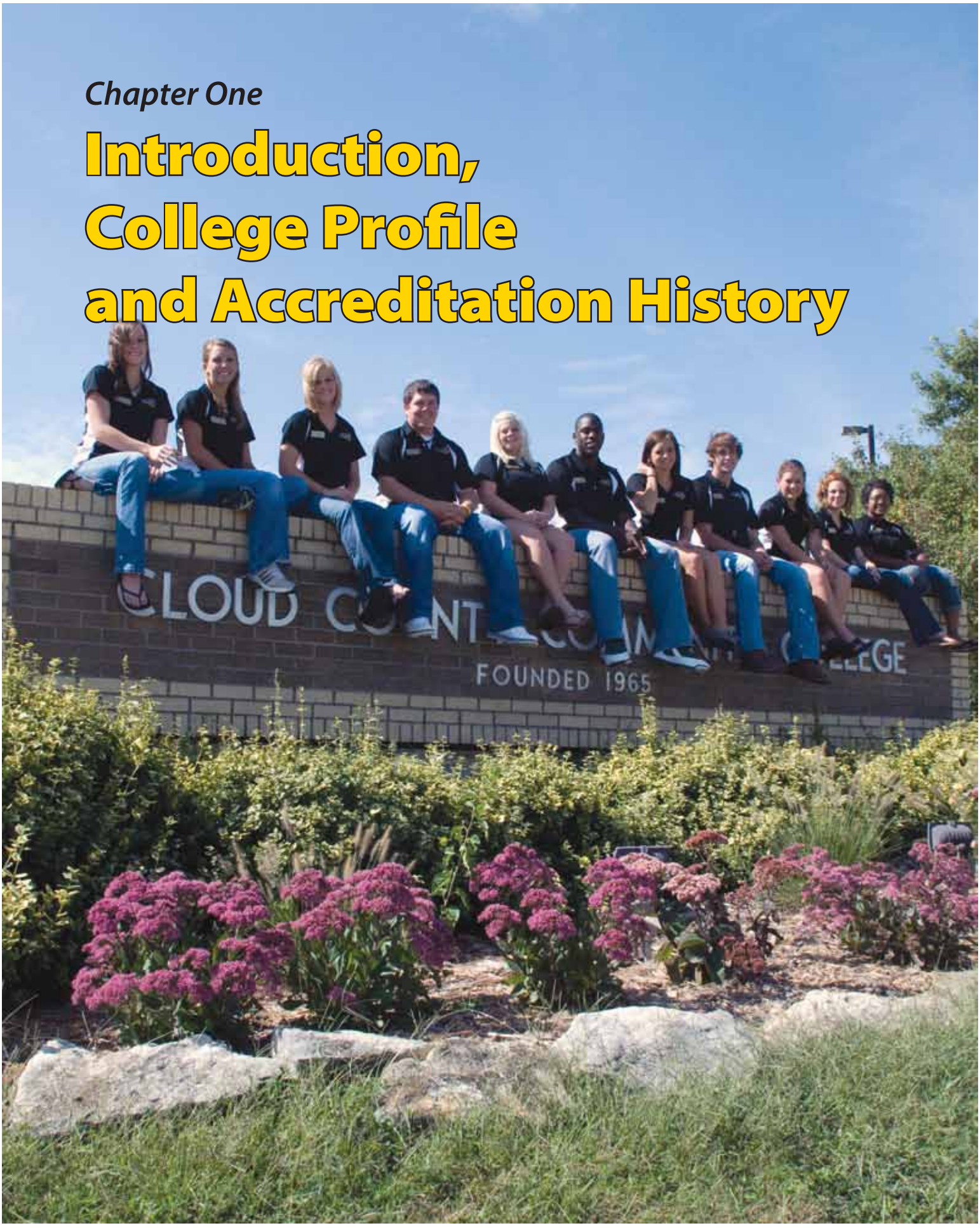
Chapter One

Introduction, College Profile and Accreditation History



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Chapter

1

Introduction, College Profile, and Accreditation History

Overview

This self-study is presented by Cloud County Community College as part of the application process for continued accreditation by the Higher Learning Commission, a Commission of the North Central Colleges and Schools (HLC). It documents the comprehensive study Cloud County Community College (CCCC) has conducted to provide a thorough review of the College. The mission and goals of the College provide the framework for all teaching, learning, student services, resource allocation, institutional advancement, and outreach efforts by the College. The self-study presents evidence CCCC meets the five criteria to merit accreditation by the HLC, fulfills the expectations for approval of associate degrees online, and analyzes the College's strengths and action items for improvement.

Organization of the Self-Study

The self-study report is organized around the HLC's five criterion. It also includes chapters which present background about the College, the self-study process, federal compliance, change request for approval of online degree programs, closing summary, request for continued accreditation, glossary of terms, and appendices.

Chapter 1: Introduction, College Profile and Accreditation History

Chapter 1 provides a profile of CCCC including the College's historical background, student and College demographics, and its accreditation history. Major changes since the 2001 and 2003 site team visits are described. Challenges from the 2001 and 2003 site team visits are also presented.

Chapter 2: Self-Study Process

Chapter 2 describes how CCCC organized and conducted the self-study process. The organization of the Steering Committee and subcommittees is described as well as data collection, writing, review and revision processes, and methods used to communicate information to College constituents.

Chapters 3 through 7: The Criterion Chapters

Chapters 3 through 7 address each criterion and are organized by core components. For each criterion area, narrative, charts, tables, and reference materials support the College's assertions that each criterion has been met. Each chapter also includes an analysis of strengths as well as action items for improvement. The criteria are addressed as follows:

- Chapter 3 – Criterion 1: Mission and Integrity
- Chapter 4 – Criterion 2: Planning for the Future
- Chapter 5 – Criterion 3: Student Learning and Effective Teaching
- Chapter 6 – Criterion 4: Acquisition, Discovery, and Application of Knowledge
- Chapter 7 – Criterion 5: Engagement and Service

Chapter 8: Federal Compliance

This chapter describes CCCC's compliance with federal regulations such as credits, program length, tuition, compliance with the Higher Education Reauthorization Act, advertising and recruitment materials, and records of student complaints.

Chapter 9: Change Request for Approval of Online Degrees

This chapter addresses the six questions as posed in the HLC Handbook on pages 7.2-3 to 7.2-4 regarding a change request. CCCC is seeking approval to offer its Associate of Arts, Associate of Science, and Associate of General Studies degrees in an online format.

Chapter 10: Summary and Request for Continued Accreditation

Chapter 10 provides a summary and request for continued HLC accreditation for a period of ten years.

Chapter 11: Glossary of Terms

Chapter 11 serves as a reference and provides definitions for the terms and acronyms used throughout the self-study.

Appendices:

- Appendix A: Institutional Snapshot
- Appendix B: Response to Suggestions from the 2001 and 2003 Site Team Visits
- Appendix C: Steering Committee and Subcommittee Members
- Appendix D: Organizational Charts
- Appendix E: Board of Trustees Biographical Information
- Appendix F: 2001-2010 Facilities Changes

College and Service Area Demographic Profile

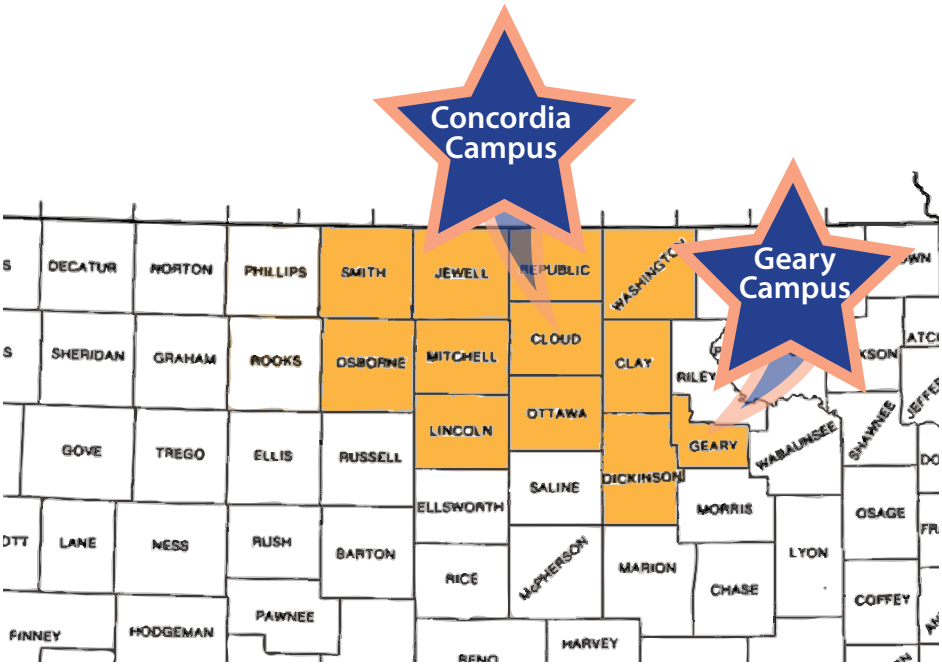
Cloud County Community College was originally founded as the Concordia Junior College in 1965 as a part of the Concordia Public Schools. Classes first met on February 8, 1965, using Concordia High School facilities. On July 1, 1965, the Concordia Junior College became a member of the state system of community Colleges under the name Cloud County Community Junior College. Classes began in the "Commons" building on campus in the fall of 1968. The College was renamed in 1980 and is now known as Cloud County Community College.

The Concordia classroom building is comprised of three levels and houses administrative, business, faculty, advising, student services, and foundation offices. Classrooms, laboratories, the Library, Cook Theatre, the Learning Skills Center, fitness center, and the gymnasium are also included. A new addition to the original classroom building was constructed in 1999-2000. The addition houses the cafeteria, Admissions and Registrar offices, the College Bookstore, and classrooms. The Technical Education Building houses the Art, Journalism, Graphic Design, and Nursing departments, the Children's Center, Adult Basic Education and General Education Diploma (ABE/GED) programs. The

greenhouse, fifteen on-campus apartment buildings, Thunder Heights student housing complex, Hillside Apartments, LaBarge Honors House, and the Earl Bane Observatory comprise the remaining facilities on Campus Drive of the Concordia campus. In 2008, the College leased classroom space a few blocks from the Concordia campus for the Wind Energy Technology program.

In 1994, Cloud County Community College opened the Grandview Plaza Attendance Center in Junction City to better meet the needs of the population of the southeastern portion of Cloud's service area. In January 1998, the College moved from Grandview Plaza to a location on the west edge of Junction City that parallels US Highway 77. This campus is composed of three buildings and offers a full range of academic programs and student support services. The College's ABE/GED program and the Early Childhood Resource and Referral programs have classroom and office space at the Geary County Campus (GCC) as well. The Geary County Campus is an integral part of Cloud County Community College, although its campus is distinguished by its own architecture and campus plan, is separated by 90 miles from Concordia, and serves a more diverse student population.

Cloud County Community College is one of 26 public two-year community and technical colleges in Kansas and is coordinated by the Kansas Board of Regents. CCCC's service area encompasses a 12-county area primarily in north central Kansas with its two campuses in Concordia and Junction City. It encompasses Smith, Jewell, Republic and Washington counties to the north that border the Kansas – Nebraska state line, and includes Osborne, Lincoln, Ottawa, Dickinson, Clay, Mitchell, and Geary counties to the south.



According to the 2008 census figures, CCCC's service area includes 105,840 or 3.78% of the state's population and 9,043.72 square miles or 11.05% of the state. From April 2000 to June 2008, Clay (0.4% increase) and Geary (11.9% increase) were the only counties in the College's service area to have shown population increases. Population decreases ranged from 0.1% in Dickinson County to 17.5% in Republic County with six counties showing population decreases ranging from 10.7% to 17.5%. None of the counties in CCCC's service area have a median household income greater than the Kansas average

of $47,341. With 11.2% of Kansas households identified as below the poverty level, seven of the service area counties show a poverty level greater than that of the state average according to 2008 census statistics.

Within the service area, CCCC serves 23 community education outreach sites. The College also provides concurrent classes at 37 service area high schools. Concurrent classes offered include courses such as English Composition I and II, Public Speaking, College Algebra, General Psychology, Introduction to Sociology, US History I, US Government National, US Government State and Local, Spanish I & II, Teacher Cadet, Computer Applications, Analytic Geometry & Calculus I, Principles of Biology, Chemistry I, Music Appreciation, and Accounting I. More than 90 online courses are available through CCCC. The College was also authorized by the HLC in 2001 to offer an online degree in Criminal Justice. Additionally, this self-study will reflect a request for approval for CCCC to offer Associate of Arts, Associate of Science, and Associate of General Studies degrees online.

The Concordia campus has student housing available and athletic programs in men's and women's soccer, basketball, cross-country, track, and rodeo. Men's baseball and women's volleyball and softball are also offered. The Geary County Campus does not provide student housing or athletic programs. Both campuses offer a variety of student and community activities.

Enrollment for CCCC has grown from 622 credit hours and a 20.73 full-time equivalent (FTE) in the spring of 1965 to 50,198.50 credit hours, 1,673.28 FTE and 4,997 unduplicated head count for the 2009-2010 academic year as identified in Table 1. A complete CCCC credit hour summary from 1965-2010 is available in the Resource Room.

Table 1: Unduplicated Headcount by Academic Year

	Credit Hrs	Unduplicated Head Count	F.T.E
2001-2002	44824.50	5063	1494.15
2002-2003	46950.00	5187	1565.00
2003-2004	49237.50	5507	1641.25
2004-2005	47757.00	5016	1591.90
2005-2006	44696.00	4716	1489.87
2006-2007	41896.50	4638	1396.55
2007-2008	41723.50	4364	1390.78
2008-2009	42579.50	4644	1419.32
2009-2010	50198.50	4997	1673.28

Table 2: Student Demographics

	2008-2009	2009-2010
Gender		
Male	324	423
Female	476	548
Total	800	971
Ethnicity		
White	617	751
Black	88	113
Hispanic	48	47
American Indian	9	7
Asian/Pacific Islander	11	13
Other	27	40
Total	800	971

The College's Institutional Snapshot is available in Appendix A as well as in the Electronic Resourse Room.

Cloud County Community College offers four associate degrees, representing both transfer and career/technical programs. They include the Associate of Science, Associate of Arts, Associate of Applied Science, and Associate of General Studies degrees. Certificates are also offered in 16 technical program areas. A complete list of degree options can be found in the 2010-2011 College Catalog on pages 25 and 53, and on the College website at www.cloud.edu .

Accreditation History

The first HLC site team visited in 1970, five years after the founding of CCCC, and the College was granted Correspondence Status. In the fall of 1972, a second team conducted an on-site evaluation and recommended Candidate Status, which was approved in April 1973. A third visiting team in 1974 recommended the College's Candidate Status be continued with another on-site visit scheduled in two years. In February 1977, a fourth on-site evaluation was conducted and in April 1977, CCCC was granted initial accreditation status. When a comprehensive evaluation was conducted in 1980, the College was awarded 10-year Continued Accreditation Status.

Two additional team visits in 1986 and 1991 resulted in Continued Accreditation Status. Challenges were raised in the report from the 1991 visit with recommendations for a focused visit, monitoring report, and another comprehensive evaluation. After reviewing the final 1991 site team report, CCCC officials concluded the recommendations were excessively stringent and, in some cases, unsupported by evidence in the Self-Study Report. The College appealed the decision and appeared before the HLC Review Committee on January 27, 1992. The Review Committee supported the College, in part, and recommended

The 1991 Site Team Report can be seen in the Resource Room.

the next comprehensive evaluation be moved from 1995–1996 to 2000–2001 and that a focused visit be held in 1993-1994 to evaluate off-campus offerings, off-campus student support services, the financing of these operations, and strategic planning.

The 1994 Site Team Report can be seen in the Resource Room.

The 1994 site team concluded significant progress had been made with no progress or monitoring reports required and recommended the next comprehensive evaluation be in 2000–01. In 1999, a focused visit was conducted by a two-member team as CCCC requested an institutional change for approval to operate a second campus (Geary County Campus) in Junction City, Kansas. This recommendation was approved by the HLC (Resource Room).

The 1999 Site Team Report can be seen in the Resource Room.

In 2001, the HLC site team recommended continued accreditation for the College with the next comprehensive visit scheduled in 2010–2011. CCCC was also granted approval to offer an online degree in Criminal Justice. The 2001 site team recommended a focused visit on comprehensive planning to be conducted in 2003 and a monitoring report to be provided on assessment of student learning in 2004.

The 2001 Site Team Report can be seen in the ERR and the Resource Room.

The focused visit on October 6–7, 2003, found the College to have made significant progress in the development of a comprehensive strategic plan and requested a progress report be submitted by June 2006. These recommendations were supported and validated by the Institutional Actions Council and the Commission Board of Trustees in February 2004.

The 2003 Site Team Report can be seen in the ERR and the Resource Room.

The monitoring report on assessment of student learning was completed and submitted on time in March 2004. The HLC accepted that report. The progress report on strategic planning was completed and submitted on time in June 2006. The HLC accepted the report.

The 2004 Monitoring Report on assessment of student learning can be seen in the ERR and Resource Room.

The 2006 Progress Report on strategic planning can be seen in the ERR and the Resource Room.

Response to Challenges and Suggestions from the 2001 HLC Site Team Visit Report

Challenges

See Appendix B for the Response to Suggestions from the 2001 Site Team Report.

CCCC has been responsive to the challenges and suggestions of the 2001 accreditation visit. CCCC's response to the suggestions is located in Appendix B. The response to each "challenge" is addressed below:

1. Essential elements of a comprehensive plan remain inconsistent and problematic. Consequently, the College urgently needs to create and implement a comprehensive plan.

Response: CCCC immediately began to formulate and prepare a strategic plan during the summer months of 2001. It was decided at that time, in order for the strategic plan to provide a foundation and roadmap to guide the College's future, it had to be sustainable and designed for continuous improvement. A one-day in-service was scheduled for September 13, 2001, to begin the process of comprehensive strategic planning. The initial model was presented to College faculty, staff, and administration on October 5, 2001. It was determined at that time the plan met three intended criteria of having broad acceptance by College constituents, was comprehensive, and was sustainable. Standing Master Contract committees formed the basis for the committee structure with additional groups formed in an attempt to include all College employees. That initial strategic planning process involved a broad base of participants including campus faculty, staff, and students, as well as service area community members. An Institutional Planning Team was developed

with representation from the committees and President's Cabinet to provide supervision and guidance for the planning process. The College's Comprehensive Strategic Plan for 2003–2004, established with eleven strategic advancements and twenty goals, was finally approved by the Board of Trustees during the summer of 2003. Along with the advancements and goals, it included the committee structure, areas of oversight for committee chairs, an annual planning cycle, a strategic plan summary, and initial information on advancements and goals that had already begun to be implemented.

The 2001 "Report of a Comprehensive Visit" recommended a focused visit on strategic planning take place by September 2003. The site team who visited CCCC in October 2003 found there had been insufficient time and documentation to measure the implementation of the established plan. The Institutional Actions Council and the Commission Board of Trustees validated the recommendations of the focused visit site team by supporting the need for a follow-up progress report to be submitted on strategic planning in 2006.

After the 2003 focused visit, the College continued to review the strategic plan on an annual basis by using two established in-service days to accommodate any revisions and updates. It was updated for 2004-2005 with some changes to the committee membership and some to the advancements. Committees continued to meet and progress was made in the development of the revised 2005–2006 Comprehensive Strategic Plan in the same areas as noted previously.

Prior to full implementation of this plan, a change in senior administrative leadership occurred between July and December 2005. A new President and Vice President for Academic Affairs were hired. During this transition, the required progress report on strategic planning was submitted in June 2006 and was accepted. With the hiring in September 2006 of a Vice President for Administrative Services, strategic planning and the budget planning process were reenergized.

With the new senior administration, a renewed vision was instituted for strategic planning. It was noted that the plan needed clarification, additional guidelines, concrete benchmarks, and more specific timelines for revision and reporting, as well as mid-year and annual reporting processes. Early in January 2007, at the College in-service, faculty meetings and staff meetings, presentations were made regarding changes to the strategic planning efforts. Committee responsibilities and guidelines were formulated, the annual timeline was revised, and the committee structure was changed. In an effort to streamline reporting, eliminate duplication of effort, ensure balanced representation on the Institutional Planning Team (IPT), and increase communication, it was proposed that the Collegiate Planning Team be eliminated and that representation to the IPT be more structured. This proposal was finally approved by late spring 2007.

Strategic planning committees continued to meet through 2007 and 2008. In-service dates twice a year were used to review and update the strategic advancements, but problems were faced with continued implementation of the plan from a small group of College employees who were somewhat resistant to changes in committee membership, committee structure and responsibilities, the established timeline, and how input and decisions were to be made to update the strategic plan.

A combination of staff changes and enhanced communication efforts has allowed the strategic planning process to take a positive turn and resume its focused direction in the past two years. During the summer of 2008, a revision to the 11 strategic advancements, which

had been part of the College's strategic plan since its inception in early 2001, produced five new priority areas: Teaching and Learning; Students and Student Support; Resources; College Outreach, Advancement and Partnerships; and Accreditation. A number of initiatives within each priority area were also identified to provide the direction and focus for College planning efforts. As the new priority areas were developed, the annual reporting timeline was updated, the committee responsibilities were further identified, and the committee membership was updated. The College administration had new expectations that the priority areas would be the foundation for future planning, that committees would meet, and reporting would be done as expected and according to the approved timeline.

Strategic planning for 2008–2009 and 2009–2010 has been more effective and productive with these expectations in place. Committees are meeting according to schedule. Mid-year and annual reports are being completed. The strategic plan is being reviewed and updated as needed annually with a broad base of input and Board of Trustees support, and students are involved on the committees.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

2. In assessment of student learning, the College is at implementation level one. The College needs to move beyond its existing assessment level in general education and vocational competencies to develop a complete plan for assessment of student learning.

The 2004 Monitoring Report on assessment of student learning can be seen in the ERR and Resource Room.

Response: Following the 2001 site team report and request for a monitoring report to be submitted in March 2004, the Board of Trustees, administration, and faculty of the College made a concerted effort to improve the assessment of student learning outcomes. Individual course goals were established during the 2002-2003 academic year and implemented in the fall of 2003. Common department and program goals were established during the fall 2003 semester and implemented in 2004. An organizational chart, assessment cycle, and timeline were established for reporting both course and department/program goals. Assessment for general education online classes was implemented in the fall of 2003 following the same format and reporting timeline as the on-campus classes.

Program goals and competencies are assessed by a variety of means including capstone courses, portfolios, presentations, final projects, and licensing exams in most of the vocational programs and some of the transfer programs. Assessment of students' developmental coursework began during the 2002–2003 academic year. Course outcomes have been established for the developmental courses. The developmental math and English courses are assessed in the same format as the higher level courses. Assessment of student learning is also measured by considering transfer rates and transfer success, vocational placement, graduation rates, and thorough analysis of surveys.

Following the 2001 site team visit, the College mission statement was rewritten to reflect the importance of the assessment of student learning. Course syllabi now include all course goals, program/department goals, general education goals, and methods of assessment. The College has established an annual budget line item for operating and sustaining the assessment plan, which is now coordinated by The Student Learning Outcome Assessment Committee (Assessment Committee). The Assessment Coordinator receives a stipend through this budget line item or three hours of release time per semester. The strategic plan includes specific initiatives related to assessment of student learning (priorities P1A, P1B) and identifies the Assessment Committee as one of the specific strategic planning committees. Membership on that committee includes faculty, administrators, students, and other administrative support personnel. The Assessment Committee meets each month

at a regularly scheduled time.

