiveness, Resources and Planning 	Vice President for Finance and Operations, Director of Facilities & Director of Information Tech