Development of the College's assessment process and professional development regarding assessment for faculty, administrators, and trustees is ongoing and accomplished in a variety of ways. Each semester a portion of the in-service day is devoted to work on assessment. Attendance at the annual HLC meetings, as well as regional and state conferences regarding assessment, is financially supported and encouraged. Each fall, faculty members attend a statewide "Core Outcomes Project" meeting of Kansas' two and four-year institutions for the purpose of discussing, developing, and updating general education course outcomes to ensure consistency for transferability across the state. The Assessment Coordinator provides an annual report to the Board of Trustees. The Assessment Coordinator has created and produced a variety of handouts, manuals, and newsletters containing assessment information to further facilitate understanding of assessment practices and procedures. The College website direct link (www.cloud.edu) contains this assessment information as well as forms and sample results. This information is also available in the ERR.

Kansas Core Outcomes reports can be seen in the ERR.

Assessment information can be seen in the ERR and the Resource Room.

College faculty and the Assessment Committee have developed steps to help ensure the implementation and success of the assessment plan. Reliable data which is directly linked to goals set by the instructors, departments, and divisions are continually collected. The interpretation of the data has improved as the College's assessment process has matured and strengthened. Outside consultants have been used since the implementation of the assessment plan to validate and corroborate the methods and conclusions. More full-time and adjunct faculty are completing assessment requirements. There are increasingly more faculty who have a better understanding of the correlation between pedagogy and student learning, including changes that reflect classroom experiences, trial and error, and informal research.

After lengthy discussions within the Assessment Committee, it was decided the College's assessment process needed to be updated. The Assessment Committee discussions regarding revision of the process included a need to generate assessment reports in a more timely fashion, inclusion of all faculty in the assessment process, a process which better integrated course and program outcomes, information which would better indicate competencies and outcomes with which students were having difficulty, and a means to more directly tie assessment to the budgeting and strategic planning process. Some Assessment Committee members attended HLC meetings and were aware better assessment processes were being used at other institutions.

Beginning in April 2009, CCCC began the process of reviewing and redesigning the assessment plan to move to a more efficient and effective online assessment system. During the fall months of 2009, the Assessment Committee met with the faculty to discuss the online process. A presentation by an outside consultant was made during the fall in-service about the online assessment plan and the decision was made to implement the new plan. The online assessment process is being modeled after one developed at Neosho County Community College in Chanute, KS, using Microsoft Office.

The January 2010 in-service was used to begin the process of developing new course and program outcomes. Faculty used the spring 2010 months to tie course and program outcomes together and develop matrices to be used in the computer program. Matrices were input into the computer program during late summer 2010. Sample assessment processes and reports will be generated with the new process in early fall 2010 to eliminate errors in the system. Implementation of the new online assessment process will begin during

the fall 2010 semester and at the end of that semester, all courses will be assessed using the online process for the first time. During the fall semester, the general education outcomes will be revised for the online format, with an implementation target date of spring 2011. Documentation of the implementation of the new online process can be reviewed in the Resource Room.

3. The information software system doesn't adequately support student services operations.

Response: When the 2001 site team visited CCCC, a single college-wide information software was not in use. Student services, financial and business operations, academic areas, and personnel were all using different, independent software systems. Information was being input multiple times into the different systems. Because an integrated system was not in use, reporting was difficult as information had to be pulled from a variety of sources. Because Jenzabar was a completely integrated system to be used college-wide, objectives to be met with the purchase of Jenzabar included reducing duplication of information input; reducing labor costs through automation and reusable elements; increasing accuracy by keeping an individual's "history" from prospective student through alumni status in one system; increasing efficiency, quality, and accessibility of information through integrated interfaces and standardization; increasing usability by making documents searchable for report creation; increasing information output with a newer software system; and increasing overall system confidence with its broad use in higher education.

CCCC researched information software during the spring of 2005 and in September made a recommendation to the Board of Trustees to purchase an integrated software system. The request was approved with the training and implementation process beginning in late 2005 and completed in December 2006. The College "went live" with Jenzabar in December 2006. The software is fully integrated into all areas of the College, including student services, academics, personnel, financial management, and institutional advancement. Now, when students apply, application information is put into Jenzabar. Office areas and College personnel are given access to Jenzabar depending on areas of responsibility.

4. The College mission and purpose statements need to address the centrality of students, learning, and the assessment of student academic achievement.

Response: The College reviewed its mission statement and purpose statements in 2003 in order to include specific language regarding assessment of student learning and a focus on students. That 2003 revised mission statement follows:

> **"The mission of Cloud County Community College is to be responsive to the educational, social, economic and cultural needs of all the people of north central Kansas, by providing lifelong educational and learning opportunities, whose quality is established by rigorous and ongoing assessment."**

As the College began to formulate the self-study in preparation for the November 2010 site team visit, it began to take an in-depth look at the mission statement again to determine if, after seven years, it really reflected what the College is doing and the student populations being served. After discussion at Board meetings in July and October 2009, a committee comprised of faculty, staff, and Board members began the process of reviewing

and revising the mission statement and purposes in December 2009. In early March 2010, the committee working on the proposed mission revision sent the draft documents out for review by various focus groups at the College. The mission documents represented a sequence from the College's vision to its application and significance to the strategic plan. The committee requested the information be reviewed by the Board of Trustees, President's Cabinet, Administrative Support Association, Support Staff Association, Geary County Campus staff, and the Faculty Association. Each group was asked to review the current mission statement with a focus on whether the mission documents accurately reflect why the College exists. Information from these focus groups was compiled and used to further revise the vision and mission statements.

The suggested changes were reviewed by all College faculty and staff at the April 2010 staff in-service. The in-service provided a venue for discussion and input for all College employees in the revision process. The committee incorporated the suggested changes and again asked for comments via the College email system. The Board reviewed the suggested changes again in May 2010 and decided at that time to wait to take any formal action until the College's new President had started. The revised mission and vision statements were presented to the Board of Trustees in April 2010 at the regular Board meeting for a discussion and received formal approval on July 31, 2010.

The outcome of the committee's efforts is revised CCCC mission documents with both vision and mission statements.

Vision Statement

Cloud County Community College strives to enrich the lives of our students and the communities we serve.

Mission Statement

Cloud County Community College is dedicated to delivering high quality, innovative, affordable, and accessible educational opportunities and services that prepare a diverse population to be critical thinkers and lifelong learners who can meet the challenges of an ever-changing global community. To assure the delivery of this mission, Cloud County Community College is directed by valid and reliable assessment techniques, which measure the effectiveness and efficiency of all departments in the delivery of curriculum and services in support of student academic success.

They were adopted by the Board of Trustees in July 2010. The new mission and vision statements will be the foundation for new planning priorities and will begin to be incorporated in all documents after August 2010.

Board of Trustees meeting minutes can be seen in the ERR and the President's Office

5. The Board needs to better understand its role, relationship with College administration, and responsibilities to its constituencies.

Response: The 2001 site team report identified concerns regarding administrative turnover, uncertainty of the Board of Trustees (BOT) in their role as policy makers and "direction-setters" of the College, as well as some inconsistency in strategic planning due to turnover

in leadership. Fourteen different individuals have served on the Board of Trustees since the 2001 site team visit, and senior administrative turnover has continued as well. Beginning in 2003, two new BOT members were seated, three new members were seated in 2007, and three new members were seated in 2009.

The administrative team in place when the site team visited in April 2001 remained until May 2005. At that time, the President and Vice President for Academic Affairs (previously titled dean) resigned and in October 2005, the Vice President for Administrative Services (previously titled business manager) resigned. A new Vice President for Academic Affairs began in July 2005, and the College's fifth President began in December 2005. By September 2006, a Vice President for Administrative Services had been hired. This administrative team remained until December 2005 when the President resigned. In January 2010, an Interim President was named and in July 2010, the College's sixth President began.

Nine different senior administrators have served in the offices of the President, Vice Presidents for Academic Affairs, Administrative Services and Student Services as well as two Interim Presidents since the 2001 site team visit. The Director of Accounting Services also served in an interim role between October 2005 and September 2006 while the Vice President for Administrative Services position was vacant. Although this turnover might indicate otherwise, the College remains stable. Strategic planning is in place, student needs are being met, enrollment and credit hour generation have reached record highs, physical facilities and program changes have sparked enthusiasm, and CCCC is fiscally stable.

Administrators have worked to assist new Board members in understanding College functions and their roles as policy makers. Multiple-day, "in-house" orientations are held for each newly elected Board member when they are seated. College administrators and Cabinet members typically provide information and overview of areas of responsibility. College legal counsel and current Board members assist as well. Past practice over the years has included orientation of new members through general and informal discussion with current members. Formal Board of Trustees planning retreats have been held on a couple of occasions since the 2001 site team visit. With the arrival of the College's new President in July 2010, a formal collaborative planning retreat for the Board and President took place during July 2010.

Since 2001, individual Board members have attended Association of Community College Trustees (ACCT) and Higher Learning Commission (HLC) meetings. In 2005, one member attended HLC. In 2006, four members attended ACCT and in 2007 and 2008, 2 members attended each year. Individual members, on occasion, have also attended the annual ACCT Legislative Summit held in Washington, D.C.

Twice a year, the Kansas Association of Community College Trustees (KACCT) holds state meetings which are open to all trustees. In 2008, four Board members attended the summer meeting and in 2010, a Board member attended each of the summer and winter meetings. Each year in July, individual Board members are selected as the College representatives to the Kansas Association of Community College Trustees, the Kansas Association of School Boards, CloudCorp (local economic development group), and College strategic planning committees. Members attend these meetings and provide reports at regular Board of Trustees meetings.

Suggestions

The 2001 Site Team Report offered CCCC twenty-one suggestions for institutional improvement. Each suggestion has been addressed and can be found in Appendix B of the self-study.

Response to Challenges from the 2003 HLC Site Team Focused Visit

Challenges

1. The implementation of the strategic plan is in its initial stage and much remains to be accomplished.

The 2006 Progress Report on strategic planning can be seen in the ERR and the Resource Room.

Response: The College submitted a "Comprehensive Strategic Plan Progress Report" in June 2006, documenting the further implementation of the strategic plan to that point. Additional information regarding the implementation of the strategic plan is noted previously on page 6 in the discussion of the first institutional challenge identified in the 2001 site team report. Since the summer of 2008, the College has taken significant strides in full implementation of the strategic plan with the identified administrators overseeing the implementation of the initiatives, the committees meeting according to schedule, reporting and progress being completed, input and updates being sought according to schedule, and support from College constituents and the Board of Trustees being realized. All strategic plan information can be reviewed in the Resource Room and on the College website (www.cloud.edu).

2. There is lacking any history of the budget and budget development process being tied to the strategic plan.

Response: The strategic plan timeline specifically identifies January through April as the period each year that the priorities are reviewed and the annual budget is being developed. A portion of the Institutional Planning Team's (IPT) responsibilities include prioritizing initiatives as part of the development of the annual institutional budget. The timeline is formatted so priorities are reviewed and revised by faculty during the fall in-service, reviewed and approved by the Board of Trustees in October, a mid-year report presented to the Board of Trustees, all before the annual budgeting process begins in early spring. The IPT meets early in the new year to discuss the initiatives and help formulate budget priorities based on the strategic plan. The implementation of a more comprehensive timeline for the 2009-2011 Strategic Plan was the first time the budgeting process was identified as part of the strategic planning process.

3. The strategic plan needs to be more mission-centered.

Response: With the revision of the strategic plan beginning in 2008, one of the goals was to consolidate the prior strategic plan Advancements and Objectives into priorities which more closely aligned with the College mission. All of the current strategic plan priorities relate directly to the 2003 College mission statement. Priority 1, "Teaching and Learning" focuses on continued development of the College as an institution for teaching,

learning, and student success. Priority 2, "Students and Student Support" focuses on stability and strength of the College through student satisfaction and services, enrollment growth, and student retention. Priority 3, "Resources" focuses on stewardship to support employee satisfaction, fiscal responsibility and stability, and improved facilities. Priority 4, "College Outreach, Advancement, and Partnerships" focuses on the College's ability to sustain current and create new collaborative partnerships and initiatives. Priority 5, "Accreditation" focuses on the College's preparation for the 2010 site team visit. Each of these priorities and the initiatives which comprise the priorities tie directly to the College's mission "to be responsive…., to provide lifelong educational and learning opportunities…..and to have them be of quality that is established through assessment." With the July 2010 adoption of a new College mission and vision statement, all new planning priorities will be centered on those new documents.

Suggestions

The 2003 Site Team Focused Visit Report offered CCCC four suggestions for institutional improvement. Each suggestion has been addressed and can be found in Appendix B of the self-study.

Summary

This introductory chapter provides a summary and profile of CCCC with special focus on the past ten years. The College's history and demography are described as well as the accreditation history. Actions taken to address the challenges and suggestions for institutional advancement from the 2001 and 2003 site team visits are addressed. The self-study presented CCCC the opportunity to evaluate the educational programs and services it provides. Throughout the process, the College reflected on its mission, vision and strategic goals while recognizing achievements and identifying the action items which still present challenges.

Chapter Two

Self-Study Process

Chapter

2

Self-Study Process

CCCC conducted this self-study to prepare for the November 2010 site team visit for continued accreditation by the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (HLC). While the College continuously monitors its programs, processes, and outcomes to ensure quality, this self-study process provided a more thorough examination in relationship to the criteria set forth by HLC. The five criteria comprising the Program to Evaluate and Advance Quality (PEAQ) as identified in the Higher Learning Commission Handbook of Accreditation were the guide for CCCC's self-study process. This chapter discusses the committee structure, the process of conducting the self-study, writing the self-study, allocation of resources to support the self-study, and the methods of communicating with the College community.

Self -Study Steering Committee

Leadership for the self-study process was provided by CCCC's Vice President for Academic Affairs and the Division Dean of Science and Business as co-coordinators. The self-study process began with the formation of the Steering Committee. Initial discussions of Steering Committee membership began during the spring of 2008 and continued into the fall semester with official identification and approval of committee membership established in December. When CCCC received official notification of the scheduled November 2010 site team visit early in January 2009, the Steering Committee was already organized and in place.

The first Steering Committee meeting was held on January 29, 2009. Self-study and site visit co-coordinators were introduced and criterion co-chairs were identified. The Steering Committee included 22 members representing faculty, staff, students, administration, and Board of Trustees. By March 2009, criterion sub-committees were organized and charged with conducting an in-depth review and internal study of each of the five accreditation criteria. Criterion sub-committees, whose membership was broad-based, were led by appointed co-chairs from the Steering Committee. These committees began to gather and compile evidence in March 2009. A complete list of Steering Committee and sub-committee members can be found in Appendix C. In total, more than 85 employees and students assisted with the self-study.

Self-Study Process

The self-study process was designed to be collaborative and participatory so the benefit of knowledge and expertise of not only committee members but individuals college-wide could be realized. All employees were encouraged to participate and engage in the development of the self-study. The Steering Committee guided the self-study process and served as liaisons and leaders for all the committees. Each committee was assigned an area of responsibility related to a criterion. The committees were "charged" with approaching the criterion and core examples of evidence much like a research project to determine the College's strengths and action items for improvement as well as providing supporting evidence. Many committees split up the criterion into the core examples of evidence and had individual committee members research the information which was then submitted to the committee chairmen to be compiled.

Several activities were included to build an understanding of accreditation, the self-study process, and site team visit. CCCC has had 36 faculty, staff, and administrators attend the annual HLC meetings since 2001. During the past three years, CCCC attendees have focused, in part, on sessions regarding the self-study process and review of self-studies in the resource room. An independent consultant was also retained to assist the College with self-study review and preparation for the site team visit in November 2010. One Steering Committee co-coordinator is also a consultant/evaluator so was able to offer insight from other college visits and experiences.

All committees met regularly throughout the self-study process. Each committee identified its own tasks and established operating procedures. Aside from dates set by the self-study co-coordinators to maintain critical deadlines, committees also established individual working schedules. Materials and supporting documentation about the self-study process are available on the self-study link in the ERR.

A timeline, which was followed throughout the duration of the self-study, was established to project critical dates through November 2010 when the site visit will occur. The initial charge to the criterion co-chairs and subcommittee members was to analyze and interpret the criteria in relation to CCCC's mission, campus culture, and students. Several templates and worksheets were developed to aid committee members in their tasks as they engaged in the self-study process and were made available on the College's "S" drive throughout the process. Prior site team reports, examples of evidence, information from the Handbook of Accreditation, meeting agendas and minutes, evidence, narrative, and drafts were all accessible. "Hard copies" of much of this information was also available in the Library, the office of the Vice President for Academic Affairs, and with the Steering Committee members.

CCCC relies on regular and systematic analysis of trend data, effectiveness indicators, and information from the strategic planning process. During each year, learning outcomes are measured, numerous state and federal reports are generated, surveys are administered, and strategic conversations are conducted. Results from all these processes were critical to the work of the criterion committees. Committee members requested additional evidence from faculty, staff, students, and community members by means of discussion groups, individual interviews, and other college committee meetings that occur on a regular basis.

Writing the Self-Study

The co-coordinators and criterion co-chairs began their work by developing a broad outline/template for the criterion based on information in the HLC Handbook as well as a common understanding of the criterion and its core components as they relate to CCCC. The intent was to establish a framework to guide the written document and to assure consistency in format and essential elements from the criterion and core components were included in the final narrative.

As noted above, data collection was accomplished in a variety of ways through generated reports, discussion groups, interviews, review of College documents as well as through established surveys. Surveys included those from faculty and staff, community members, and adjunct faculty. Standard surveys done through the advising and student services areas contributed information on student needs and student satisfaction (ERR/Resource

Room).

Criterion sub-committee work, beginning in the summer of 2009 and continuing into the fall, resulted in the compilation of a "rough" first draft of the self-study before the end of the fall semester. During the fall 2009 and spring 2010 semesters, sub-committees often met weekly and bi-monthly to meet Steering Committee deadlines. Deadlines were established for criterion groups and subcommittees for submission of draft narratives and evidence. Each committee expanded its outline to define the elements to be included in the final narrative as they progressed throughout the writing. The committee members gathered, studied, interpreted, synthesized data, and wrote sections of the narrative which resulted in a compiled and more comprehensive draft by March and April 2010.

A smaller review committee was formed from the Steering Committee in April 2010 to focus especially on refinement of the self-study, including identification of information gaps, duplication of evidence, and needed revisions. By May 2010, the review committee had made a number of revisions and the draft was submitted to the co-coordinators for review and revision. Although revisions continued internally by the co-coordinators, the draft was sent for outside review in mid-May 2010. Feedback was provided through outside review twice during the summer months with edits completed each time. In August 2010, final edits were completed and the Director of Marketing and the Graphic Design department prepared the report for printing and mailing in September for the visiting team.

Communication Strategies

Communication with College constituents throughout the self-study process was accomplished through faculty and staff meetings, College-wide in-service presentations, monthly reports to the Board of Trustees, posting Steering Committee meeting agendas and minutes to the College website, posting working drafts to the College website, and press releases through local media. Hard copies of the working drafts were accessible in the campus libraries and various campus offices, discussed in Cabinet, department, and division meetings, and through email communications. Meetings with focus groups representing faculty, staff, students, and community members were held beginning in January 2010 to allow presentation of information as well as questions and answers about the self-study process. The "S" drive on the College website was set up so Steering Committee members could save committee meeting minutes, work on drafts, and gather information for easy access. This drive was accessible to all College staff.

Resources for the Self-Study

The self-study process could not have been accomplished without the allocation of resources and staff. The self-study co-coordinators attended all of the Steering Committee meetings and some of the criterion meetings to provide information, answer questions, and serve as a resource to the various groups. Additionally, faculty, staff, and administrators dedicated significant time to the self-study effort. A number of offices and individuals spent considerable time working on data collection, analysis, and reporting for the self-study. Financial resources were allocated for printing, postage, travel, supplies, as well as for an outside consultant to provide guidance in preparing the self-study report and the College for the site team visit. The College's operating budget has a standard budget category for HLC expenses. Many employees assisted with proofreading and suggesting

edits for the report. An HLC visiting team meeting room/Resource Room will be designated on campus, which will house needed computer equipment, printers, supplies, and supporting documentation.

Audience for the Self-Study Report

The 2010 Self-Study Report was prepared for the members of the visiting team assigned by the Higher Learning Commission to visit the College November 8-10, 2010 and for the constituents CCCC serves. Copies of the self-study were given to Steering Committee members, President's Cabinet, members of the Board of Trustees, and accessible to all faculty, staff, students, and College constituents through the College website at www.cloud.edu and the College "S" drive.

Third Party Comments

The Self-Study Steering Committee determined in order to best reach CCCC constituents, notices regarding the invitation for third-party comments for submission to the Higher Learning Commission should be widely placed. Notices for comments were placed on the College website (www.cloud.edu) and in the Concordia Blade Empire, Junction City Daily Union, Miltonvale Record, Salina Journal, Glasco Sun/Delphos Republican newspapers. The notice was also sent to the Concordia Chamber of Commerece, and KNCK, KSAL and KVCO redio statins.

Summary

The self-study process provided CCCC the opportunity to more thoroughly evaluate the mission, planning processes, resources, programs, student services, assessment procedures, and community engagement. Faculty, staff, and administrators from all sites and disciplines were involved in the process. Students and other College constituents contributed as well. The self-study openly communicates the research, findings, conclusions, and recommendations for institutional quality improvements. CCCC will use the self-study in the future as it continues to grow and serve its vast rural service area.

Chapter Three

Mission and Integrity

Cloud County Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff and students.

Chapter

3

Criterion One | Mission and Integrity

Cloud County Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff and students.

Mission documents are intended to guide the policies, planning, and behaviors of CCCC for the Board, administration, faculty, staff, and students. They articulate publically the institution's commitment to its defined constituencies to deliver programs of high academic standard, pursue excellence in higher education, and serve a diverse learning population. Throughout CCCC's history, the College has retained a consistent understanding of its fundamental mission. CCCC's mission documents state the climate of personal and professional growth, continuous progress and assessment, and responsiveness of the organization to the twelve-county constituencies and the local communities that are homes to campus facilities and programs. CCCC collaborates both internally and externally to ensure the College mission is upheld. The mission, vision, and purposes remain consistently focused on providing quality transfer and technical education and instilling a desire for lifelong learning.

Core Component 1a:

CCCC's mission documents are clear and articulate publicly the College's commitments.

The mission documents provide guidance in the operations and priorities of the College, a diverse and multi-campus system, as well as expressing the College's sense of purpose and vision for the future. They are representative of what internal and external constituents can expect from CCCC. The College's philosophy, mission, and purpose statements identified below were revised and adopted in 2003. As noted in Chapter 1, page 11, the Trustees adopted a new vision and mission statement in July 2010. Although these new mission documents will now be the guiding focus for the College, the self-study period has its foundation in the 2003 mission statement. The College's strategic plan is also linked to CCCC's mission thus providing a demonstrated pathway in fulfillment of the College mission.

The College mission, vision and purpose statements can be seen in the ERR.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

Supporting Evidence:

The Board has adopted statements of mission and organizational priorities that together clearly and broadly define CCCC's mission.

The adopted statements clearly define mission while sustaining room for change, growth, and opportunity as identified in the 2003 mission statement below:

Mission Statement

"We, the Board of Trustees, administration, faculty, and staff of Cloud County Community College, believe that citizens of a democratic society are best able to improve their lives when they have access to quality educational opportunities. In recognition of our role in a global economy, the College strives to assist the citizens of North Central Kansas in exercising their right to seek a better life through participation in a variety of learning experiences. We are committed to educational excellence and to making a significant contribution to social, economic, and cultural development in North Central Kansas. The mission of Cloud County Community College is to be responsive to the educational, social, economic, and cultural needs of all the people of North Central Kansas, by providing lifelong educational and learning opportunities, whose quality is established by rigorous and ongoing assessment."

Purpose Statements

To provide educational opportunities for personal and professional growth, economic improvement, cultural development, and life enrichment.

To provide individualized student support services and assistance.

To provide available facilities, services, and other resources to the community.

To provide cultural events and sponsor a variety of activities for our students.

These statements, as well as the new mission documents, guide the decision-making of CCCC's Board of Trustees and administration as they work to implement policies and procedures with expected integrity. They define the College's commitment to learners, the service area communities, and stakeholders.

The mission, vision, values and goals documents define the varied internal and external constituencies CCCC intends to serve.

As stated in the mission, lifelong quality educational and learning opportunities are a CCCC priority. Because the mission of community colleges is to be "open door," nearly anyone with a desire to learn or pursue educational goals is able to attend. Although the 2003 mission statement refers to "all of the people of North Central Kansas," the newly adopted mission more clearly reflects the College's practice of providing "accessible educational opportunities and services which prepare a diverse population…" CCCC's student population is a blend of in-state, out-of-state and international students (Appendix A). CCCC provides educational opportunities and services for its entire 12-county service area and beyond.

See Appendix A for the Institutional Snapshot.

The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

A commitment to academic standards is identified in the statements, "…committed to educational excellence and to making a significant contribution to social, economic, and cultural development in North Central Kansas" and "…to be responsive to the educational, social, economic, and cultural needs of all people of North Central Kansas by providing lifelong educational and learning opportunities, whose quality is established by rigorous assessment." College faculty, staff, and adjuncts believe CCCC has a strong commitment to high academic standards. Results from the spring 2009 and 2010 Faculty/Staff, Adjunct, and Community Surveys identify that CCCC has a strong commitment to a mission which emphasizes achievement of student learning. For the past two years, the average of those results show 88.1% agree or strongly agree the College emphasizes achievement of student learning. Assessment processes as discussed in Chapter 5 are an additional means to measure the extent of learning. They fulfill a valuable role in informing College constituents about CCCC's mission fulfillment as it relates to student learning.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

The mission documents state goals for the learning to be achieved by its students.

CCCC's strategic plan is linked to the College mission and purpose statements and serves as the guide for budgeting and academic planning processes. The 2009–2011 Strategic Plan includes five priority areas that form a foundation and provide supporting goals for the College's primary and overarching focus on learning. The first priority, "Teaching and Learning" specifically addresses these initiatives through assessment and academic excellence, program development and evaluation, service learning, and educational systems alignment. Course syllabi list outcomes at the course, program, and general education levels. Processes are in place, as well, to introduce new courses and programs, and review current programs and assessment practices.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Examples of course syllabi can be seen in the Resource Room.

CCCC regularly evaluates and, when appropriate, revises the mission documents.

The mission review process allows the College to update and refine the mission documents as needed and provides an opportunity to attain even higher levels of achievement on behalf of the students and constituents CCCC serves. The mission was originally adopted on December 15, 1986. It was revised on February 20, 1990 and again on July 13, 2000. In 2003, a commitment to quality assessment was added as a response to the 2003 HLC focused visit.

The newest mission documents are the result of a series of participatory meetings and events involving a broad representation from members of the College community. During a July 2009 discussion of the self-study process and in further response to the HLC focused visit in 2003, the Board of Trustees and administration concluded a review and possible revision of the current mission documents was necessary. The self-study committee for Criterion One was charged with the responsibility of overseeing the process which was discussed previously in Chapter 1, page10. Their work from fall 2009 through summer 2010 resulted in the new vision and mission statements noted on page 11.

The new vision statement supports the College's philosophy that "students are first." Additionally, it speaks to the commitment CCCC has to serve beyond the classroom and campus by impacting communities and community members' lives. The new mission statement provides a broader foundation to impact a diverse population in preparation for their life and work in an ever-changing, more global world. These documents are the principles, standards, and ideals that guide the College's actions. They help define CCCC's distinctiveness and identity as an institution of higher education. With the comprehensive discussion and work that has been completed to revise the mission and vision statements, CCCC will make it a priority to highlight these on printed recruiting materials, College publications, and visibly display them in prominent places on both the Concordia and Geary County campuses.

CCCC makes the mission documents available to the public, particularly to prospective and enrolled students.

The mission and purposes of CCCC are available to the public as well as all prospective and enrolled students in a variety of ways. The documents are on the College website and for review in the College Library. They are included in the College Catalog, Institutional Policy Manual, Faculty Handbook, Support Staff Handbook, and the Academic Planner & Student Handbook (Student Handbook). All Concordia and Geary County students are given a printed copy of the Student Handbook upon enrollment, and it is available for purchase in the College Bookstore.

Core Component 1b:

In its mission documents, CCCC addresses diversity of its learners, other constituencies, and the greater society it serves.

CCCC recognizes its responsibility to serve all the people of north central Kansas as indicated in the mission statement even though the word "diversity" is not specifically mentioned. As the new mission statement was being developed, the College constituents were very intentional in including references to "diverse populations" and "ever changing global community" to help both the internal and external stakeholders better understand how broad the College mission has become. CCCC students not only come from the College service area, but from across Kansas. Out-of-state and international students comprise part of the on-campus student body as well. Online classes offer additional opportunities for students anywhere in the country or world to complete coursework.

Supporting Evidence:

In its mission documents, CCCC addresses diversity within the community values and common purposes it considers fundamental to its mission.

The purpose statements name "educational opportunities for personal and professional growth, economic improvement, cultural development, and life enrichment." CCCC's educational opportunities for initial career training, developmental learning, continuing

education, transfer, re-training, and workforce development represent the range of values CCCC integrates into curriculum to meet student and industry needs. In addition to the educational opportunities, the purpose statements describe offering individualized student services, providing facilities and services for the community, and hosting cultural events. For example, CCCC offers student success courses, academic and career advising, tutoring, retention services, ABE/GED opportunities, and non-credit personal enrichment courses. The College is truly the hub of the community and fulfills its mission in part by allowing the community to use the facilities for non-college events.

The mission documents present CCCC's function in a multicultural society.

CCCC's current 2009–2011 Strategic Plan as well as previous plans (ERR, Resource Room), charge the College with expanding access for all learners, promoting diversity and cultural enrichment. Priority 4 of the current strategic plan focuses on promoting diversity and cultural enrichment. Strategic Advancement Initiatives One and Two in the 2005-2008 strategic plans stated that CCCC would "promote and assess a culture that values diversity, growth, trust, teamwork, and individual contributions" and "increase programs, offerings and formats in order to offer students optimum choices in their educational experiences."

CCCC's strategic plans can be seen in the ERR and the Resource Room.

A review of the Student Handbook, College Catalog, and semester schedules also reveal this commitment. CCCC offers a number of different schedules and program options to meet student needs including concurrent enrollment classes for high school students, online and evening classes, weekend classes, late start, and second start (eight-week) classes. Hybrid courses with a blend of face-to-face and online components and outreach classes are also available. Enrollment history indicates a diverse student body of traditional and non-traditional students who require flexible educational options to enable greater student success.

One of the goals in the mission statement is to "foster activities and programs that promote the understanding, appreciation, and acceptance of diversity." Inclusion of this goal in the CCCC mission indentifies the College's role in teaching an understanding and appreciation of diversity as well as an acceptance of diversity, ensuring CCCC students are properly prepared to successfully live and work in our multicultural society after graduation. Multicultural activities are described in many ways in the self-study's evidence for all criteria.

The mission documents affirm CCCC's commitment to honor the dignity and worth of individuals.

The mission document recognizes innate human dignity and worth. The College philosophy statement acknowledges all people have a right to improve their lives through education. The second purpose statement also guides individualized student services. CCCC,s philosophy of honoring individual diversity and worth is practiced also through protecting personal rights. The College beliefs are expressed through statements on discrimination, equal opportunity, student grievance, code of conduct, sexual harassment, and academic freedom. For example, the CCCC Catalog, Student Handbook, Master Contract, and institutional policies outline the College's commitment to students and personnel.

The College Catalog, Student Handbook, Master Contract and institutional policies can be seen in the ERR and Resource Room.

CCCC encourages all individuals who are interested in and are capable of extending their education beyond high school to apply for admission regardless of gender, race, age, sexual orientation, or socio-economic status. As a member of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO), the College maintains ethical practices as it recruits. The College also works directly with graduates of the ABE/GED programs on both campuses to encourage them to pursue postsecondary education by offering tuition scholarships for the first three hours.

CCCC's required codes of belief or expected behavior are congruent to its mission.

The commitment to academic and operational excellence and a student-centered culture is inherent in the mission statement, purposes, vision, and strategic plan. Purpose statements direct the College to "provide individualized student services" which happens within established offices of advising and retention, the Learning Skills Center, Library, TRiO, and in interacting with individual faculty members during office hours.

The College is expected by its external constituents to be active within and to support the community as well. The strategic plan and evaluation processes encourage employees to participate in community groups and activities.

College employees and students are also expected to abide by approved regulations and policies. College employees are guided by personnel policies approved by the Board of Trustees. For students, these rules and expectations are clearly stated in the Student Handbook on pages 11–45. The rules include but are not limited to the use of CCCC technology resources, facilities, and standards of conduct. The College Catalog, Student Handbook, course syllabi, Institutional Policy Manual, and the Master Contract state CCCC's perspective on academic honesty. The Student Handbook and Institutional Policy Manual provide appeal processes for students and staff.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

The Student Handbook can be seen in the ERR and the Resource Room

The mission documents provide a basis for CCCC's basic strategies to address diversity.

The College focuses also on the development of "human" resources through its hiring processes. Current and past strategic plans address employee recruiting and retention. The 2005–2008 strategic plans specifically address hiring multicultural employees and recruiting multicultural students. CCCC abides by all equal opportunity policies. Employees have opportunities for diversity training.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

Purpose statements direct CCCC to provide cultural events and activities for students which acknowledge the need for cultural recognition. College constituents all have access to multicultural opportunities sponsored by CCCC. Examples include the Cook Lecture Series, international student panel discussions, international student potlucks, GCC Faculty Lecture Series, GCC Phi Theta Kappa (PTK) Honors Lecture Series (as well as coursework such as ESL classes and International Relations.

Cook Lecture Series information can be seen in the Resource Room.

PTK Honors Lecture Series information can be seen in the Resource Room.

Core Component 1c:

Understanding and support for the mission pervade CCCC.

Support for CCCC's mission and purpose is most notably evidenced by activities taking place on the campuses and in the community as discussed throughout the self-study.

Dedication to fulfillment of the mission can be observed in the programs and interactions among faculty, staff, students, and community members. Additionally the strategic plan exemplifies how the mission pervades the College. Examples of understanding and support of the CCCC mission are evident not only in the strategic plan, but in documents and policies of academic divisions, employee responsibilities, co-curricular programs and student services.

Supporting Evidence

The Board, administration, faculty, staff and students understand and support CCCC's mission.

There has been College-wide renewed commitment to the mission as the review and revision of the mission and vision statements included extensive constituent participation. This process has led CCCC to a more commonly held understanding of the mission and its integral nature in the planning of future priorities and strategic goals. In understanding the value of the discussions surrounding the mission and its revision, CCCC is newly committed to a regular mission review every three years as strategic planning is addressed. CCCC is keenly aware employees make fulfillment of the mission possible. The mission statement is available to employees, students, and the public through a variety of printed materials and on the CCCC website.

CCCC works towards fulfilling its purposes, as well, by providing educational opportunities for personal and professional growth; by providing available facilities, services, and resources to the community; by providing individualized student support services; and by providing cultural events and activities for students and the community. A comprehensive list is available in the Resource Room, but some highlights of this dedication include:

- Development of a Retired Horse Retraining Program as part of the CCCC Equine Management degree,
- Offering painting classes to residents of Angel Square, a facility for individuals needing mental or emotional assistance,
- Geary County Campus Middle School Leadership Academy,
- "Prime Time @ Cloud" non-credit courses for senior citizens,
- Online Allied Health courses for continuing education and certification credit,
- Kids College weeklong summer program in math, science, art, drama, music, and physical activities serving elementary aged children taught by College faculty and staff,
- Midwest Kansas Coop Leadership development training,
- Yearly host for the Kansas High School Activities Association regional music festivals,
- Collaborative partner with the Cloud County Historical Society and City of Concordia on a 5½ year project by providing space and manpower to create a carved brick relief sculpture depicting Cloud County history,
- Weekly host for local civic organizational meetings such as Rotary, Lions Club, and Delta Kappa Gamma,
- Motorcycle Safety training and Commercial Drivers' License training at GCC,
- Yearly host for a juried art show for area high school students,
- Access for students to individualized tutoring through the Learning Skills Center,
- Students are assigned an individual faculty advisor to assist with academic, career and

personal planning,
- College and community collaborative efforts resulting in the Community Band, Community Chorus, drama productions hosted both on campus and at the Brown Grand Theatre, and
- Host of the Cook Lecture Series.

CCCC's strategic decisions are mission driven.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Examination of each of the 2009–2011 Strategic Plan priorities verifies the degree to which the organization and its members are driven by the mission statement. The strategic planning process provides the link between the College's mission statements and organizational planning and budgeting. It is designed to be a working document. Administrative leaders and strategic planning committees are responsible for specific priority areas. The strategic plan is created and revised through collaborative efforts which include both internal and external constituents. For example, the mission statement states the College will provide learning opportunities whose quality is established by rigorous and ongoing assessment. Strategic Plan Priority 1 addresses assessment and specifically charges the College with seeking outside consultation and validation of the assessment processes. The College's assessment processes are being revised (Chapter 5, page 79) in part because this priority has been addressed.

While discussion of the strategic plan and mission transpire institution-wide, the process could be even more comprehensive if those discussions occurred within specific departments and divisions to help identify individual roles and responsibilities for mission fulfillment. Each CCCC entity such as the Library, student housing, admissions, student services, the academic departments, and the College Bookstore could formulate an understanding of their contribution which in turn would facilitate a more in-depth strategic planning process as it relates to the College mission.

CCCC relies on the mission statement in decision-making. For example, the process to possibly eliminate the fine arts graduation requirement was brought before the Instructional Services Committee. This is a Master Contract committee composed of administration, administrative staff, and members of the faculty and is the academic decision-making body for the College. Although other colleges have dropped this requirement, Instructional Services considered the mission, "to be responsive to the…. cultural needs of all the people…" and voted to retain the fine arts requirement. CCCC is responsive to the educational needs of the area as prescribed by the mission. Recently developed programs in Wind Energy Technology (WET) and Agri-Biotechnology were a response to industry penetrating the service-area.

CCCC's planning and budgeting priorities flow from and support the mission.

During times of state and federal deficits, various groups within the institution have shown effectiveness in communicating with one another to determine viable programs and initiatives while, at the same time, reducing the budget. In the spring of 2009, the President met monthly with the faculty and staff on both campuses to discuss the state of the budget. When cuts were necessary, CCCC stayed focused on its mission of "providing educational opportunities" and "cultural events and activities for students" and made budget cuts that would least impact students.

The College's budget is developed each year with initial input by faculty, staff, department chairs, directors, and deans. Funding requests and priorities are established at the departmental level and presented to the deans and directors who then make recommendations and requests to the Vice Presidents and President. The prior year's budget is reviewed and dollars committed based on needs and strategic priorities for the coming year. The budget is then finalized by the Vice Presidents and President and presented to the Board for any revisions and final approval. Evidence of budgeting processes and commitment of resources to strategic planning priorities and mission expectations are discussed specifically on page 63 as they relate to goal accomplishments.

Keeping in mind the College mission, CCCC also seeks outside sources of funding to better meet the educational needs and student support services to which the College is committed. With enrollment growth, the need to develop new and innovative programs, and budget constraints, grants and industry partnerships have been secured to help support these needs. For example, more than $3.48 million in state and federal grants and "in-kind" donations has been received to support the growth of the WET program since 2004.

The goals of the administrative and academic subunits of CCCC are congruent with the College's mission.

The strategic plan is evidence of the administration's focus on mission attainment. Strategic initiatives are prioritized based on input from all internal constituencies and supported by the administration and Board of Trustees. The academic divisions' and departments' goals for assessment of student outcomes, retention, and learner success come directly from the mission documents as well. The President, Vice President for Academic Affairs, Vice President for Administrative Services, Dean of Enrollment Management and the Athletic Director are assigned individual strategic priorities to provide overall leadership. Administrators, division deans, department chairs, faculty members, some Board members, and staff are represented on all strategic planning committees thus having direct input into meeting the planning benchmarks and fulfilling the College mission. All academic subunits have course, department, or program learning goals identified on course syllabi which tie directly to the College mission and purposes. CCCC believes it could be a valuable exercise for each department and division to identify their collective responsibility in helping meet strategic planning priorities and how to better fulfill the mission.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC's internal constituencies articulate the mission in a consistent manner.

Opportunities exist each day for articulation of the mission by internal constituencies. Monthly department, division, faculty, and Faculty Association meetings provide opportunities for discussion of learning goals, budget issues, planning priorities, student success, and College outreach. Faculty, staff, and students all serve on Master Contract committees and strategic planning committees. This commitment and participation ensures continued fulfillment of CCCC's mission. For example, the Student Learning Outcome Assessment Committee (Assessment Committee) monitors assessment processes, results, and revisions of course assessments. By addressing assessments, CCCC enhances student learning thus increasing student retention and success.

The Master Contract can be seen in the ERR and the Resource Room.

Deans, directors, and department chairs meetings promote communication and operational excellence. This allows CCCC to serve students and the community more effectively in order to "be responsive to the educational, social, economic, and cultural needs."

Though in practice the mission statement consistently influences decision making, it is not as visible around the College as it could be. With the recent mission revision, the administration opened discussion about including the mission in daily activities and increasing its visibility for internal and external awareness. Graphic Design students created posters with the new mission statement which are now framed and present in a variety of locations on both campuses.

Core Component 1d:

CCCC's governance and administrative structures promote effective leadership and support collaborative processes that enable the College to fulfill its mission.

See Appendix D for CCCC's organizational structure.

By authority of Kansas Statutes Annotated (K.S.A.) 71-201 the Board of Trustees is responsible for oversight of College operations. All policies and practices must comply with the regulations for community colleges included in the statute. CCCC has a well-defined organizational structure which allows better communication and a more defined model of responsibilities. It supports collaborative work at all levels. Supervision is defined but does not limit leadership and shared governance at all levels.

Supporting Evidence:

Board policies and practices document the Board's focus on CCCC's mission.

Board of Trustees meeting minutes can be seen in the ERR and the President's Office.

CCCC's Board of Trustees consists of six elected, voting members who establish policies. Board biographical information can be found in Appendix E. The CCCC Board adheres to all public meeting laws and regulations. Monthly meetings are held to take action on agenda items, receive public input, and hear reports about College operations and activities. Board minutes are approved at each meeting and posted on the College website. Records of the meetings and minutes are also maintained in the President's Office. The Board's public record ensures accountability to all constituents for the mission.

Board members serve on College Facilities and Benefits Committees and strategic plan committees. Board members also serve on the local economic development board, CloudCorp, as a representative to the Kansas Association of Community College Trustees (KACCT), and the Kansas Association of School Boards (KASB). The Board Chair also sits on the College Foundation Board.

CCCC's governing body assists the College in developing and adopting policies which support the mission. Because the College had an inconsistent schedule to review and revise all Board policies, a strategic planning priority was implemented to address this issue. As a result the College started a review of all policies during spring 2010. Through the revision process, the College is working to separate procedures from the policies believing this will improve its ability to fulfill the College's mission. Board policies

address administrative and fiscal issues, Board operations, instruction, mission, philosophy, personnel, students, and student life.

The Board has shown its commitment to the mission by supporting the development of the Wind Energy Technology and other academic programs, acquiring additional on-campus student housing, hiring new faculty and staff, supporting extensive facilities improvements, promoting a variety of student activities, and providing budget oversight as the economy has turned downward and state funds have diminished.

The Board enables CCCC's chief administrative personnel to exercise effective leadership.

The CCCC Board hires and delegates authority to the President to fulfill the mission documents. Effective communication at the executive level is vital to CCCC operations. Under the Standards of Good Practice, Policy B8, adopted by the Board of Trustees on October 30, 2007, the Board "is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO." There have been a number of senior administrative changes since 2005 as discussed in Chapter 1, page 12. Between May and September 2005, the CCCC President and Vice Presidents for Academic Affairs and Administrative Services resigned. New administrators filled these positions between July 2005 and September 2006 and have remained in place until the President resigned effective January 2010. The Vice President for Student Services resigned in 2007. This position was realigned, renamed as the Dean of Enrollment Management, filled shortly thereafter, and has remained since August 2007. CCCC's sixth President was hired in July 2010 following the service of an interim from January through mid-July 2010. The Board of Trustees and its administrative staff have experienced some difficulties, however are working toward effective resolution of issues affecting acceptable rates of administrative turnover in order to focus on the true College mission and student success. In light of the turnover rates, the College has remained not only stable, but has continued to grow with innovative and visionary planning and with an understanding that stability in administrative personnel promotes more consistent decision-making and planning processes.

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

The distribution of authority is clearly defined in Section B of CCCC's Board Policy Manual. The President's duties and responsibilities are noted in Section C1 of the Board Policy Manual. Two Vice Presidents with positions designed to supervise college operations, serve under and report to the President. The Vice President for Academic Affairs oversees all academic operations, supervises all faculty, the Geary County Campus, the Registrar, Library, Learning Skills Center, and all College grant activities including Title III, TRiO, Perkins, and Early Childhood Resource and Referral. The Vice President for Administrative Services oversees all fiscal affairs and facilities, grounds and maintenance, IT, human resources, student activities, financial aid, Career Center, and Director of Business and Industry, as well as all auxiliary operations including student housing, the College Bookstore and cafeteria. Additional direct reports to the President include the Athletic Director, Director of Institutional Advancement, Dean of Enrollment Management, and the Director of Marketing. These individuals comprise

Board of Trustees' policies can be seen in the ERR and the Resource Room.

the President's Cabinet which meets weekly to share information and discuss College activities and issues. Additionally, the President and Vice-Presidents meet weekly to make executive decisions and oversee all operations.

From an instructional standpoint, the College has four deans who report directly to the Vice President for Academic Affairs. One serves as the Dean of the Geary County Campus overseeing all daily and academic operations. Three deans oversee the academic discipline areas of the College as well as the Community Education and Allied Health programs. Eight department chairs report to the academic deans. Section 20.0 of the Master Contract identifies the division structure. The College's organizational chart, found in Appendix E describes the chain of command and flow of responsibility for all positions.

The Master Contract can be seen in the ERR and the Resource Room.

There are five different types of positions as set forth in Board's policies. They include regular administrators, administrative support, professional services personnel, faculty, and support staff. Each position has a job description that is updated by the Director of Human Resources as jobs become available and are filled. The CCCC faculty follow the general policies and processes as set forth in the Master Contract. The administrative personnel and support staff follow their respective handbooks. Each of these sets of processes and policies is approved by the Board of Trustees. Copies of the policies and the organizational chart are provided to personnel at employment orientation and copies are maintained in the Human Resources office as well as on the College website.

The Master Contract can be seen in the ERR and the Resource Room.

Administrative and support staff personnel manuals can be seen in the Resource Room.

Committees and teams are pivotal in the development of policies and practices at CCCC, and they demonstrate shared governance in action. Areas these committees and teams impact include policy making, assessment, budget, curriculum, enrollment, retention, and student support. Some of these committees are defined in Section 0.50 of the Master Contract while additional committees are strategic planning committees.

The Master Contract can be seen in the ERR and the Resource Room

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room..

People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Evidence of administrative commitment can be seen in the successful programs and services initiated, supported, and/or sustained by CCCC's governance and administrative structures. Currently the offices of the President, Vice President for Academic Affairs and Vice President for Administrative Services are held by individuals with collectively more than 75 years of higher education experience.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

Administrative and support staff personnel manuals can be seen in the Resource Room..

All administrators have been hired through a selection process in which a search committee evaluated credentials and prior experience. Current division deans were first hired as full-time faculty and have 98 years of higher education experience. All postings for open positions include required credentials and experience. Hiring practices for administration are explained in Institutional Policy AP10, and those for staff are found in the Support Staff Manual, page 6. Hiring practices for faculty are found in section 95.0 of the Master Contract.

The Master Contract can be seen in the ERR and the Resource Room.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

Instructors and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic processes. Curriculum development begins with faculty preparation of the syllabus and course outline. Once the course is approved at the departmental level, it is presented for approval at the division level. After approval at the division level, the course is presented to Instructional Services for review and possible approval. Instructional Services is a standing, Master Contract committee whose membership is comprised of faculty, staff, and administration. Once the course is approved by Instructional Services, it can be added to the course offerings in the Catalog and added to the College's course inventory through the Kansas Board of Regents (KBOR). The approved course syllabi and outlines are used by outreach faculty teaching concurrent classes and community education classes. CCCC full-time faculty oversee outreach education and mentor the faculty.

If a new degree or certificate program is desired, the curriculum is developed at the department level often with input from industry representatives if it is to be an Associate of Applied Science degree. Any new courses which are part of the new degree program have to be approved as previously noted. Once the department and division approve the new degree program, Instructional Services will review it for approval. Final approval for new degree programs is gained from the Board of Trustees. If the new degree program is an Associate of Applied Science degree or certificate, Kansas Board of Regents' approval is also required. Associate of Science, Associate of Arts and Associate of General Studies degrees don't require KBOR approval. The new and revised program approval requirements for the KBOR are available in the ERR.

All department, division and Instructional Services minutes are recorded and available for review.

Department, division, and Instructional Services minutes can be seen in the Resource Room.

Effective communication facilitates governance processes and activities.

The administrative personnel, support staff, and faculty all have formal organizations which meet monthly and support the College in its mission of service. The College President frequently attends organizational meetings to share information, decisions, and also answers questions. Other groups who meet regularly to conduct College business include deans, directors, department chairs, President's Cabinet, divisions and departments, support staff, administrative personnel, and strategic planning committees. Agendas include items specific to the group's purpose, as well as time for discussion and questions. Board agendas are posted on the College website prior to Board meetings. After approval, Board minutes are posted on the CCCC web page.

The Board of Trustees has adopted Institutional Policy B1 which allows audio recordings of the meetings. Interactive Television (ITV) videoconferencing to GCC is provided which enables interested parties in that geographic area to attend Board meetings without traveling to Concordia.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

The President's direct work and communication with the Board connects the College to the Board of Trustees. The President sends a letter to the Trustees weekly to keep them informed on College events, progress on projects, and issues which have been or may

need to be addressed. All groups are asked to respect the chain of command and take any concerns that arise through the appropriate supervisory chain before coming to the President. The President then shares the information with the Board as necessary.

CCCC evaluates its structures and processes regularly and strengthens them as needed.

CCCC supports shared governance. Administration, faculty and staff review and revise organizational functioning and processes in a variety of ways. The President and senior administrators examine the overall integrity of the College's organization and suggest possible improvements. The deans and department chairs review the viability of the academic structure, programs, and courses on a systematic basis. The Instructional Services Committee regularly reviews academic policies and procedures. The Faculty Association facilitates internal discussion, serves on evaluative committees, makes suggestions to the administration, and negotiates with the Board of Trustees improvements in structure, processes, and working conditions. The auxiliary services areas regularly make suggestions to the administration for improvements in areas such as food service, the Bookstore, and student housing. Students serve on all the major committees of the College to allow the incorporation of this viewpoint into evaluative efforts.

Core Component 1e:

CCCC upholds and protects its integrity.

CCCC has positively impacted the service area since 1965. As a result, the College has established a strong and positive reputation. It strives to conduct itself in a professional and ethical way in all associations with students, staff, and constituents. Authenticity of information and public representation of that information demonstrate CCCC upholds and protects its integrity.

Supporting Evidence:

The activities of CCCC are congruent with its mission.

CCCC is committed to providing strong educational programs for both career and transfer opportunities in accordance with its mission. The College's new mission statement speaks even more directly than the previous one about strong academic programs as it specifically states "CCCC is dedicated to delivering high quality, innovative, affordable, and accessible educational opportunities.." CCCC faculty members are an integral part of the success of the College because they are the first step in providing strong educational programs and courses for students. Faculty are encouraged to participate in professional development activities. Tuition reimbursement is also available for faculty and staff for coursework completed towards advanced degrees.

The College mission, vision and purpose statements can be seen in the ERR.

"Ongoing assessment" is identified in the College mission as well. Assessment of educational programs is a systematic and continuous part of the College strategic plan Priority P1B: Program Development and Evaluation and is the responsibility of the Vice President for Academic Affairs. Instructional Services meets regularly to review current and proposed program changes and alignment of courses within programs.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Technical and career programs each have an advisory board of industry representatives who meet twice each academic year to discuss curriculum and program competencies for graduates, offer advice on industry trends, assist in job placement, and often times provide needed equipment and technical expertise for the programs.

The College responds to the needs of the service area communities by providing courses and short-term training for business and industry. Allied Health seminars and online courses are available for health care professionals for continuing education units. Since 2009, CCCC has begun to seek regular input from community members through surveys and public forums. Although College constituents are responding to the surveys, CCCC must continue to develop a comprehensive approach to identify service area needs, especially in the areas beyond Cloud County.

Concurrent enrollment classes provide high school students with opportunities to take college courses to earn not only college credit but to also satisfy high school graduation requirements. During the 2009-2010 academic year, more than 7,000 credit hours were generated through concurrent enrollment classes

Credit hour summary information can be seen in the Resource Room.

CCCC's student advising program is nationally recognized and illustrates the College's dedication to students as addressed in Purpose Two, page 20, which states, "…provide individualized student support services and assistance." A Retention Specialist position was established with a Title III grant in 1991 which has now been institutionalized by the College. The Advisement Center seeks referrals from faculty on both the Concordia and Geary County campuses about students with academic or personal concerns. The Retention Specialist is on both the Concordia and Geary County campuses each week and follows up on these referrals through personal contacts with the students. The Retention Specialist provides information about additional resources to improve their chances of success. During the spring 2010 semester, a CARES service dog was also placed on campus to assist students and staff who were in need of some emotional support. "Nestle" has visited GCC as well, to get acquainted with students on that campus.

Fulfillment of the Third Purpose, which is "to provide available facilities, services, and other resources to the community," is evident with the variety of events hosted at both College campuses. "Facilities-use" guidelines have been established. Cook Theatre is continually busy hosting community events such as music concerts, fashion shows, political forums, and summer movies for local elementary school students. The College's Earl Bane Observatory is open to the public for monthly "Star Parties" with the College astronomy instructor hosting the events. Athletic camps are hosted by CCCC basketball, volleyball, soccer, and baseball coaches for area youth in the summer. The Geary County Campus has hosted an annual Middle School Leadership Academy since 2008. In fall 2009 the Kansas Quilters organizations used several rooms and the cafeteria for a weekend meeting. The "Cloud 9" buffet served in the College cafeteria is open to the public on Sundays. A number of business and industry trainings are hosted on both campuses and each campus houses ABE/GED classrooms. One of the most used facilities is the fitness center on the Concordia campus. Members of the community exercise alongside students throughout the year. During 2009 alone, the College hosted more than 160 events that included organization meetings, cultural events, and non-cultural student activities for the community.

The Board exercises its responsibility to the public to ensure that CCCC operates legally, responsibly, and with fiscal honesty.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

The College has established policies and procedures which reflect its commitment to responsible management on internal and external levels. Board policies identify fiscal and operational guidelines which require the College to operate legally and responsibly. Policies and state regulations are in place requiring CCCC to have internal accounting and administrative controls in place to assure financial transactions are accurate and reliable. The Board carefully monitors all expenditures of the College. In 2006, the College implemented more structured purchasing and reimbursement policies. Board members are in regular contact with the Vice President of Administrative Services with questions about expenditures. The Board of Trustees has adopted several policies such as F1 through F15 which demonstrate a commitment to honesty and responsibility.

College legal counsel is responsible for legal compliance and advice for CCCC. As policies are changed or added, they are reviewed and approved by the Board of Trustees in public meetings. Independent auditors annually review basic College financial statements and find them unqualified and in compliance. The spring 2009 Community Survey expressed a high level of satisfaction from external constituents to the question, "Communities receive good value for revenues that support CCCC." Fifty-eight percent agreed and strongly agreed. The 2010 Community Survey results indicated seventy-two percent agreed and strongly agreed.

CCCC understands and abides by local, state and federal laws and regulations applicable to it.

The Student Handbook and College Catalog can be seen in the ERR and the Resource Room.

CCCC abides by applicable local, state, and federal laws and regulations which apply to the operation of the College, most notably in the following areas: Employment Opportunity and Affirmative Action (EEO/AA), the Americans with Disabilities Act, the Civil Rights Act, the Non-Discrimination on Basis of Sex Act, the Student Right to Know Act and the Family Educational Rights and Privacy Act (FERPA). This commitment is stated in various publications including the Student Handbook, the website and the College Catalog.

CCCC is governed by the Board of Trustees' Institutional Policy Manual. State policies and procedures are available through Chapter 72 of the K.S.A. and the Kansas Board of Regents. The Registrar's office files the Integrated Postsecondary Education Data Systems (IPEDS) report for each academic year. The College operates under the tenents of the Title IX legislation with primary compliance under the guidance of the Athletic Director. Regulations concerning Student-Right-to-Know and Cleary Act reporting are followed. The administration of federal financial aid is carried out with the highest degree of integrity according to federal guidelines.

CCCC consistently implements clear and concise policies regarding the rights and responsibilities of each of its internal constituencies.

Protection of employees' and students' rights is a serious responsibility for the College. Many publicly documented policies and procedures provide the foundation for

individual protection. The Board policies delineate the rights, responsibilities, employment conditions, compensation and hiring practices, and grievance policies.

The Board of Trustees' Institutional Policy Manual outlines the College mission and philosophy (Section A, policy 1) and policies governing Board operations (Section B), personnel (Section C), instruction (Section D), students and student life (Section E), and administrative and fiscal policies (Section F). The Master Contract for faculty and policies specifically governing administrative support staff are included in separate sections of the manual. Copies of the manual are placed within the offices of the College President, Clerk of the Board, Vice President for Academic Affairs, Vice President for Administrative Services, Athletics, Human Resources, Admissions, Library, Enrollment Management, Foundation, Marketing, and the Geary County Campus. It may be accessed on the College website as well. The Director of Human Resources distributes copies of policies especially important to new employees, along with other employment documents, at the time of initial employment.

Outlined in the Administrative Policies in Section AP of the Institutional Policy Manual are job definitions, contracts, and hiring practices (AP-2,10), salary and benefits (AP-3, 4), leaves (AP-5,8), retirement (AP-6), termination and nonrenewal (AP-7), and evaluation (AP-9). The Master Contract for faculty is attached to this manual as well. Student policies in Section E include copies of the Campus Apartment Handbook and residency policies (E-3), student conduct (E-1), student organizations (E-11) and other guidelines to assist students and parents in understanding of their rights and responsibilities (E9-17). Student expectations are also addressed in the Student Handbook.

Employee performance also demonstrates integrity. Formal performance evaluations are performed each year. Faculty evaluations are done based on Master Contract guidelines.

CCCC's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

Approval and oversight of co-curricular and auxiliary activities are the shared responsibility of the Vice President for Academic Affairs and the Vice President for Administrative Services. A Director of Student Activities, Coordinator of Student Housing, and individual organization faculty/staff sponsors for both campuses provide direction and oversee the activities for students, participants, and volunteers who may be involved in any event or program. The Student Services Committee and sometimes student organizations make recommendations to faculty about co-curricular activities or auxiliary services.

Co-curricular activities are defined by the College as experiential offerings that are included within the academic coursework offered as part of credited coursework. Faculty work through department chairs to establish co-curricular activities. Auxiliary activities are defined as services the College provides which are outside of academics such as food services, housing and the Bookstore. A committee of students, staff, and faculty provide feedback to the food services. Resident Life Assistants (RA) represent students in housing issues.

The Community Survey of 2009 acknowledged 68% agree and strongly agree the College's activities complement the educational programs and assist students in personal

growth. Faculty and staff ranked the College's support for intellectual, aesthetic, and cultural activities at very important (29%) or important (56%) levels and are very satisfied (13%) or satisfied (60%) with it.

CCCC presents itself accurately and honestly to the public.

CCCC represents itself in a manner that upholds its reputation of honesty and fairness. CCCC hired a Director of Marketing in 2007 to develop and manage new and creative ways to present the College to its external constituencies and colleagues in education. Evidence of the Director of Marketing's work is found in updated print materials, the College website, newsletters, and releases of information to other print, audio, and video outlets. Marketing campaigns have highlighted CCCC's student centered approach. Evidence throughout the self-study indicates CCCC is a student-centered college and that the College accurately reflects what it offers including coverage of programs and services offered to students as well as financial and statistical reporting.

The College website and marketing materials publish campus contact information for programs and offices, cost of attendance, job openings, hiring practices, and recruiting information to accurately present itself to prospective students, parents, and the public. CCCC does offer the programs it lists and maintains an accurate listing of current faculty. During the 2009–2010 academic year, CCCC's website was redesigned. As this has been a "process over time," some areas are still being refined. The goal is to make the website "user-friendly" by being easily searched, keep it relevant and updated, provide a snapshot of students, activities and events on both the Concordia and Geary County campuses, and give constituents another means to better understand CCCC's mission. Processes are being discussed to create a timely system for submitting information and keeping the website updated.

In the fall of 2009, the Board of Trustees began opening the meetings to the public on the local radio station and through an ITV hookup to the GC campus. Meeting minutes are available to the public on the College website.

The College website identifies CCCC is accredited by the Higher Learning Commission.

CCCC documents timely response to complaints and grievances, particularly those of students.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

Grievances are addressed according to Board Policy C-10 for employees and Policies D-19 and E-1. These can be found in handbooks for faculty, staff, and students. Printed policies are available in the Human Resources Office, as well as with individual members of each group. Student complaints are first addressed in the advising area unless they concern academic issues. Documentation of complaints and resolutions are kept in the office of the Vice President for Academic Affairs (academic issues), the office of Director of Advisement and Retention (student life issues), and the office of the Director of Human Resources (personnel issues). The policies above mandate timelines for the complaint period and response time. CCCC adheres to the established polices.

When student concerns or complaints arise, the student is immediately directed to the appropriate office to begin the process of resolving the complaint. All administrators and directors document student visits; however, there is not a common form used for

documentation. Administrators use their own means of record keeping to document issues as they arise. As policies are reviewed and revised, a more complete and standardized process for documentation of complaints would benefit the College.

CCCC deals fairly with its external constituents.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

Oversight of and accountability for contractual agreements are the responsibility of the Vice President for Administrative Services. These contractual and partnership agreements include clinical site agreements, construction contracts, consulting services, grants, leases, and public and private partnerships. Contractual arrangements are monitored via Policy F7 approved by the CCCC Board of Trustees to ensure the integrity of processes.

In many areas of this self-study, examples of interactions, partnerships, and services between the College and its service area are described in activities and events with Chambers of Commerce, libraries, school districts, museums, and business and industry connections to name a few. The College actively partners with external constituents and offers all constituents an opportunity for input and feedback.

Summary

Criterion One provides evidence CCCC operates with integrity to ensure the fulfillment of its mission and vision. The College mission documents affirm its commitment to support a diverse student population, to make CCCC a learner-centered college, and to engage with the communities it serves.

Through the process of the mission revision during spring 2010, the Board of Trustees, the administration, faculty, and staff have engaged in rich discussions and developed a renewed understanding of the College's mission and vision.

The Board of Trustees has recently appointed a new President who is commissioned to establish and maintain an atmosphere of cooperation in decision making and College governance. The College and service area communities look forward to new and innovative ideas from the College's first female President and the sixth in the history of the College. The leadership of CCCC will be challenged to work together to advance the goals of the mission statement and to further facilitate effective communication among all College constituencies.

CCCC is upholding and protecting its integrity through academic and activity programs that are congruent with its mission. The Board has exercised its public responsibility by ensuring that the College has operated with fiscal responsibility and honesty. CCCC is continuing to refine the mission documents to accurately and effectively articulate the College's mission.

Strengths and Action Items

Strengths

- CCCC continues to serve the region through on-campus and outreach instruction. The academic programs offered reflect the institution's commitment to its mission statement.
- The College maintains a visible and active community presence in compliance with the mission statement. The community takes pride and ownership in the institution's

activities including athletics, community service, and the arts. Activities are developed, implemented, and reviewed in accordance with administrative and Board policies.
- CCCC has used a College-wide effort to revise the mission and vision statement to better reflect the role and responsibility of the College to students, staff, and the communities served.

Action Items

- The newly revised mission statement needs to be placed on all information given to students, such as department brochures, athletic and housing information, and other publications as well as prominently displaying it at the entrance of the College and various places for all to see.
- There needs to be formalized professional development and collaborative discussion opportunities for Board of Trustees members and College administration to better understand policy governance models, responsibility to College constituents, and Board support for administrative recommendations.
- Each division and department needs to identify and set goals regarding their role and responsibility in meeting strategic planning priorities and fulfillment of the College mission.
- There needs to be a common, well-documented system for documenting and resolving of academic, student life, and personnel complaints.
- The College needs to formalize a process for internal communications including a more timely system for submitting College website information and updates to keep the public informed.
- There needs to be a more structured and formalized approach for identifying and compiling service area needs to be used for future program development as well as revision of current programming.

Chapter Four

Preparing for the Future

Cloud County Community College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve quality of its education, and respond to future challenges and opportunities.

Chapter

4

Criterion Two | Preparing for the Future

Cloud County Community College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

In a challenging fiscal climate, CCCC has shown its ability to maximize student success and student access while promoting community partnerships and operational stability. The College has used fiscal prudence to manage the budget while facing state budget reductions, record enrollment increases in 2009-2010, and changing student demographics. Attention to meeting student needs and supporting student success has been a primary consideration. CCCC has developed partnerships with other higher education institutions, business, and industry as a means to provide additional learning opportunities and support for College programs. CCCC recognizes the need to ensure its institutional resources are aligned with the mission, vision, and purpose statements as well as the strategic plan.

Core Component 2a:

CCCC realistically prepares for a future shaped by multiple societal and economic trends.

CCCC has improved its ability to prepare for the future by revitalizing its planning processes. The College examined its current and future capacity and planning processes which rely on the mission. All planning processes have clearly identified leadership and group memberships working to develop the College's capacity while placing primary focus on students gaining a quality education.

CCCC creates its future through cyclical planning and responsive implementation. The College continuously examines internal and external issues, trends and events. It considers the social, economic, technological, and other environmental changes which might impact students, business, and industry. The College's strategic plan drives all planning and implementation processes taking into consideration the interrelationship between educational, financial, facilities, and personnel needs.

Supporting Evidence:

CCCC's planning documents reflect a sound understanding of the College's current capacity.

CCCC prepares for the future through a systematic planning process that occurs on an annual cycle. The strategic plan identifies the organizational and committee structure, committee makeup, priorities, timeline, and committee guidelines. The College's initial strategic plan was approved during the summer of 2003. It included 11 strategic advancements and 20 goals and has gone through a number of modifications since its inception. College faculty, staff, and administrators have been involved in the development

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

of all strategic planning since 2003. Student input has become more integrated since the 2009–2011 Strategic Plan was developed through adding student membership on planning committees.

The strategic planning process used at CCCC includes three major components of planning: development, implementation and review. The strategic plan is reviewed on an annual basis with input from faculty, staff, administration, students, and the Board of Trustees. The Institutional Planning Team (IPT) oversees the strategic planning committee work and progress on the priorities. This "team" has representation from the President's Cabinet, as well as representatives from each of the four overarching planning areas of College Services, College Environment, Student Learning, and College Advancement. As noted previously, student representatives have also been added to the committee membership. The strategic plan priorities address both short and long term initiatives for CCCC. The strategic plan priorities also list key personnel who are responsible for managing and overseeing each priority area. The strategic plan mid-year and annual reports are presented to the Board of Trustees and made available to the College and its constituents.

Strategic Plan mid-year and annual reports can be seen in the ERR and the Resource Room.

The capacity of the College to serve a broader constituency was recognized in the mission revision process described in the Introduction and Chapter 3, Criterion 1 of the self-study. Although the geographic area of north central Kansas still identifies a large constituency for CCCC with face-to-face interactions, the mission needed to address a more diverse population of learners throughout the service area and the greater global community. In part it states, ". . . accessible educational opportunities and services that prepare a diverse population to be critical thinkers and lifelong learners who can meet the challenges of an ever-changing global community." With that as a guiding influence, the College can plan to better maximize its capacity.

The College understands human capacity is an integral part of its efforts to become an institution which "strives to enrich the lives of our students and the communities we serve," as stated in the new vision statement adopted in July 2010. The College acknowledges the need for qualified, professional staff members in order to meet student needs as evidenced in the Master Contract, section 95.0 and Strategic Plan Priority P3A concerning professional development. Strategic Plan Priority P3B identifies the need to improve employee recruiting and retention. Hiring practices for full-time faculty and employees as well as adjunct faculty and part-time employees provide a foundation to ensure the most qualified candidates are hired.

The Master Contract can be seen in the ERR and the Resource Room.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The College understands its on-campus growth at both campuses is limited by facilities. In 2008, CCCC hired Bartlett & West, architects from Wichita, KS to conduct a study of the current facilities at the Concordia campus. The firm conducted forums with staff and community members to gather information about the facility needs of the College and of the community. The completed study resulted in a Master Facilities Plan (MFP) which was accepted by the Board of Trustees in spring 2008. The MFP serves as a planning document for improvements, modifications and additions to campus facilities phased in over the next twenty years.

The Master Facilities Plan can be seen in the ERR and the Resource Room.

The Geary County campus is in need of additional space as well. As enrollment grows at GCC, expanded space is needed for student services, tutoring, advising, and developmental coursework; the Library; faculty offices; business and industry training; food service; as well as additional classrooms and labs especially for the new Agri-Biotechnology program discussed in Chapter 5, page 94. The GCC Dean, Vice President for Academic Affairs, and

College President will begin work with the Geary County Commissioners during the fall 2010 semester to identify possible campus expansion plans.

Revenues for CCCC come from many sources, such as federal and state aid, local property taxes, tuition, grants, auxiliary services (housing, food service, bookstore) and interest income on investments. Budget planning is the responsibility of the President, senior administrators, Board of Trustees, and cabinet members. The process begins with an examination of current and previous budgets' expenditures and revenue sources. Administrators discuss the budget with individuals involved with each program and department. Ideas are generated where needs and priorities might be anticipated, and funds best allocated for the next fiscal year based on anticipated revenues. Information from those discussions at the department and program levels is used to formulate the budget.

The administrative team makes budget recommendations to the Vice President for Administrative Services, who is responsible for proposing a budget to the President and the Board of Trustees. The Vice President creates possible budget scenarios by monitoring anticipated and known revenues, as well as by examining the College's current and previous budgets. The strategic plan priorities help guide the development of the annual budget. For example, part of Priority P1B is to identify new programs for development. With the approval and expansion of the Agri-Biotechnology program spearheaded from the GC campus, additional equipment and resources were needed. In July 2010, the Vice President for Academic Affairs recommended to Vice President for Administrative Services, President, and Board of Trustees, this program be supported with additional budget. This recommendation was approved. Priority P2A focuses on enhancing faculty advising on the GCC campus. As part of the budgeting process for 2010-2011, a formal line item will now be included to support GCC faculty advising.

The College recognizes changes in staffing and facilities are dependent on fiscal resources. CCCC prepares an operating budget each year, which serves as a planning document, outlining all expected revenues and anticipated expenditures for that year. Capacity is reflected in the operating budget through the following allocations: Instruction, Academic Support, Institutional Support, Plant Operations, Employee Benefits, Campus Enhancements and Geary County Campus. All areas of the College are directed to function within the budget and the Board expects the President to present a balanced budget annually.

One of the greatest complaints about current facilities on the Concordia campus is the inability to stabilize comfortable temperatures across campus in classrooms and offices. The College recognized this project needed priority over new facilities. In the facilities area of the Strategic Plan Priority P3H, the College developed plans and specs and a financial plan for the replacement of the HVAC system. The College has completed the planning phase of the project and began installing the HVAC system in the summer of 2010 with an expected completion date of summer 2011. Careful planning and saving of all the dollars generated in the past four years from the capital outlay levy have provided nearly $1M towards this HVAC replacement project. With the Board of Trustees approval to install a geothermal heat pump, a grant was secured for $250,000 to use towards the replacement project. Although the geothermal heat pump has a higher upfront cost, this new system will be paid for in less than 10 years using the cost savings from the combination of the geothermal heat pump and wind turbines on campus. This project is an excellent example of careful strategic planning tied to the budgeting process.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC's planning documents show careful attention to the College's function in a multicultural society.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Two specific strategic plan priorities are directly related to providing cultural experiences for students and the community. Priority 2 focuses on "Students and Student Learning" and within this priority area, initiatives are established to increase student activities by reviewing existing student activity programs and providing additional College-wide cultural activities. Priority 4, "College Outreach, Advancement and Partnerships" focuses in part on "promoting cultural diversity and cultural enrichment by continuing to recruit and support a diverse student population, providing College-wide opportunities for enhancement of global perspectives and understanding, and the review and development of programs for students and staff cultural enrichment opportunities."

The College mission, vision and purpose statements can be seen in the ERR.

CCCC's mission statement and purposes clearly direct the College to be responsive to the cultural needs of the service area. The mission statement also recognizes diversity in educational, social, and economic needs which can be extensions of cultural diversity. Purpose statement four of the mission documents specifically acknowledges the College's responsibility to "provide cultural events and sponsor a variety of activities for our students and community."

CCCC believes a critical component of promoting cultural diversity is continuing to retain and recruit international students, many of whom are athletes on the Concordia campus or reside in the GCC area. CCCC Strategic Plan Priority P2C which addresses recruitment and retention efforts is overseen by the Dean of Enrollment Management and Athletic Director.

A portion of Priority 2 in the current 2009–2011 Strategic Plan outlines steps to "Refine tracking and reporting of enrollment indicators," "Expand College-wide retention efforts," "Expand College-wide recruiting efforts," and "Provide additional student cultural activities," Another which focuses on advising states "Continue to enhance faculty advising on the Geary County Campus". Specific strategies to accomplish these priorities emphasize the review of annual retention data in order to plan for change. These priorities are indicative of CCCC's awareness of its need to promote and support cultural diversity.

CCCC's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

CCCC has paid careful attention to the emerging factors of technology, demographic shifts, and globalization in strategic planning. Technology initiatives are clearly noted in the 2005–2006, 2007–2008, and 2009–2011 Strategic Plans. Strategic advancement five of the 2005–2006 and 2007–2008 plans address the creation of a technology plan for staff training, policy development regarding software and hardware purchases, purchase of a new information management system, and improving the College web presence. In response to these strategic advancements, the College relied on in-house funding and grant funding such as Title III to implement this advancement. The Technology Services Committee, which is a strategic planning committee and Master Contract committee in cooperation with the web team, plan and implement the College's technology advances. Technology Committee minutes reflect the committee's progress in making technology changes at CCCC and embedding it into the planning processes. These strategic plans

CCCC's strategic plans can be seen in the ERR and the Resource Room.

Technology Committee minutes can be seen in the Resource Room

put in place committees and planning processes which continue to support changing technology for faculty and students.

Strategic initiatives in earlier strategic plans clearly direct the College to meet the changes of the student population and the service area through increased access to courses while the current 2009–2011 plan encourages the College to work closely with industry to meet changing employment and entry-level student needs. In doing this, the College indicates in planning an awareness of the role it must play in preparing students for success in a globalized environment. The 2005–2006 Strategic Plan Advancement Two: Access and Programs, calls the College to expand access for learners and deliver programs and service. In Priority P1B of the 2009–2011 Strategic Plan, there is a focus on program development and evaluation while calling for the active involvement of faculty with advisory committees in the review of competencies and required student outcomes. Faculty work closely with advisory committees and gather first-hand knowledge of industry changing needs and of student performance. The current strategic plan also informs the College to consider the need for service learning, establish a working definition of service learning, and investigate the advantages service learning could offer students in a changing world. Yet another initiative asks the College to look at educational systems alignment. In an effort to make transfer as seamless as possible from both K–12 to CCCC and from CCCC to the student-selected four-year institution, CCCC is working with area high school leaders to establish a definition of College readiness. The College is surveying the preparedness of high school graduates entering post secondary classes and reviewing developmental course offerings to meet additional student needs as the number of students relying on developmental education increases.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Because employment opportunities for students reach far beyond the boundaries of the state of Kansas, CCCC's strategic planning provides for the future of globalization in Priority 4: College Outreach, Advancement and Partnerships. Initiatives in this priority encourage the College to provide college-wide opportunities for enhancement of global perspective and understanding.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC is taking a leadership role in creating a more sustainable world.

CCCC is a leader in creating a sustainable world locally, regionally, and nationally. The College has shown commitment to this leadership role from students, faculty, staff, administration, and the Board of Trustees in planning, recycling, promoting sustainable energy, and protecting the environment. CCCC sustainability efforts reflect the commitment of the entire College to being good stewards of both physical and financial resources.

Through strategic planning, CCCC takes pride in leading the local area, state, and nation in creating a more sustainable world. Planning in Priority 4: College Outreach, Advancement and Partnerships leads CCCC to establish College renewable and sustainable initiatives through a recycling program, utilization of wind power generated from Cloud Power Wind Farm on the College campus, and the installation of a geothermal heat exchange system.

In response to the strategic plan, in the fall of 2008, CCCC began a movement toward an aggressive recycling effort. Through the leadership of a volunteer recycling committee, the support of the CCCC administration and the Cloud County Recycling Center, great strides have been made toward a 'greener' campus. Evidence of these efforts includes the

designation of over 12 campus recycling centers, reusable shopping bags given to each employee, weekly recycling hints emailed to all employees, moving to a trayless cafeteria, and the development of a community garden on the Concordia campus. Reusable items are donated to the local Optimists auction, front loading washers have been installed for student use, motion sensor lights have been installed in the student laundry restrooms, and residence life remodeling projects have included low energy light bulbs, low use hot water heaters, energy efficient shower heads, and double paned windows. The College has installed new entrance doors in a number of locations on campus. CCCC also gives a scholarship for CCCC's "greenest" student, has formed student recycling groups on both the Concordia and GC campuses, and has implemented four-day work weeks during the summer months. As a leader in the area, the College-wide recycling program encourages all employees and constituents to actively recycle.

The College explores sustainable issues in wind power through its Wind Energy Technology (WET) Program. CCCC is a leader in the renewable energy movement for the state of Kansas and the Midwest. The College offers educational training and advances renewable energy utilization by providing models for renewable energy delivery. CCCC has a proven record in the development and implementation of the Wind Energy Technology (WET) program, one of few programs nationwide preparing students for the emerging wind industry.

With support from state and federal funding, the College has installed its own Cloud Power Wind Farm with operating wind turbines which provide electrical energy to power the main campus building. This wind farm has the dual purpose of providing both green energy and WET program students with opportunities to acquire "hands-on" training. The Cloud Power Wind Farm project was initiated with support from federal and state grant funds.

When the Concordia, KS wind resource is high and the campus electrical needs are low, the Cloud Power Wind Farm will feed the extra electrical energy out onto the community electrical grid. The College's electrical utility, Prairie Land Electric, has agreed to purchase this surplus electrical energy to help provide green energy for public use. It is estimated that the clean energy provided from these turbines will reduce College energy costs between $60,000 and $80,000 a year.

Another CCCC sustainable initiative includes the installation of a geothermal heat exchange system as the aging College HVAC system is replaced during 2010-2011. The geothermal pumps will be powered by electricity generated by the Cloud Power wind turbines. This system is expected to significantly reduce the College's energy expenses (Resource Room). Once installed, CCCC's digital geothermal heating and cooling system will be a state and national model for the use of renewable energy sources in a public facility.

Cloud Power Wind Farm and CCCC geothermal system information can be seen in the Resource Room.

The College extends the role of protecting the environment by participating in the Kansas Department of Transportation's (KDOT) Adopt-a-highway program. In April of 2007, the first group of CCCC employees and students pickup up trash south of Concordia. Since the first spring pick up, volunteer crews have picked up trash twice every year. Over 250 employees and students have volunteered their time to pick up trash along U.S. highway 81. Volunteers are challenged to find ways to recycle items collected.

The Cloud Go Green Committee demonstrates sustainability with recycling efforts throughout the entire campus and reducing and reusing waste items is at an all time high. A Go Green Scholarship program has been established which is supported by a public rummage sale each year.

CCCC's planning processes include effective environmental scanning.

CCCC utilizes both internal and external scanning for strategic planning processes. The College holds open community, faculty and staff forums, conducts surveys, utilizes Developing A Curriculum (DACUM) analyses, and advisory committees to assist in curriculum changes. The newly established College Futures Council and established relationships with business and industry leaders are critical for gathering relevant curriculum and workforce information as well. Environmental scanning assists the College in planning for the future needs of the College, students, local community, and the service area.

CCCC makes every effort to include staff and faculty, and in some cases the community, in planning and decision making through open forums. Examples of this effort include the faculty, staff, and community forums held during the College's presidential search to identify the qualities needed in the next president as well as the strengths and needs of the College. The forum coordinator compiled the information into a summary which was then used to produce presidential search documents. Other forums have included planning activities for the MFP, the strategic plan and assessment.

Starting in 2009, the College has conducted an Adjunct Survey, a Faculty/Staff Survey and a Community Survey to gather information about the College's performance to incorporate in future planning. Understanding how the College is perceived by its employees and the community provides some foundation for planning. As these survey processes are refined, CCCC would benefit from examining means to increase the number of survey respondents to ensure information is gathered from the entire 12-county service area as noted in Chapter 3, pages 33. A number of surveys are administered through advising to provide student feedback on college services, campus culture, and curriculum.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

Criminal Justice, Journalism and Radio Broadcasting Programs conducted a DACUM analysis to determine industry needs as part of curriculum development. Relying on professionals in the designated areas to establish job duties and tasks enables the College to develop a current curriculum to better prepare students for employment. The DACUM process is a form of environmental scanning that the College relies on to gather information about academic programs under review and revision.

Advisory committees assist with planning to help determine needs which exist outside of the College. The Educational Advisory Committee identified in the strategic plan includes the College deans, various faculty members, and outside representation from high schools and businesses. Purposes of this committee include proposing new educational programs to meet community needs, implementing outreach efforts, promoting needed credit and non-credit classes for underserved populations, and working with the service area businesses to provide training and educational opportunities for workforce development. The community surveys in 2009 and 2010 have indicated the programs that most benefit workforce development are Nursing, Wind Energy Technology, Business and General Management, and then those that prepare students for transfer to four-year institutions for bachelors and graduate/professional degrees.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

All CCCC technical programs have functioning advisory committees which meet each semester to assist in planning curriculum reviews and updates, assist with graduate employment placement, provide feedback on graduate preparedness, and in general, support the programs. Active technical program advisory committees are a requirement by the Kansas Board of Regents if they receive Perkins funding from the state. Advisory committee minutes are kept to document the meetings.

Advisory Committee minutes can be seen in the Resource Room.

Outlined in Priority 4 of the strategic plan are plans to create and sustain new collaborative partnerships and initiatives. By fall 2010, the College will have established the College Futures Council. Under the direction of the President, this advisory council will assist with environmental scanning by providing insight and guidance for the College's future through input as requested on curriculum, programs and services; suggestions for social and cultural activities; service activities; and assistance in promoting the College and the communities it serves.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The College Futures Council will be comprised of a minimum of ten members from each of the Concordia and Geary County campuses and communities. Fifty percent of the membership will be industry leaders, employers, and employees. The Council will meet a minimum of twice a year, once in the fall semester at the members' respective campus and once in the spring semester as a collective group to advise CCCC faculty and administration. The College Futures Council will hold its first meeting during the early fall 2010 semester.

Environmental scanning assists CCCC as it strives to meet the needs of traditional and non-traditional students through community and outreach education. The Community Education office relies on coordinators from 37 concurrent sites and 23 outreach locations to gather information of the learning needs of the service areas. Coordinators survey students and the community to gather information about class needs and relay that information to the Community Education Office. Schedules are developed based on coordinator recommendations. Course offerings vary in time, location, and content based on the needs of the area. Another example of responding to student needs is the focus on high school students and concurrent education classes. The Community Education office seeks qualified instructors to offer general education coursework for concurrent enrollment.

Community Education schedules can be seen in the Resource Room.

CCCC also responds to the training needs of Business and Industry including recertification needs. Nursing Directors from hospitals and nursing homes regularly communicate with the Community Education office to establish CCCC's Allied Health offerings. The College's Director of Business and Industry maintains close relationships with community and industry leaders to develop certification classes and short term training opportunitie.

Business and Industry training information can be seen in the Resource Room.

CCCC's environment is supportive of innovation and change.

CCCC demonstrates an atmosphere supportive of innovation and change through its revision of the mission statement, the strategic plan, its assessment processes, facilities improvements, and programs. CCCC has embraced technology and established new practices in implementing technology.

CCCC revised its mission documents in 2010. Though the previous mission served the College, the students, and the service area well, the College recognized that updated documents would better guide the College in today's educational climate. Changing the mission

and purposes required buy-in from the College community. Faculty, staff, and Board members worked to develop a focused direction for the College's new mission statement.

The College mission, vision and purpose statements can be seen in the ERR.

CCCC revised the 2007–2008 Strategic Plan from 11 advancements to five priorities. The change in the plan narrows the focus of the institution's planning and prioritizes the initiatives to improve the opportunity for success in achieving its goals. Faculty, staff, administration, and the Board of Trustees participated in the revision. The institution clearly recognized the areas of need and was willing to change its planning, procedures, and processes to accommodate innovation.

CCCC is revising its assessment process to an online system. The College currently has a three-tiered outcomes assessment process in place, driven mostly by full-time faculty. Faculty initiated the discussion to update the assessment processes after an in-service presented on an online assessment process being used at another Kansas community college. CCCC faculty responded positively to the presentation and began the revision process to a similar system in spring 2010. Currently, not all community education, online, and off-campus classes are assessed. Implementation of a computerized assessment system with outcomes and matrices to support a new assessment process will be used to assess all courses on and off campus and online each semester.

Programs such as WET, Equine Management, and Agri-Biotechnology are based on community and industry needs and reflect the College's commitment to innovation and change. New methods of instruction delivery and learning including pod casting, hybrid classes utilizing both online and face-to-face formats, and shortened format, fast track classes are indicative of CCCC's response to student needs for classes offered in "non-traditional" formats to fit "non-traditional" students.

CCCC facilities changes since 2005 have been significant and are identified along with their associated costs in Appendix F. The construction of Thunder Heights student housing, construction of Cloud Power Wind Farm, installation of SMART classrooms on both campuses, renovation of the Library, remodeling and renovation of student housing units, installation of GCC carpeting, and remodeling of the Graphic Design, radio station, and science classrooms are in response to needed changes to improve student learning and campus culture.

Both the Concordia and Geary County facilities are wireless, all classrooms have been converted to SMART technology, computer lab equipment is replaced on a two–three year rotating cycle, and faculty desktop computers are being replaced with laptops and tablets. The implementation of Jenzabar replaced an outdated and cumbersome Comprehensive Academic Management System (CAMS) student information management system. These are a few examples of technology changes which identify the College's commitment to change.

CCCC has demonstrated strategic planning strength through implementation of new academic programs, support for enrollment increases, managed operating budget decreases without negatively impacting services to students, and supported more than $11 M in facilities improvements. These accomplishments clearly demonstrate the College's ability to function in a continuous and progressive manner because the internal focus remains fulfillment of the College mission and putting students first.

CCCC incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

CCCC holds its 45–year history and heritage as a source of pride and has a reputation of academic excellence preserved and maintained through planning. The College prides itself on being a student-centered institution which embraces new opportunities for innovation and growth. It is this focus on students and their needs which pervades both College campuses, and though intangible at times, has been the driving force for progressive, positive movement in spite of leadership turnover. Hiring practices for any new employee include discussion of the willingness to make a commitment to the College and its students beyond the normal job responsibilities. Search committees are charged with not only seeking employees who have the needed job competencies, but those who care about students and their success. The institutional, student-centered culture which is embedded at CCCC has continued to thrive since the last site team visit in 2001. With the arrival of the College's new President in July 2010, a continued effort was begun to focus on increased development of communication and collaborative effort between the Board and administration, a comprehensive leadership succession plan, creating internal leadership development opportunities, and enhancing communication at all levels in support of student success. These initiatives will continue to preserve the College's focus on students while allowing it to move forward in meeting future needs.

KBOR Transfer Feedback Reports can be seen in the Resource Room.

CCCC has a strong academic reputation. Transfer information compiled by the Kansas Board of Regents indicates CCCC students perform very well after they have transferred to the institution of their choice. The College maintains this tradition by including academic excellence in strategic planning. Early strategic plans foster a student-centered culture of academic excellence while promoting student success. The 2005-2006 and the 2007–2008 Strategic Plans identify assessment of student outcomes and set goals for implementing and improving the assessment process. The current strategic plan identifies "Teaching and Learning" as its first priority with additional assessment, program development, and evaluation initiatives being key goals as they build on current processes already in place. CCCC also maintains a reputation of academic excellence by hiring qualified faculty who are prepared to adapt to meet changing student needs as identified in the Master Contract, Section 95.0.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

The Master Contract can be seen in the ERR and the Resource Room.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

CCCC takes pride in maintaining a student-centered culture as evidenced in the 2005-2006 and the 2007–2008 Strategic Plans. Strategic advancements in these plans specifically state: "Strategic Advancement One: Culture—fostered a student-centered culture." Objective 1.1 guided the College to promote and assess a culture that values diversity, growth, trust, and individual contributions by enhancing diversity, providing activities, and promoting individual departments and its members. The student-centered approach is continued in the current 2009–2011 Strategic Plan in Priority 2: Students and Student Support through goals addressing retention, growth, student satisfaction, and services.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC clearly identifies authority for decision making about organizational goals.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

See Appendix D for CCCC's organizational structure.

Authority for decision making about organizational goals is clearly defined by the College's organizational structure (Appendix D) and the strategic plan. The Master Contract also identifies some committee memberships and responsibilities in Section 5.0. Through these planning documents, the College understands the role of leadership in making

decisions and has an organizational structure which clearly identifies roles of authority and communication.

The Vice Presidents meet each week with the College President to discuss issues and make decisions critical to College operations. President's Cabinet which meets weekly, plays an active role in the planning team. Cabinet consists of the people that report directly to the President to review activities of the College and share information about the day to day operations of the College.

Strategic planning committee membership includes a broad cross-section of faculty, staff, administrators, and students. Identified faculty, staff, and student representatives from the strategic planning committees along with cabinet members comprise the Institutional Planning Team (IPT) which is an integral part of the College decision-making process. The IPT reviews the mid-year and annual report, helps review and revise the priorities, and suggests a priority list of initiatives for the budgeting process.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The College Faculty, Administrative Support, and Support Staff Associations as well as Student Senate groups on both campuses meet monthly to discuss matters of College importance. Questions, comments, and decisions generated within these association meetings are channeled through department chairs, division deans, organization sponsors, and supervisors for consideration. CCCC decision-making is collective and inclusive based upon open communication at all levels, open-door policies, and a shared governance structure.

Core Component 2b:

CCCC's resource base supports its educational programs and its plan for maintaining and strengthening their quality in the future.

Providing an adequate resource base is critical to maintaining and strengthening the quality of educational programs. CCCC has consistently managed its financial resources in a way the supports education as the primary function of the College, complimented by managing physical resources to best support education. Facility upgrades have been a focus of the College. The College is planning to follow the Master Facilities Plan to meet additional facility needs as programs expand on the Concordia campus and is still searching for ways to expand facilities at GCC. Personnel play many roles and frequently assume additional responsibilities in order to support the mission and vision of the College. CCCC recently revaluated its use of human resources and realigned positions to better support the goals of the strategic plan and the College's mission.

Supporting Evidence:

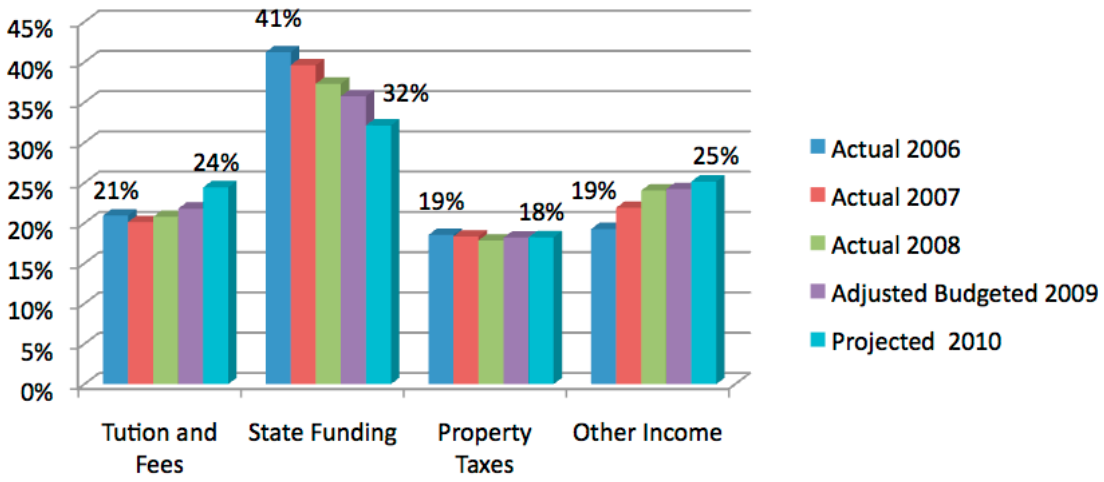
CCCC's resources are adequate for achievement of the educational quality it claims to provide.

Historically, CCCC has maintained a healthy financial position as evidenced by the College audits despite tightening funding levels in recent years. Like all community colleges in Kansas, CCCC is funded from county property taxes, state sources, tuition, and

CCCC budgets can be seen in the Resource Room.

fees. In the past the College's budget has been conservative. The College has increased the tuition and fee rates annually for a number of years to replace lost state revenue and to meet inflating costs. The current tuition rate remains higher than the state average for community colleges, but is still well below the tuition and fee rates of four-year colleges in Kansas. Over the past three years, the percentage of College revenue coming from state reimbursement has declined from 47% to 41%. When budget cuts were announced during 2009–2010, department chairs and supervisors were asked to trim their budgets in a way that would least impact students. Once these cuts were identified, the 2009–2010 budget was presented to the Board of Trustees (BOT) with a deficit. The BOT approved the unbalanced budget with the understanding reserve funds would be utilized to balance it. An increase in enrollment, which has generated additional tuition and fee revenues, covered the 2009–2010 shortfall. Although the College will see reduced amounts of federal stimulus funds, CCCC enrollment increases have generated additional state support from the community college operating grant. It is expected CCCC will receive an additional $325,000 in funding from the state in 2010–2011.

Figure 1: Percentage of Financial Revenues by Source



CCCC has a history of allocating physical resources to positively impact student learning and fulfill the College mission. The College has well maintained buildings and grounds for the students and the communities that it serves.

Physical facility information can be seen in the Resource Room.

CCCC presently has 190,941 square feet of building space on the Concordia campus and four buildings consisting of 17,000 square feet on the Geary County Campus. The College leases space for a Wind Energy Technology Facility which has 3,200 square feet for a total of 211,141 square feet. The physical facilities in Concordia are located on approximately 49.51 acres of land.

Until the spring of 2009, state statute prohibited community colleges from owning property outside their home county. The Geary County Campus, therefore, is not owned by CCCC, but is leased through an agreement with the Geary County Commissioners. The

six-acre property in Junction City was given to the county for the express purpose of constructing a permanent home for the Geary Campus. Prior to 1997, the College rented a single structure to house the classes and administrative functions of the campus. In January, 1998, the College relocated to its current three-building campus. In 2008, the ten-year lease agreement was extended another five years.

The 17,000 square-foot Geary County campus houses nine classrooms, a science laboratory, a conference room, tutoring center, Library, student lounge, faculty workroom, a kitchen, and various offices. The conference room and one classroom are equipped with Interactive Television (ITV) systems. All classrooms and the science laboratory have SMART room technology. One classroom is used solely by the ABE/GED program. The Geary Campus holds classes from 8:00 am to 9:00 pm. Demand for courses has necessitated the use of non-instructional spaces as classroom space. Conversations have taken place between the College and the Geary County Commissioners to expand the campus by adding another building.

As identified previously in Appendix G, the College has committed significant funding resources from 2005 to the present to upgrade existing and build new facilities to promote student learning opportunities and the campus culture. Title III grant monies, state deferred maintenance loans, technology fees, auxiliary operations revenues, student building fees, and state and federal grant dollars have funded these projects. The development of the Master Facilities Plan (MFP) allowed the College, as well, to review existing physical facilities and their utilization while determining future needs for Concordia campus expansion. As expansion ideas are discussed for the Geary County Campus, the development of a MFP would be beneficial as well.

The Master Facilities Plan can be seen in the ERR and the Resource Room.

Plans for resource development and allocation document CCCC's commitment to supporting and strengthening the quality of the education it provides.

Personnel from all levels of CCCC are utilized during the budgetary process. Each spring, faculty, department chairs, division deans, and directors meet to evaluate the adequacy of the current budget to meet strategic plan goals and their needs as well as prepare recommendations for the operational budget for the next fiscal year. Budgets are developed by theVice Presidents and President for every cost center category.

Budgets are refined throughout the spring and approved by the BOT prior to July 1. Budgets are distributed at the beginning of the fiscal year and "cost center managers" are responsible for monitoring spending. Cost center managers have access to detailed expenditure information through Jenzabar. Specific processes have been developed and are required for approval of expenditure of funds.

Budget expenditures and revenues are discussed at each regular BOT meeting. Staff have access to all this information. In the past, as state budget shortfalls have required the College to make cuts, all staff were involved in discussions about how best to make those cuts minimizing the impact on student learning. Monthly budget meetings were held to include all staff during the 2008–2009 academic year as the state budget situation worsened. This process allowed ongoing communication regarding the possible need to make budget cuts. Department chairs, division deans, and directors all had an opportunity to help make the needed cuts when that situation arose. This shared governance provided ownership, cooperation, and coordination through this process.

CCCC uses its human resources effectively.

CCCC continually works to enhance the experience of its learners by improving its support of College instructors and staff. The support and involvement is demonstrated in a variety of ways including a significant contribution to a benefit package, professional development opportunities, tuition reimbursement, orientation and evaluation processes, and health and wellness incentives. CCCC provides vacation, personal, and sick days to employees and continues a four-day work week during the summer months. The 2009–2011 Strategic Plan includes initiatives focused on professional development, competitive salaries, benefits, health, and wellness.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

CCCC has averaged 153 full-time employees over the last three years, with approximately 39 percent male and 61 percent female. The majority are white (98 percent), with the remainder made up equally of employees from African-American, Hispanic, and Indian origin. These percentages are comparable to the student population and the population of the College service area. The average age is 45. The average years of service was 9.29 in 2007, 9.19 in 2008, and 9.2 in 2009. Seventy-six (76) percent of employees hold an associates or higher degree. Seventy percent hold a bachelors degree, 45 percent hold a masters degree, and six percent hold a doctorate.

Full-time faculty numbers have been adequate to provide for student needs on the Concordia campus. Adjuncts support concurrent and continuing education needs. GCC employs six full-time faculty members, and in any given semester, employees between 35 and 45 adjunct instructors.

Academic divisions and departments are realigned within the framework of maintaining academic integrity and ensuring all areas are adequately and comprehensively covered. This is done in an effort to streamline the administrative structure. Budgetary and staffing limitations are considered in the process. Since 2007, the College has used resignations and retirements as opportunities to reorganize. When a position has opened up, discussions have ensued as to the need to refill it or to shift those responsibilities to a person in an existing position. CCCC conducts national searches for faculty and upper level administration in an effort to hire highly qualified applicants and to diversify its faculty and staff. College search committees are balanced as to background and expertise. Faculty search committees are specifically designated in Section 95.0 of the Master Contract.

The Master Contract can be seen in the ERR and the Resource Room.

Additional examples of effective utilization of CCCC's human resources include:

- College recognized outreach and online growth so added these areas of supervision to an existing dean's position,
- Growth in business, industry and workforce development created the need for a Director of Business and Industry position,
- Elimination of the Vice President for Student Services position saved operational dollars by splitting position responsibilities between the Vice President for Academic Affairs and Vice President for Administrative Service and creating a Dean of Enrollment Management to focus specifically on enrollment,
- Allowing the graphic design program and its students through the Design Center course to develop ideas for college marketing and public relations efforts,
- Career Center Office Manager and Agriculture and Applied Science Administrative Assistant have taken on additional responsibilities to assist the math, science, and humani-

ties academic areas due to the long-term illness of a support staff member who normally assists in those areas, and
- Variety of Concordia campus staff carpool to GCC one day a week as well as on specific enrollment and student services days to provide support for campus processes.

CCCC experiences competition in the hiring process at both the Concordia Campus and the Geary County Campus due to the location and the economy. The College believes it is critical to have hiring procedures in place to attract qualified individuals and provide sufficient professional development opportunities and benefits to retain them. In 2009, all administrators, faculty and staff made the decision not to seek raises due to budget constraints. Negotiated sessions during the spring and summer of 2010 have thus far resulted in an impasse regarding contract settlement for CCCC faculty. The CCCC Board of Trustees has traditionally settled on raises with the faculty first, then have assigned comparable raises to other groups of CCCC employees. In order for CCCC to continue to attract and retain qualified employees, the College will need to continue to provide pay raises, resources for professional development, and incentives to encourage employees to serve the College and its students beyond the normal working day.

CCCC intentionally develops its human resources to meet future changes.

Each year, departmental budgets allow for professional development for faculty, administrators, and staff. The College provides on-going training in a cost efficient manner through satellite programs, webinars, and memberships in professional organizations.

The College waives tuition for employees taking CCCC courses and reimburses full-time employees for upper level College courses at the average cost of tuition and fees at the Kansas Board of Regents universities if approved upon request. During fiscal year 2009, 138 employees took advantage of the tuition waiver benefit, and 20 requested tuition reimbursement. The following table shows the funds dedicated to tuition waiver and tuition reimbursement from fall 2006 through spring 2010.

Table 3: Financial Support for Training and Staff Development 2006-2010

	2006-2007	2007-2008	2008-2009	2009-2010
Tuition Waivers	$11,752.00	$12,424.00	$21,990.00	$38,384.00
Tuition Reimbursement	$18,422.50	$18,010.28	$20,576.50	$10,536.64
Total	$30,174.50	$30,434.28	$42,566.50	$48,920.64

Additionally, CCCC commits professional development funds for conference attendance and professional membership fees. Promoting a healthy faculty and staff indirectly develops the human resource capacity as well. The College has implemented programs to encourage healthier lifestyles for employees and their families through access to fitness facilities and tuition free fitness classes. The Concordia campus has a physician assistant employed by the College available for students and staff. The College annually organizes a fitness competition with prizes available to the winners. Three times in the past four years the College employees have also had the opportunity to participate in free health screening administered by the College's health insurance provider. The College's health insurance

provider also allows employees services through an Employee Assistance Program (EAP) and provides services for health coaching, chronic care support, drug benefit for diabetes and asthma, personal counseling and referrals, and life coaching services.

Although the College advertises for and hires most positions externally, CCCC has often encouraged internal advancement when positions open within the institution. Position descriptions are often posted internally prior to advertising externally allowing current employees to apply for jobs if they meet the qualifications and job requirements. Examples of internal advancement include the Librarian being named the Library Director, the production room manager begin promoted to a position in the grants office, a TRiO Academic Specialist being named the TRiO Program Director, an accounts payable manager advancing to the position Director of Financial Aid and a Journalism instructor being named the Director of Marketing. Three of the four division deans were first full time faculty for CCCC as well. CCCC understands the need to provide program continuity through internal advancements if possible, but also values the creative ideas and perspective external candidates bring to positions. The infusion of new ideas based on experiences of external candidates is necessary for CCCC to continue to grow and meet student learning needs.

CCCC's history of financial resource development and investment documents a forward-looking concern for ensuring quality.

CCCC budgets can be seen in the Resource Room.

Financial resource development has been important to CCCC operations. Development of programs to meet the needs of the ever-changing educational landscape and meeting the student services needs associated with enrollment growth have been addressed through sound financial management of resources as well as attaining outside grant funding and industry support.

Interest income for CCCC has historically been strong until 2009. During 2006, 2007, and 2008, interest income from investments was $228,954, $228,794 and $259,682 respectively. With the downturn in the economy, this income began to fall to $125,000 in 2009 and approximately $75,000 in 2010. The College currently has $2.6 M invested in certificates of deposit.

Auxiliary enterprise operations which include student housing, the College Bookstore, and the cafeteria are critical sources of income for the College and support a myriad of projects and activities to ensure a quality campus culture. Auxiliary enterprises have grown from $1,884,572 in 2006 to $2,829,733 in 2010, a 50.15% increase. This additional revenue has not been the result of overpriced services, but is due, for the most part, to enrollment increases in the past two years which impact student housing revenues along with corresponding meal plans, and additional textbook and classroom supplies sales in the College Bookstore. In addition, with the remodeling of student housing units and construction of Thunder Heights, CCCC has seen more 2nd year students requesting living space on campus over the past four years. As CCCC has watched enrollment trends the past couple of years, student housing applications received by July 1st of both 2009 and 2010 indicated over 100% occupancy for the start of both fall semesters.

CCCC readily seeks grant sources to supplement financial resources. TRiO, Student Support Services and Title III, Strengthening Institutions grants have given the College $2.9 M since 2005. The TRiO grant has allowed CCCC each year to identify and serve 160

students who are first generation learners, low income, have learning needs, and/or are disabled. The grant was designed and written to complement and enhance student support services already established at CCCC and to address additional areas of need which were not being met. The Title III grant was designed to strengthen curriculum through analysis and revision, improve at-risk student achievement through faculty development in teaching and learning with technology, and facility renovations and resources that accommodate curriculum and teaching/learning strategy implementation. Although the Title III grant ends in September 2010, the College's TRiO grant has been "re-funded" for five additional years through 2015. Each year the College receives funding from the Carl Perkins grant to strengthen career and technical education programs and provide assistance to students from underrepresented groups who are enrolled in those programs. The College has also been a recipient of a Kansas Association of Child Care Resource and Referral Agencies (KACCRRA) grant for the last twelve years which is designed to help Early Childhood Professionals and parents. CCCC has received an Adult Basic Education/ General Educational Development (ABE/GED) grant since 1995-96 which enables adult learners to earn their GED/Kansas High School Diploma. The following table identifies these grant funds for the past 5 years.

Table 4: Grant Funds

Grant	FY06	FY07	FY08	FY09	FY10
Perkins	$149,756	$167,892	$113,893	$62,396	$110,257
KACCRRA	$88,000	$270,000	$270,000	$270,000	$270,000
ABE/GED	$88,955	$96,353	$141,906	$139,949	$116,998
Total	$326,711	$534,245	$525,799	$472,345	$497,255

Grant funding to support the Wind Energy Technology program has come from both state and federal sources. Since 2004, CCCC has received $2,764,307 in grant funds for teaching and laboratory equipment, internships, turbines, software, salaries, and faculty professional development. Industry support through equipment and in-kind donations has contributed an additional $712,725 to advance the program. In May 2010, the College also received $250,000 in grant dollars to be used for the installation of the geothermal heat exchange pumps that will be used to heat and cool the campus beginning in 2011. The pumps will be powered by the Cloud Power Wind Farm turbines.

Wind Energy Technology grants and support information can be seen in the Resource Room.

Geothermal grant information can be seen in the Resource Room.

CCCC Foundation/Institutional Advancement support information can be seen in the Resource Room.

Anticipating growth and additional needs, the CCCC Institutional Advancement Office manages a foundation program to develop, improve, advance, and support CCCC. The Foundation has received gifts averaging $113,000 in the last three years and has had a total distribution in support of the College and its students of $13,626,835 since 2001. Each year the Foundation works to expand its list of contacts to enhance support for the College.

CCCC's planning processes are flexible enough to respond to the unanticipated needs for program reallocation, downsizing, or growth.

CCCC makes every effort to identify program areas requiring action. Program additions, program discontinuance, faculty workload, budget changes, and enrollment changes are among areas which have required immediate attention. Although the College does long-range planning, because most of CCCC's planning processes are also reviewed annually,

changes can be easily addressed.

During the past two years as the state's economy declined and state agencies were forced to make multiple budget cuts within the fiscal year, CCCC quickly responded to these unanticipated changes. The College administration held monthly meetings to keep all staff informed, allowed input regarding areas to trim the budget, asked department chairs, deans and directors to work cooperatively and collaboratively to make any needed cuts, and then readjusted budget line resources to reflect the reductions mid-year. Everyone was informed and aware of the changes. When record enrollment increases in 2009-2010 generated additional tuition and fees revenues, the budget was adjusted mid-year to reflect those increased revenues and presented to the BOT.

The College has adapted program offerings as enrollments have shifted. As the Computer Science program numbers decreased from 2005 to 2009, it was evident sustainability of the program would be difficult. Instead of eliminating this full-time faculty position, the faculty member was reassigned to the WET program which was growing rapidly and needed an instructor with significant computer and networking background.

CCCC is able to react quickly and proactively to changes in part because of active strategic planning, open communication, shared governance, and a campus culture that in the past five years has supported innovation and change.

CCCC has a history of achieving its planning goals.

There has always been tangible evidence of CCCC meeting planning goals as new programs have been developed, facilities improvements have been made, and financial resources have been used for planned projects. The mid-year and annual strategic planning reports provide evidence of achievement.

The College's first strategic plan was adopted by the Board of Trustees in the summer of 2003. The 2003 focused visit required the College to submit a progress report on strategic planning in June 2006. The 2005-2006 Strategic Plan and the progress report represented a commitment to setting goals, developing strategies for achievement, and sustaining accountability of the collective efforts of the College. Revisions to the strategic plan began in 2007-2008 in part because CCCC needed a more formal process to identify progress made towards achieving its planning goals. A formal planning and reporting timeline was implemented and beginning with the 2008-2009 academic year, a mid-year and annual strategic planning report is compiled and presented to the Board. These provide insight into the measured progress towards meeting planning priorities.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

In the 2008–2009 annual report, CCCC reported a new assessment process was being reviewed for possible incorporation and revision to the existing assessment process as part of Priority P1A. By the 2009–2010 annual report, CCCC was well underway in revising the assessment process. The 2008–2009 annual report stated faculty advising was being implemented at GCC in Priority P2A. The 2009–2010 annual report indicated GCC faculty advisement had been implemented with a compensation schedule presented. The 2010–2011 CCCC budget includes a budget line for GCC faculty advising. Strategic Plan Priority P3G states CCCC will develop a plan to increase residence life occupancy. The 2008–2009 annual report indicates plans were discussed and options to explore increasing student housing. The 2009–2010 annual report states student housing construction of Thunder Heights is being completed ahead of schedule. Strategic Plan Priority P4D

CCCC's strategic plans can be seen in the ERR and the Resource Room.

Strategic Plan mid-year and annual reports can be seen in the ERR and the Resource Room.

charges CCCC with exploring opportunities for expansion of sustainable initiatives. The 2009–2010 annual report states CCCC had powered up two of three turbines in Cloud Power Wind Farm and the BOT had committed to installing a geothermal system to replace the aging HVAC system.

Core Component 2c:

CCCC's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

CCCC has multiple means of evaluation which provide the institution with information to promote continuous improvement. Many areas of the College set goals and measure progress towards meeting those goals. Gathered information is reviewed by a variety of constituents. CCCC continues to become more organized and systematic regarding evaluation and assessment activities as they relate to the College's mission and vision. The Registrar and IT personnel work closely in coordination with other offices as needed to gather valid and reliable information which is used to make informed decisions to direct planning efforts, improve programs and services, and ultimately advance the College.

Supporting Evidence:

CCCC demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

Along with all public institutions in Kansas, CCCC is required to develop and seek KBOR approval for a Performance Agreement which identify College expectations and measure effectiveness. Performance Agreements, implemented in 2003, identify institutional goals and key performance indicators. Performance baselines and three-year targets are identified which are expected to be outcomes oriented. They are approved by the College's Board of Trustees, and then submitted for review to the Board of Regents Academic Affairs Standing Committee. After approval at this level and then by the entire Kansas Board of Regents, CCCC is expected to provide an annual progress report. The progress report specifically identifies the performance outcome, the amount of directional improvement, and whether the College is meeting its identified performance goals. Since 2004, when CCCC submitted its first Performance Agreement, KBOR has approved all the College's Performance Agreements. Additionally, for each annual report, CCCC has met KBOR established evaluation standards and has shown continuous improvement in the majority of the goals at "compliance level 2" which is the highest level of performance based on KBOR's rubric.

Performance Agreements and progress reports can be seen in the ERR and the Resource Room.

Performance Agreements and progress reports can be seen in the ERR and the Resource Room.

Enrollment became a College-wide priority beginning in early 2007 and CCCC realized the highest ever credit hour generation of 50,198.50 in 2009–2010. CCCC uses a number of reports to monitor enrollment trends. Two types of weekly enrollment reports are compiled by the Dean of Enrollment Management. One report is used to gauge current application, enrollment, withdrawal, campus visit, and housing occupancy rates in comparison to the past two year's information. The second report compares the current and previous year's student numbers, number of courses, and credit hours for each of the

Weekly enrollment reports can be seen in the Resource Room.

College's "cost centers" which include the Concordia Campus, the Geary County Campus, internet, concurrent, evening, outreach, and Allied Health. These reports are used as part of planning purposes and resource allocation as they are shared with the President's Cabinet, staff, and Board of Trustees.

Each semester, the Registrar compiles enrollment reports indicating credit hour generation, unduplicated headcount, and FTE for the College's "cost centers." Reports include both 20-day reports to show initial enrollment information as the semester begins and final reports at the semester's end (Resource Room). Besides being distributed college-wide, this information is submitted to the state to be used for calculating CCCC's portion of the community college operating grant distribution. To receive Perkins funding, CCCC must follow established guidelines and monitor the Core Indicators of Performance. The Core Indicators include the following performance measures:

Credit hour summary information can be seen in the Resource Room.

Perkins Core Indicators of Performance and supporting information can be seen in the Resource Room.

- Technical skill attainment – student performance on technical assessments,
- Credential, Certificate, or Degree – number of students who receive an industry recognized credential, a certificate or degree,
- Student Retention and Transfer – number of students retained or who further their education in baccalaureate programs,
- Student Placement – placement and retention statistics of graduates employed in fields related to their training, and
- Nontraditional Participation and Completion – number of students who are enrolled in or have completed a program leading to employment in a nontraditional field.

Funding from the Carl Perkins grant is critical to support the vocational and technical programs. CCCC has experienced some difficulty in developing a consistent means for tracking technical program students after transfer and graduation. With an increased focus on technical education funding statewide and expected changes to the state community and technical college funding formulas, CCCC will need to continue to refine its methods for tracking students, gathering post-completion transfer, job placement, and employment satisfaction information.

The College uses different evaluation tools for administration, support staff, and faculty. Expected performance is described in the rating scale and behavior descriptors. Annually the supervisor observes job performance in a manner appropriate for the position. Following the data-gathering period, the supervisor meets with the employee to review the forms and share the ratings and comments. Discussion is held on areas of job performance and if improvements are needed, a plan of action is discussed and implemented, and a timeline for progress review is established. The employee is provided the opportunity to complete a self-evaluation in this process as well. Following the evaluation conference, the employee is provided a copy and the official document is secured in the Human Resources office as part of the personnel file.

Department and division minutes can be seen in the Resource Room.

Mid-year and annual strategic plan reports show the College is effective in making progress and achieving its planning goals. Further details are included previously in this chapter on page 57.

Strategic Plan mid-year and annual reports can be seen in the ERR and the Resource Room.

CCCC maintains effective systems for collecting, analyzing, and using organizational information.

The College uses data collected from many sources within the organization to make decisions about department and institutional effectiveness. CCCC recently updated its Student Information System (SIS). In December 2006, the College made the transition from an antiquated CAMS SIS to Jenzabar EX, which is a more user friendly, student services driven management system. Jenzabar integrates all aspects of the College including admissions, registration, advising, student life, business office, financial aid, human resources, and development. The transition has provided greater student services support and reporting capabilities. The most intense data gathering processes annually are the 20th day of the semester and end of semester statistics, Integrated Postsecondary Education Data System (IPEDS) report, Kansas Higher Education Enrollment Report (KHEER), and the Kansas Post Secondary Database (KSPSD) report. These reports are handled in combination by Register's Office and College IT staff. The reports rely on student information gathered from Jenzabar.

Jenzabar EX also functions as a web portal called iCloud. iCloud is a web based information portal designed to give 24/7 access to the CCCC web page from any Internet-enabled computer in the world. Once enrollment is completed for the first semester, students receive access to numerous other portals. Students are able to enroll for subsequent semesters, register for classes, view grades and unofficial transcripts, access financial and account information, and acquire advisor and degree information. Through iCloud, faculty are able to retrieve class rosters and enter mid-term and final grades while faculty advisors can approve advisees' enrollment requests. All CCCC staff have access to campus announcements and general information. Jenzabar and iCloud are efficient systems for collecting and accessing information to be utilized by students, faculty, staff, and administration.

Using Jenzabar, the admissions office tracks all student contacts. The Admissions office reports the number of visitors to campus and the number of applications that have been received. The Dean of Enrollment Management runs a weekly report comparing the head counts and credit hours of students from that day to the same day the previous two years along with weekly visit and applicant counts. Also included on the report is the number of housing contracts filled and available for the upcoming year. Information for both campuses is included and reported at the President's Cabinet meetings. These comprehensive enrollment reports were initiated in fall 2007 and are beginning to provide trend data which is used for planning purposes. Advising uses Jenzabar as well to identify where students are in the enrollment process, which students need help completing this process, when they have met with advisors, and academic placement scores.

Weekly enrollment reports can be seen in the Resource Room.

Student graduate surveys are administered each spring to potential graduates. Student surveys gather information about students' experiences at CCCC. On the survey, students are asked to evaluate many areas of the College such as advising, financial aid, Business Office, Student Records, instruction, Bookstore, Learning Skills Center, Library, Career Center, computer labs, food service and Student Health. Graduates rate various aspects of their College experiences to identify strengths and areas that need improvement.

Graduating student surveys can be seen in the Resource Room.

The Noel-Levitz Student Satisfaction Inventory (NLSSI) is administered to a random sample of CCCC students at the Concordia and Geary campuses, and to outreach and on-line students every two years. The NLSSI is a comprehensive, nationally normed survey.

Noel-Levitz surveys can be seen in the Resource Room.

Data from this survey provides direction for CCCC to make improvements in student services areas.

Library employees track the use of all print, audio/visual materials, and databases to evaluate current usage. Based on this information, the Library makes decisions about services and inventory including the number of magazine and newspaper subscriptions to be retained, what books can be reduced from the shelves, and the need for additional online databases.

Learning Skills Center information can be seen in the Resource Room.

The Learning Skills Center (LSC) tracks student contact with tutors and instructors in the LSC, as well as the number of students utilizing resources in the LSC. Student retention and grades are reviewed for all classes taught in the LSC to identify and celebrate student success.

Appropriate data and feedback loops are available and used throughout CCCC to support continuous improvement.

As mentioned earlier, the capacity for data gathering has improved with the adoption of the Jenzabar software system. Feedback loops for sharing data have increased the capacity of the College to plan and to improve. A wide variety of reports are reviewed weekly and monthly. College enrollment reports are reviewed each week by the President's Cabinet and made available to all staff. All financial information is reviewed at the monthly Board of Trustees' meetings. A GCC report is given at the monthly meetings as well. Annual and mid-year strategic planning reports are shared with all staff and the BOT. Performance Agreements and annual reports are presented yearly to the Board.

Information about student achievement is gathered by the Assessment Coordinator and presented to the Assessment Committee for analysis. The committee meets monthly and makes recommendations based on the information presented. The recommendations are passed to divisions, departments, and faculty. Divisions discuss results, as do departments, and implement changes as determined necessary. The Coordinator produces an assessment newsletter that is available on the website; it also emailed to adjunct and all fulltime faculty, staff and the Board of Trustees. The newsletter publicizes assessment results, committee recommendations, and any changes to be implemented, as well as provides general information about assessment.

Assessment information can be seen in the ERR and the Resource Room.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

Adjunct Faculty, Faculty/Staff, and Community surveys were developed in 2009, posted on the College website for constituents to complete and results compiled. Information from these surveys has provided CCCC with a wide scope of valuable information. Survey results are posted to the website so all constituents have access. The President's Cabinet and a number of specific committees use information from the surveys to make continuous improvements.

The Director of Advisement and Retention Services annually produces a report informing faculty and administration of the Drop/Withdraw/Failure ratio for each course offered at CCCC. All divisions, department, and faculty review the annual report. Faculty discuss trends and recommendations for the following year. Beginning in fall 2010, the math department is implementing course changes and is moving to a more computer based classroom in response to continued high percentages of D/W/F rates. Annual retention figures are compiled and shared with the entire institution as well. The Advising Center

and the Retention Specialist create strategies to improve retention rates and talk directly to faculty about how they can participate in improving student success and retention.

The 2004 technology survey indicated there was insufficient access to computer technology, current technology tools were not being used in assessment processes, and there was inadequate faculty preparation in the use of classroom technology. The 2008 survey shows areas of improvement in access to technology and faculty preparation. Survey results supported CCCC's plan to convert all classrooms on the Concordia and Geary County campuses to SMART technology with a three year timeframe. To date, one classroom conversion remains. Through the Title III grant, an Instructional Technology Specialist was hired to help train faculty in the use of SMART technology and other software applications used for coursework and student learning. Beginning in fall 2010, CCCC faculty will use an online assessment process to facilitate results and report generation, provide classroom need information for budgeting purposes, and more readily identify attainment of course and program goals. These examples provide evidence CCCC is using data and feedback loops for continuous improvement.

Periodic reviews of academic and administrative subunits contribute to improvement of CCCC.

The process of gathering data and using assessment results improves academic and administrative areas. Since 2007, the KBOR has been in the process of developing a program review process for all technical programs. CCCC developed and has used its own internal program review process for the academic units. The academic units are reviewed on a rotating schedule and beginning in fall 2010, all areas will be reviewed every two years to identify strengths and opportunities for improvement.

Each academic department conducts a program review to give faculty and administrators an informed overview of the strengths, challenges, and needs of the academic components. Review documents are analyzed to ensure that programs continue to meet student needs and are current. Regular reviews identify areas in need of examination and promote goal setting and planning. The review can also be used in part to evaluate the program's viability.

Program review information can be seen in the Resource Room.

Departments and divisions schedule monthly meetings to discuss, plan and review academic and/or institutional goals and requirements. Ultimately, all academic areas report to Instructional Services, which is a Master Contract mandated committee that meets monthly and is chaired by the Vice President for Academic Affairs. All new or revised courses, programs and policies must pass through the department and the division before being presented to Instructional Services. All career and technical programs have advisory committees to assist program faculty in current industry trends and community needs, make needed curriculum revision suggestions, offer graduate preparedness input, and promote the programs.

Department and division minutes can be seen in the Resource Room.

Instructional Services minutes can be seen in the Resource Room.

Advisory Committee minutes can be seen in the Resource Room.

Since 2006, the KBOR has provided each institution with a comprehensive transfer report which compiles information on community college transfer students who attend state and municipal universities in Kansas and transfer in nine or more credit hours. The report is organized by individual community colleges and is compiled by information each institution submits for the Kansas Post-Secondary Database. Prior to 2006, individual four-year institutions provided transfer information, but it was not consistent from institution to institution. The most recent 2008 compiled report provides evidence CCCC students

KBOR Transfer Feedback Reports can be seen in the Resource Room.

transferring to Kansas State University, University of Kansas – Lawrence Campus, and Washburn University had higher grade point averages than these institutions' first-time freshmen. GPA's for CCCC students transferring to Emporia State University, Fort Hays State University, University of Kansas Medical Center, and Wichita State University were slightly lower than the first-time freshmen at those institutions.

CCCC provides adequate support for its evaluation and assessment processes.

CCCC has budgeted resources to ensure the assessment activities are an institutional focus. Funding is allocated for a variety of assessment-related activities. The following examples are supported pedagogically and financially:

- Assessment Coordinator position receives a $2000 stipend,
- Student Learning Outcome Assessment Committee (Assessment Committee) formed and is a Master Contract committee,
- Funding is allocated to periodically have an outside evaluator oversee assessment results,
- Resources are provided for faculty and administrators to attend the annual Higher Learning Commission meetings,
- Additional funding is provided when programs such as nursing are having accreditation visits,
- Professional development and travel dollars are budgeted for each faculty member, and
- A designated IT employee and the Registrar's office provide needed information from Jenzabar to assist with report writing.

Core Component 2d:

All levels of planning align with CCCC's mission, thereby enhancing its capacity to fulfill that mission.

Driven by its mission, CCCC has demonstrated its ability to coordinate planning processes which represent internal and external constituent input, as identified on pages 45–46, The College's mission and strategic plan serve as the foundation for action plans that facilitate improvement and progress. The College's recent mission revision as discussed on pages 10-11 validates CCCC's intent to provide access and learning resources to a diverse student population. CCCC's strategic planning processes are flexible enough to accommodate major changes, including leadership changes, while never losing site of the College mission.

Supporting Evidence:

Coordinated planning processes center on the mission documents that define mission, vision, values, goals and strategic priorities for CCCC.

CCCC's strategic plans can be seen in the ERR and the Resource Room.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Both operational planning and long range strategic planning processes at CCCC flow from the College's mission and purposes. The mission and purpose statements drive decision making on a daily basis. All of CCCC's strategic plans have been developed with the mission in mind. Strategic plans from 2003 through 2008 included the same strategic advancements. However, those plans didn't include committee guidelines or timelines for

reviewing, revising and reporting. Revisions to the strategic plan began in 2007–2008 and took a period of two years to implement. The 2009–2011 Strategic Plan is a comprehensive plan which has been easier to implement because it identifies committee structure and responsibilities as well as an annual timeline for revisions, development of mid-year and annual reports, reporting to and approval by the BOT.

As part of the 2009–2011 Strategic Plan, each of the major committees (Administrative Services, Student Services, Instructional Services, and Institutional Advancement) meets monthly while the subcommittees in each of these areas (Technology Services, Facilities Planning, Benefits Advisory, Athletics, Student Learning Outcome Assessment, Educational Advisory, and Marketing and Community Development Committees) meet at least twice each semester. This regular meeting schedule allows coordinated and timely planning as well as review of progress on strategic priorities. Minutes and reports are then available to the Institutional Planning Team (IPT) which is comprised of President's Cabinet and committee representatives. The 2009–2011 Strategic Plan's focus, as was each of the prior plans, is on mission fulfillment. The earlier plan initiatives and the current plan priorities address campus culture issues, learner access, teaching excellence, student success, academic excellence, resource development, stewardship, facilities improvements, marketing, partnerships, and collaborative efforts. The 2008–2009 and 2009–2010 strategic planning timelines for the month of January and for the spring semester make specific reference to review of the plan and the priorities as they are tied to the budgeting process.

Planning processes link with the budgeting processes.

The strategic plan and timeline are specifically tied to the budgeting process. Although budget allocations for each priority are not listed in the strategic plan, budget managers, and administrators provide input into needed budget resources to meet planning goals. Some examples of the connection between the strategic plan and budget development include:

- Priority 1A: Secure independent consultation and validation of assessment procedures – The assessment budget includes overload salary and travel line items to pay for a consultant to travel to campus and validate assessment procedures,
- Priority 2A: Continue to enhance faculty advising on the Geary County Campus – A new budget line item was added to the 2010–2011 budget to pay stipends to GCC faculty for advising,
- Priority 2C: Expand admissions and recruiting initiatives college-wide – community nights for service area communities and community groups were implemented. Resources are provided to bus community members from the various communities, provide dinner prior to ball games, and provide free admission to the games. "Kids College" was implemented and funded by CCCC to provide fun activities on campus for a week for children ages 6 – 13. More than 300 attended in July 2009 and 350 in July 2010,
- Priority 3B: Competitive Salaries and Benefits – CCCC continues to provide funding for faculty and staff tuition reimbursement and family tuition waiver for CCCC courses,
- Priority 3G: Auxiliary Activities – Point of Sale software and processes were funded and implemented in the College Bookstore. Funds were allocated for construction of the new 78-bed Thunder Heights student housing unit and continued revitalization of existing student housing,
- Priority 3H: HVAC – Budget was allocated for development of engineering and architectural plans to replace the aging HVAC system in two phases between May 2010 and

August 2011. Funds are in place and first phase replacement began in May 2010 with asbestos abatement, pipe replacement, ceiling removal and replacement, and installation of the geothermal heat pumps,

- Priority 3I: College Facilities – Funds were allocated and secured to build Cloud Power Wind Farm to provide a land-lab training facility for the College's WET program as well as generate power to meet the College's "base load" needs, and
- Priority 3K: College Water and Pressure – Discussion and work with the City of Concordia has formalized a plan for installation of additional pumps. Funds were allocated to support the College's portion of this project.

Physical facilities changes as discussed previously on page 47 are all tied to the strategic planning process. Budget allocations for these projects are identified in Appendix F.

With funds donated to the College Foundation and designated for use at the President's discretion, the Facilities Master Plan (MFP) was developed for both short and long range planning purposes. The MFP was produced by external consultants and based upon input from internal and external constituencies. It was accepted by the CCCC Board of Trustees in spring 2008. The plan describes in detail a sequence of renovation and construction that is believed to be important to fulfilling the mission of the College. Costs associated with those projects are identified in the MFP. The College Facilities Committee assists in the development of the facilities plans, make recommendations for campus facilities improvements to classrooms, student housing, grounds and College buildings in general, and assists in the prioritization of facilities improvement projects as funded through the general fund and capital outlay fund.

Budget planning is the responsibility of the President and the senior administrators. The process begins with an examination of current and previous budgets' expenditures and revenue sources. Administrators discuss with individuals involved with each program and department the implementation of the budget, where needs are anticipated, and where funds would best be allocated for the next fiscal year based on anticipated revenues.

Implementation of CCCC's planning is evident in it operations.

Strategic Plan mid-year and annual reports can be seen in the ERR and the Resource Room.

CCCC's mission, vision, and purpose statements provide a solid foundation for directing the College and measuring its progress and outcomes. Following the strategic plan timeline as well as the strategic plan mid-year and annual reports provides concrete evidence the College's strategic plan is being implemented. Just being at CCCC provides a realistic perspective of the College's successful planning processes.

Enrollment growth became the first priority in 2007 and final statistics for 2009-2010 indicate CCCC has attained a record high of 50,198.50 credit hours and 1,673.28 FTE.

Summer 2010 found the Library, Business Office, Institutional Advancement, President's Office, Student Services, and the science pod completely moved out and into other campus locations to begin the first phase of HVAC replacement.

Despite significant budget cuts beginning in 2008, CCCC has retained all academic programs, continued to provide quality student services, has not eliminated any faculty positions, and continues to balance its budgets.

CCCC has continued to seek program, campus and student services support through

outside resources such as grants, donations, and internal resources such as building fees, technology fees, and auxiliary services.

CCCC technology planning has been ongoing. The 2009–2011 Strategic Plan Priority addresses specific technology issues. Technology plans are also available in the Resource Room The 2005–2010 Title III grant objectives promoted cooperation with the Technology Committee. The collaboration enabled the College to move forward in developing a technology plan to standardize SMART classroom technology in all CCCC classrooms by 2010.

Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

The current 2009–2011 Strategic Plan timeline allows for review and reprioritization on an annual basis. College faculty and staff have opportunities to review and make suggested revisions to the plan each fall during a College in-service prior to the plan being reviewed by the BOT. The strategic plan is intended to change as priorities are met and as additional needs are identified. With its current committee structure and timeline, it is adaptable to shifting educational and financial conditions.

The creation of the College Futures Council in spring 2010 with its first meetings in fall 2010 allows an avenue for discussion and input into the reprioritization of goals based on changing environments for both the Concordia and Geary County campuses and the surrounding communities.

CCCC has a strategic planning process that is determined by the Institutional Planning Team (IPT) and subcommittees made up of College and community representatives. The IPT reviews progress on priorities established for the prior year, considers various surveys and data, and determines the priorities for the ensuing year which affect budget decision-making.

Weekly President's Cabinet meetings include the President, Vice President for Academic Affairs, Vice President for Administrative Services, Dean of Enrollment Management, Athletic Director, Director of Marketing, Director of Institutional Advancement, Dean of the Geary County Campus, and Administrative Assistant to the President. These meetings cover numerous topics, including recruiting, marketing, planning, finances, program review, special events, personnel, and policies.

Input from additional groups throughout the year allows adaptation of planning and implementation as needed. Strategic planning subcommittees prepare and coordinate annual planning with the College mission in mind by reviewing priorities and developing strategies to incorporate department goals and objectives. All career and technical programs are required to have an advisory board which meets twice per year to discuss curriculum for the specific career and technical program. The membership of these advisory boards is made up of professionals in business and industry and/or secondary education. Other input comes from city and county officials, community members, alumni, local school administrators, local business leaders, CloudCorp for economic development in the county, and the area Chambers of Commerce.

Planning documents give evidence of CCCC's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the College and its students exist.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The College's 2003–2010 mission statement, purpose statements and newly adopted mission and vision statements make direct reference to CCCC's awareness of the relationships among academic excellence, meeting student needs, the changing global horizon and enrichment of personal lives and the communities the College serves. Review of the 2009–2011 Strategic Plan provides direct evidence of the College's awareness.

Priority 1A addresses assessment and academic excellence through increased participation in assessment activities, securing independent consultation on assessment processes, and providing professional development opportunities in an effort to ensure educational quality. Priority 1B addresses active advisory committee involvement and identifies the need to develop new programs of study. Priority 1C discusses service learning and Priority 1D guides the College to engage with K-12 representatives to study college-readiness issues and review developmental course offerings which emphasizes the importance of constituent relationships.

Priority 2A provides initiatives to enhance advising efforts to meet student needs. Priority 2B challenges CCCC to look at retention and persistence efforts to better ensure student learning and success. Priority 2D discusses increasing student activities and student participation on both campuses recognizing the need to promote student success.

Priority 3 relates to the stewardship of human, fiscal and facilities resources. Every initiative in this priority area relates either directly or indirectly to educational quality, student learning and needed technological advances.

Priority 4B addresses business and industry partnerships to increase opportunities for College program information and support. Priority 4C offers initiatives for foundation and alumni support which ultimately impact educational quality and student learning. Priority 4F promotes diversity and cultural enrichment for ultimately the entire college and communities it serves raising both cultural and global awareness.

Planning processes involve internal constituents, and where appropriate, external constituents.

CCCC has had a strong history of inclusion in its planning processes. Representatives from all College areas have been included in strategic planning since it began in 2003. The active involvement of faculty and staff promotes commitment and support for implementation. Students have been included in strategic planning committees since 2005 but until 2009, they represented only the Concordia campus. A concerted effort beginning in 2009 has included students from both the Geary County and Concordia campuses on committees and encouraged their attendance at meetings through email meeting reminders.

Committee membership is designated in the Master Contract for some planning committees. Each fall during the College in-service when review and possible revision of the strategic plan takes place, every college employee is assigned to help on a committee even though membership may be designated. This provides an avenue for input for all employees. The Facilities and Benefits Committees specifically designate BOT membership as well. Facilities, Educational Advisory and Institutional Advancement/Marketing

Committees have community members. Committee membership is identified in the strategic plan.

Community members, students, and staff also contribute on a number of other committees, such as the presidential search and the emergency task force. Various forums over the past several years have included CCCC staff as well as CCCC students and community members.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Summary

CCCC is a future-oriented college engaged in continuous planning and complemented with rapid implementation, which has allowed it to grow and meet learner needs. Planning is comprehensive, innovative, methodical, and carefully linked to incorporate shared participation across all sectors of the College. Academic planning ensures that CCCC is fulfilling the instructional and economic development needs of the College service area and beyond. Facilities planning and strategic enrollment management are linked directly to academic planning, with the primary goal of recruiting and improving services provided for learners. An integral component to ensuring CCCC's future viability is realized with sound budgeting practices.

Essential to College and student success is the continued development of a cohesive, comprehensive, innovative, and change-oriented institutional culture. Strategic thinking, informed decision-making, and comprehensive planning are facilitated by providing benchmarks and evidence through all levels of the institution. Continued data collection ensures that the planning and evaluation of teaching, administration, and educational support are thorough, broad-based, integrated and appropriate.

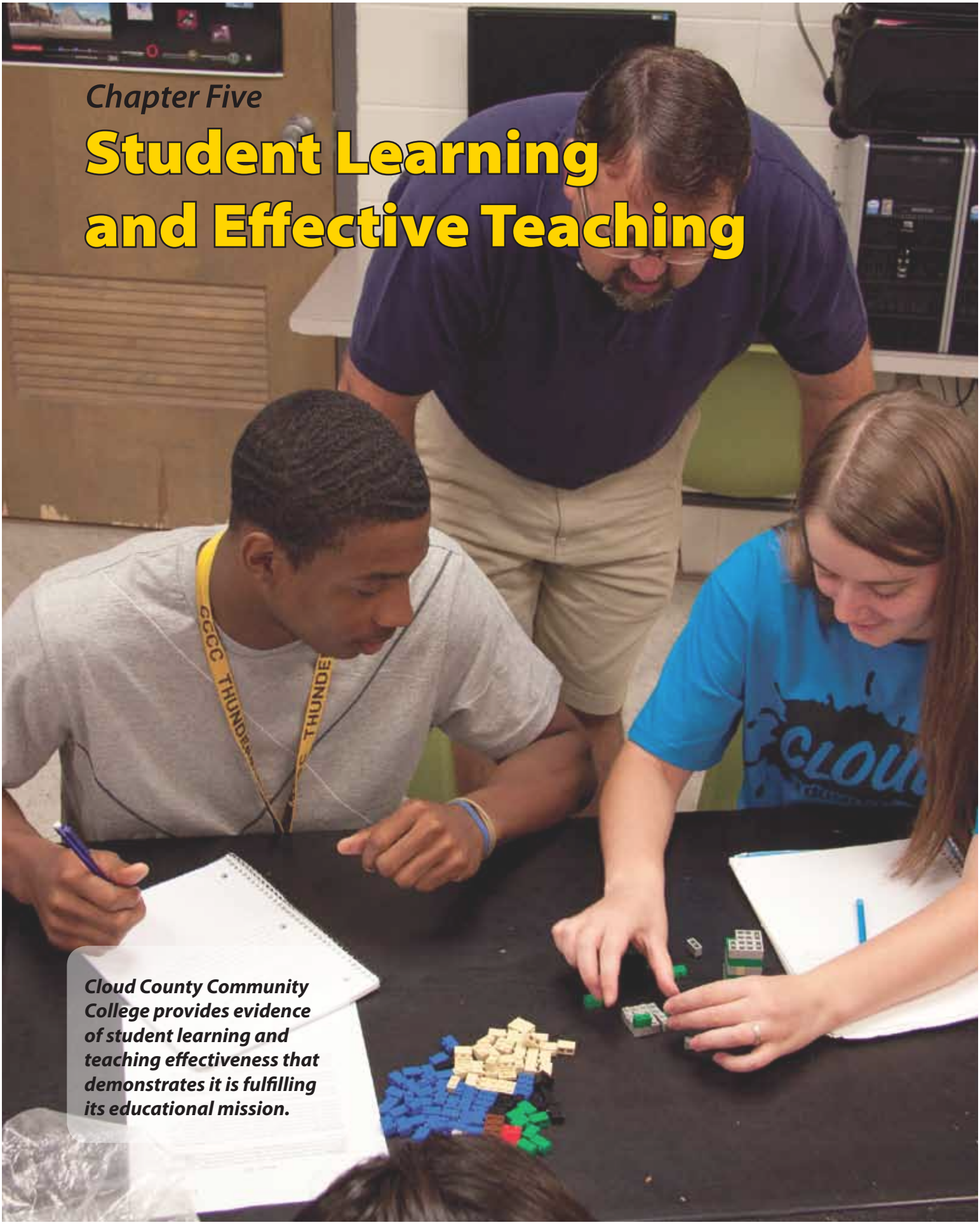
Strengths and Action Items

Strengths

- CCCC staff and students take an active role in creating a more sustainable world and are continuously looking into new initiatives.
- Technology efforts are visible at the College in an effort to provide effective teaching and learning environments.
- The College responds to students needs through the expansion and growth of online classes.
- CCCC has demonstrated sensible use of resources and continuously seeks innovative ways to provide for future needs.
- CCCC has the ability to plan and implement needed changes in a responsive manner.

Action Items

- There is a need to explore the possibilities of new facilities to accommodate the increase in enrollment.
- The College needs to carefully review open employee positions and strategically determine how positions can energize the College's future.
- The College needs to continue to best organize the efforts of institutional research.
- CCCC needs to develop a master facilities plan for GCC.



Chapter Five

Student Learning and Effective Teaching

Cloud County Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Chapter

5

Criterion Three | Student Learning and Effective Teaching

Cloud County Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

At the heart of CCCC's commitment to students, instructors, staff, and community is its mission to provide high quality, innovative, affordable, and accessible educational opportunities. This is accomplished by providing effective instructional programs, quality instructors, accessible student services, and resources to encourage all learners. The College's history and continual development are rooted in the pursuit of student academic success. The students' successes are a direct measure of the College's effectiveness. To determine the College's strengths and/or shortcomings in delivering a quality education, CCCC has institutionalized a system of assessment focused on the educational attainment of its students. The assessment process was developed by the faculty, and its implementation is overseen by a faculty-led committee. Along with its primary functions of gathering and evaluating assessment artifacts, the committee gathers input from the faculty-at-large regarding the usefulness of the assessment results. Assessment at CCCC allows for documenting and analyzing student learning and its impact on the student's ability to perform expected outcomes. It is also used to improve teaching and learning. The assessment process provides instructors with a framework for developing their own expectations of assessment measures, analyzing assessment findings, recommending and instituting changes based on analysis and then reviewing results to determine if these changes have improved learning.

The College is currently implementing an online assessment process in which every course, whether taught by full-time or adjunct faculty, will be assessed each semester. These processes were developed during the 2009-2010 academic year with the first courses to be assessed using this format at the end of the fall 2010 semester. The information which follows is based upon the assessment plan that has been in place and has been used the past number of years.

Core Component 3a:

CCCC's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of course syllabi can be seen in the Resource Room.

All degree and certificate programs at CCCC have stated goals. These goals are included in each course syllabus and are used as the basis for assessment of student learning.

Supporting Evidence:

CCCC clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

All courses taught by CCCC are commonly described and have measureable learning outcomes. Four types of degrees are offered by CCCC: Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS) degrees. CCCC offers the AA or AS degrees in nearly 50 different programs of study. Both degrees are designed as transfer degrees equivalent to the first two years of study at a four-year college or university. The AGS is available for those students who wish to complete a broad instructional program of courses with flexibility for individual and lifelong learning experience. The AAS is awarded to students who successfully complete a program designed primarily to prepare the student for immediate employment in a skilled occupation. In addition, CCCC offers a number of certificate programs in the career and technical areas, as well, which are one year or less in length. Certificate program requirements and degree requirements for specific programs are identified in the College Catalog, on the College website, and in recruiting brochures. Learning outcomes are clearly stated for these degree programs and are found on the College website and on the course and program assessment matrices.

The College Catalog can be seen in the ERR and the Resource Room.

Assessment information can be seen in the ERR and the Resource Room.

Recruiting information can be seen in the Resource Room.

Examples of course syllabi can be seen in the Resource Room.

A general education philosophy has been established and is identified in the College Catalog on page 20. General education objectives have also been established for courses and are listed on course syllabi (Resource Room/Academic Affairs Office, Website).

Kansas Core Outcomes reports can be seen in the ERR.

CCCC has participated in the Kansas Core Outcomes Project since its establishment in 1999. This yearly meeting is designed to bring together representatives from the 19 community colleges, six technical colleges, six Regents' universities and Washburn University to develop core outcomes and competencies for general education courses. Faculty from various discipline areas attend each year to develop outcomes for new courses and review prior work on a rotating basis. An annual report of the work has been compiled since 2005 and presented to the KBOR for approval. The Project is designed to facilitate articulation and transfer for students among the public institutions. All courses which have been approved through the Core Outcomes Project have a statement on the front of the course syllabi indicating that "The learning outcomes and competencies detailed in this syllabus meet, or exceed, the learning outcomes and competencies specified by the Kansas Core Outcomes Projects for this course as sanctioned by the Kansas Board of Regents."

The College Catalog can be seen in the ERR and the Resource Room.

According to KBOR policy and as identified in the College Catalog on page 18, a student who completes an Associate of Arts or Associate of Science degree at CCCC and whose program of study has met the Kansas Transfer Articulation Agreement will be accepted with junior standing and will have satisfied the general education requirements of all Regent universities. Students transferring to Regent universities who have not completed an Associate of Arts or Associate of Science degree will be given general education credit for any articulated general education course completed at the community college.

Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

CCCC has completed the revision of its course and program assessment processes. Both CCCC's 2003-2010 mission statement and the new mission statement approved in July 2010 indicate the College's commitment to assessment. The 2003 mission statement states, "The mission of Cloud County Community College is to be responsive to the educational, social, economic, and cultural needs of all the people of North Central Kansas, by providing lifelong educational and learning opportunities, whose quality is established

by rigorous and ongoing assessment." The newly approved mission statement says, "To assure the delivery of this mission, Cloud County Community College is directed by valid and reliable assessment techniques, which measure the effectiveness and efficiency of all departments in the delivery of curriculum and services in support of student academic success.

The philosophy of general education, as developed by the faculty, states general education courses required of all degree-seeking students are expected to:

- Communicate effectively orally and in writing,
- Demonstrate proficiency in mathematical skills,
- Exhibit knowledge of cultural experiences and expressions, and
- Demonstrate problem solving using scientific method

Based on this philosophy, the College documents assessment at the institutional level, makes changes in curriculum as necessary, and embeds assessment in course curriculum and objectives, as well as in program goals.

Assessment processes were established during the 2002-2003 academic year. The Student Learning Outcome Assessment Committee (Assessment Committee), established at that time, began by reviewing the general education goals and charging the CCCC faculty with the task of developing individualized assessment plans for the courses, departments, and programs. The assessment plan includes measureable objectives, evaluation procedures, and processes for program/course improvement. Assessment of student learning information can be found on the College website at www.cloud.edu or in the ERR.

Artifacts from general education classes are collected each semester and assessed by paid faculty evaluators during the summer according to rubrics previously established by faculty members within the department and division. The evaluations are presented to the Assessment Committee at the beginning of the following academic year. The appropriate divisions, departments, as well as the Assessment Committee discuss the reports and make recommendations to "close the loop." General education goals are listed in course syllabi (Resource Room, Academic Affairs Office) and are evaluated at least once every two years with mathematics and science goals assessed every year.

Examples of course syllabi can be seen in the Resource Room.

CCCC faculty evaluate general education artifacts each year. In order to validate the in-house assessment of the artifacts, the College utilizes outside evaluators from four-year institutions every couple of years to evaluate the same general education artifacts. Up to the present time, the CCCC faculty evaluators have been more thorough and evaluative of the artifacts than outside evaluators. This provides evidentiary credibility regarding in-house College evaluators.

With the implementation of the new online assessment processes, general education goals will be reviewed and revised during the fall 2010 semester. It is anticipated assessment of new general education goals will begin during the spring 2011 semester. General education artifacts will continue to be collected and assessed by faculty evaluators as an additional means to measure student learning.

CCCC students are assessed in every course in which they are enrolled. Instructors use pre/post tests, nationally normed tests, juries, interviews, and capstone projects to assess student learning. In addition, instructors use students' lab reports, projects, multimedia presentations, and portfolios to assess student progress. Departments have established

goals for every course taught, and each instructor measures at least one of these goals each semester. Each course taught by the instructor is evaluated at least once over a two year period. Instructors submit reports of the results of the assessment to the division dean. The dean submits a summary and analysis of the assessment of the division's courses to the Assessment Committee. The committee, deans and instructors discuss the results of the assessment and make suggestions for improvements.

With the development of the new assessment processes, course goals for all required courses in the program were reviewed and revised as needed during spring 2010. New program goals were also established during the spring 2010 semester. With the online assessment process, course goals will be linked to program goals through developed matrices. With the development of the matrices, as course assessment information is input into the computer, program assessment information will be generated as well.

See Appendix A for the Institutional Snapshot

Institutional information related to student learning, retention, graduation, and transfer rates is compiled by the Registrar, IT, advisement, and student retention offices. These reports are used to formulate strategies for improvement.

Assessment of student learning includes multiple direct and indirect measures of student learning.

The current assessment processes consist of a wide range of activities. Examples of direct and indirect measures follow.

Placement test score information can be seen in the Resource Room.

Incoming CCCC freshmen who have taken the ACT or SAT and have scored at the appropriate level are placed into College level classes. ASSET and COMPASS test scores are used as well. These tests assess the student's ability level in math, English, and reading.

The Nursing program graduates are assessed by taking the NCLEX RN exam. Passage of this exam is required to be licensed in Kansas. The overall five year pass rate on the first attempt for CCCC Nursing students is 82.73%, however, these pass rates reflect only those students who pass the Kansas Board of Nursing as first time test takers. They do not reflect students who pass on subsequent attempts. The pass rate of all students including multiple attempts is 96%.

Departments and individual instructors add to the variety of direct assessment measures by incorporating pre- and post-tests and the use of portfolios to demonstrate the students' skills maturation and levels of achievement. For example, in the Art and Graphic Design programs, semester projects are placed in the portfolio to be graded as a final project. Students in science and lab based classes may be directly assessed through laboratory experiments and reports.

All students enrolled in Elementary, Intermediate, or College Algebra take the same course final exam developed by the math faculty. The department chair then evaluates the students' performance on the same preselected test questions. This appraisal not only indicates the students' degree of proficiency, but also the math department's approach to instruction in key course concepts. Some uses of these assessment findings included increased mentoring of adjunct faculty, departmental review and revision of instructional approaches, and the acquisition of instructional materials or equipment.

The academic goal attainment of all students enrolled in CM115 Public Speaking is

assessed through direct measure by videotaping the presentation of a specified speech. These tapes are part of the artifacts evaluated by third-party reviewers based upon departmental established rubrics.

Students in the career and technical program areas are assessed through a variety of hands-on measures. Wind Energy Technology (WET) classrooms have electromechanical systems trainers which students use to practice theory and procedures learned in lecture. The trainers and associated software are able to track student performance on lab-based activities compiling scores at the completion of the experiments. WET students also learn safety measures and techniques for high angle rope rescue and then have an opportunity to be skill tested on Cloud Power Wind Farm turbines.

Equine Management program students who take the Equitation classes are assessed in meeting course competencies through skills developed by actually riding program horses. Journalism and Graphic Design students who take Beginning Magazine and Advanced Magazine Production classes design and develop the quarterly College magazine, The Bolt, to meet classroom requirements.

Editions of "The Bolt" can be seen in the Resource Room.

Table 5: Career and Technical Core Indicators of Performance

	Academic Attainment	Skills Proficiency	Completion	Placement	Retention	Nontraditional Participation	Nontraditional Completion
2004 CCCC	100%	100%	45.11%	NA	NA	28.71%	30.85%
2004 State Performance	98.75%	90.90%	39.05%	77.10%	81.90%	25.05%	20.35%
2005 CCCC	100%	100%	52.83%	76.23%	76.23%	29.43%	32.28%
2005 State Performance	92.61%	90.90%	36.73%	72.00%	72.00%	25.10%	18.00%
2006 CCCC	100%	100%	49.33%	89.76%	89.76%	20.26%	22.09%
2006 State Performance	97.69%	97.69%	43.27%	72.93%	72.93%	18.00%	16.00%
	Skill Attainment		**Credential, Certificate, Diploma**	**Student Placement**	**Student Retention/ Transfer**	**Nontraditional Placement**	**Nontraditional Graduation**
2007 CCCC	95.45%		56.41%	62.86%	84.91%	32.35%	14.29%
2007 State Performance	65.0%		54.0%	70.0%	52.0%	10.0%	9.0%
2008 CCCC	NA		44.34%	27.36%	46.67%	38.61%	17.02%
2008 State Performance	65.0%		54.0%	70.0%	52.0%	10.0%	9.0%
2009 CCCC	73%		43.1%	74.5%	72.4%	33.3%	5.66%
2009 State Performance	65.5%		54.5%	70.3%	52.5%	10.5%	9.25%

(NA – no data submitted that matched criteria for that indicator)

Indirect measures of student learning include the KBOR Transfer Feedback Report discussed in Chapter 4, page 62. The report provides information regarding the number of CCCC students who transfer and the academic standing of those students in comparison to native students. The most recent report indicated that CCCC ranked third among the state's nineteen community colleges in the number of students transferring to Kansas State University. Consistently, CCCC transfer students meet or

KBOR Transfer Feedback Reports can be seen in the Resource Room.

exceed the performance of Kansas State's native students when comparing GPAs and retention rates.

The acceptance of CCCC's courses in transfer is an indirect measure of the quality of instruction and student learning. CCCC has established articulation agreements and Memorandums of Understanding with Fort Hays State University for students in Early Childhood Education and WET; Kansas State University and Kansas State University-Salina for students in Business, Wind Energy Technology, and general AA and AS degree programs; Baker, Sterling, and Southwestern for general transfer into bachelors programs; and specific articulations with some Kansas community colleges in health related areas and Wind Energy Technology. These agreements identify the courses accepted in transfer which guarantee a CCCC graduate's junior-level standing.

Vocational placement and transfer rates are used to determine if students are employed in the occupational field of their degree, are pursuing additional education in the field, or are employed in some other occupational area. Employers are surveyed yearly to determine their satisfaction with the work of former CCCC students. The College tracks first time, full-time, degree-seeking students for three years after their initial enrollment to determine graduation rates. But, with pending changes to the state funding formula and requirements for more in-depth analysis of vocational student success, CCCC needs to develop more comprehensive, continuous assessment, and follow-up measures for program concentrators and completers.

Employer surveys can be seen in the Resource Room.

Students completing internships as part of degree programs receive employer feedback regarding job performance and preparedness for post graduation placement in the industry. Prior to graduation, Graphic Design students travel to Lincoln, NE with their instructor to meet with program advisory committee members and business leaders and make presentations of their portfolios much as they would if interviewing for jobs. Art students assist judges in a high school juried art show sponsored on the College campus.

Livestock Judging and Agronomy Judging Team members are indirectly assessed in their knowledge and skill development as they participate in national judging contests. GCC students in Leadership classes are indirectly assessed, as well, as they facilitate discussions and participate in presentations during the Middle School Leadership Academy held each year on the Geary County Campus.

Through the analysis and triangulation of multiple measures and sources of data, CCCC is able to capture a picture of student performance and make decisions about areas of strength and areas to be targeted for improvement.

Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Assessment information is available on the CCCC website, http://www.cloud.edu and disseminated through a monthly newsletter. These newsletters are also made available to students in hard copy form in offices around campus which are most frequented by students. The newsletters are e-mailed to CCCC faculty and staff, and included in the Board of Trustees packets for their meetings. Newsletters contain assessment results as they are gathered, meeting minutes, deadline reminders, and educational information. Minutes, assessment results, and the published work of the Assessment and Instructional Services

Assessment information can be seen in the ERR and the Resource Room.

Committees are available on the College website, but additional informative avenues would enhance the communication with and feedback from constituents. Integration with the strategic plan initiatives is important and an ongoing focus for improvement. Assessment information is shared or used in the following ways:

- Instructors are able to use the results to improve classroom teaching and program specific information,
- Assessment results are used in strategic planning and budgeting processes where allocation of resources is needed,
- As faculty submit applications for the Faculty Technology Grant, assessment information can be used to identify means faculty will use to impact and improve instruction or student learning and the technology needed to meet those needs,
- Results are discussed at department and division meetings, in-service meetings, and advisory committee meetings, and
- Assessment reports and information are presented to the Board of Trustees annually.

With the implementation of the new online assessment process, reports will be generated more easily, offering not only assessment results, but plans to implement change while identifying, classroom equipment or technology needed to improve student learning.

CCCC integrates into its assessment of student learning the data reported for purposes of external accountability.

Assessment data is incorporated into reports to various state agencies. Information on graduation rates, employer evaluation of student graduates, rates of student success within programs, job placement, drop-out and transfer rates, and pass rates on licensing exams are examples of the uses of assessment data for external oversight purposes.

The table on page 75 shows completion, transfer and placement rates for students in the career and technical program areas.

Several career and technical programs use internships and cooperative work experiences to assess students, employers and the program. All students use the same contract, which identifies competencies and outcomes to be met, evaluation instruments for employers to complete on the student, journal entries, and a final paper.

Internship information can be seen in the Resource Room.

CCCC's KBOR approved Performance Agreements and annual reports contain information on the College's goals and success in meeting those goals as they relate to retention and completion rates, success of developmental course learners, ABE/GED students as well as a number of other institutional goals.

CCCC's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

The College serves students across its service area through concurrent coursework in high schools, outreach classrooms, online classes, Interactive Television (ITV) instruction, and face-to-face instruction on the Concordia and Geary County Campuses. The College hires a number of qualified adjunct faculty to teach in these various settings. Standardized course syllabi are used by all adjunct instructors to help insure students are instructed in the same content and assessed against the same learning outcomes as students enrolled

in full-time faculty's classes.

Adjunct faculty are provided annual training in implementing the assessment program and, regardless of the delivery format, participate in general education assessment. The department chairs on the Concordia campus evaluate and mentor concurrent and off site adjunct instructors, and the Geary County Campus lead-instructors in each discipline mentor the adjunct instructors at the Geary campus and provide assistance to them as needed. At present the adjunct instructors do not participate in course and program assessment. As a result of the implementation of the online assessment process beginning in fall 2010, all adjunct instructors will be a part of all forms of academic assessment each semester. Developmental courses are assessed as part of the Individual Course Assessment system.

Non-credit courses taught through "Prime Time @ Cloud" or personal enrichment classes are assessed through surveys used to improve further class offerings. CCCC does not offer non-credit certificate programs.

Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

The departmental faculty work to write overall goals for each course and program which are integrated so when all required courses are completed in a degree program, faculty can anticipate program goals have been met. Goals are also developed by faculty for general education courses. Syllabi for each general education course used to fulfill a degree program contain course goals and subsequent program goals to support them. All course and program goals written by faculty are endorsed by the administration. The development of the new assessment processes have been entirely faculty driven with some assistance and oversight provided by the Assessment Committee.

In order to create greater continuity of curriculum for instructors of the same courses within the College's associate degrees and certificate programs, the faculty and administration have worked together to establish common course syllabi. The intent of the common syllabus is to guarantee students access to comparable educational experiences through uniform program and course goals and objectives. The assessment guidelines incorporated into the syllabi assure uniform approaches to and measures of goal attainment. All CCCC faculty, including outreach faculty follow the same college-adopted syllabi.

CCCC faculty participation each year in the Kansas Core Outcomes Project discussed previously in Chapter 5, page 70, contributes to expected student learning outcomes. This state-wide collaborative effort creates consistency in course content and titles for general education courses which in turn facilitates successful transfer of credits to the state's universities. These common goals are incorporated into CCCC's standardized syllabi.

Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.

CCCC faculty and administration are involved in assessment and the review of the processes. Members of the Assessment Committee review all reports on an annual basis. The Assessment Committee is a Master Contract committee and a strategic planning committee with membership including administration, faculty, and students. Members of the

committee include the Assessment Coordinator who is a faculty member and serves as the chair, the Vice President for Academic Affairs, GCC Dean, three academic division deans, the Director of Advisement and Retention Services, the Director of the Learning Skills Center, three faculty members from the Concordia campus, one faculty member from the GCC, and a student representative from both the Concordia and Geary County campuses.

The Assessment Committee meets monthly to oversee the implementation of the assessment program, review assessment practices and results, evaluate the effectiveness of the system, and provide faculty development. This committee communicates its findings to the faculty as a whole and makes recommendations for improving student learning and revising the assessment process. The academic departments are responsible for initiating any changes to the course or program goals, course content, or pedagogy based on the results. These results are made available through the assessment newsletter and the College's website.

Assessment information can be seen in the ERR and the Resource Room.

Assessment procedures and results are also incorporated into the program review reports. Outcomes assessment reports, faculty qualifications, faculty evaluations, information on curriculum development and review, processes for outcomes assessment, and methods of instruction used to meet course/program goals are included as supporting academic assessment information in the program review format.

During the 2009-2010 academic year, the Assessment Committee suggested incorporating new processes which utilize a database of the learning outcomes and an electronic means of reporting results by the faculty. The rationale behind the suggested change was to make assessment results more directly linked to improvements in course content or pedagogy, make assessment results more readily available to all constituents, and broaden adjunct participation. In the past, faculty, particularly adjunct faculty have reported that they do not know the results of the assessment activities and are unclear how the assessment of learning affects their teaching. This concern will be addressed in the new online format as the developed course and program outcome matrices create a visual linkage from the College's mission to program goals to course goals. Faculty teaching through any delivery method will be able to see exact courses and goals where students excelled or where performance fell below expectations with the new reporting format. This assessment tool will be used in addition to the established practice of collecting artifacts and third-party review of those artifacts.

Core Component 3b:

CCCC values and supports effective teaching.

The inseparable nature of teaching and learning implies a causal relationship, which in turn creates the impetus for professional development and resource acquisitions. CCCC supports its faculty in their efforts to improve and grow professionally both in specific disciplines and in pedagogical teaching approaches. The institution has devoted personnel and financial resources to improve academic settings. The classroom learning environments have been modified incorporating the technological tools necessary to enable interactive learning.

Supporting Evidence:

Qualified faculty determine curricular content and strategies for instruction.

CCCC hires qualified faculty with appropriate credentials for the position available. Masters degrees are required for fulltime faculty who teach transfer coursework with a minimum of 18 graduate hours in that subject area. Career and technical program faculty are required to have a bachelor's degree although a master's degree is preferred. Bachelor credentialed faculty have work experience or vocational credentials appropriate to their discipline and area of teaching. CCCC follows the Board of Regents guidelines that adjuncts must have 18 hours of graduate work in the field to teach a course. Faculty qualifications are found in the Institutional Snapshot in Appendix A. Faculty teaching coursework that has been reviewed through the Kansas Core Outcomes Project must teach to course goals identified through this project. Faculty members, however, in all disciplines determine their individual strategies for instruction.

Kansas Core Outcomes reports can be seen in the ERR.

Since its inception, one of the hallmarks of CCCC has been the autonomy of instructors to determine the content and methodology of their classes. Departmental collaboration, that includes Concordia and Geary County faculty, is used to determine course content, goals, and assessments for classes taught by more than one instructor. Departments at CCCC hold regular syllabi and curriculum reviews. Some departments have common final exams developed by full-time faculty with input from outreach instructors. Faculty use a wide variety of instructional methods to engage students and address the many different learning styles. Methods include, but are not limited to, formal lecture, technology-enhanced instruction (including online, hybrid classes, web-enhanced, internet, PowerPoint, simulation software, ITV, satellite, and cell phone connections for generated data), class discussions, guest speakers, study guides, journals, worksheets, chapter outlines, travel and field trips, laboratory assignments, student presentations, and group work. SMART Board technology is present in all classrooms on the Concordia and GCC campuses.

In CCCC's mostly rural service area, finding degreed and appropriately credentialed part-time faculty can be challenging. The pool of applicants for adjunct positions is smaller than in more metropolitan areas. The on-campus classes on the Concordia campus are taught almost exclusively by full-time faculty while the largest number of on-campus classes at GCC are taught by part-time faculty because GCC operates with only six full-time faculty. Of the courses offered at CCCC, 67% of the Concordia on-campus classes are taught by full-time faculty and 33% are taught by part-time faculty. Nearly the opposite is true on the Geary County Campus. Of the on-campus classes taught at GCC, 71% are taught by part-time faculty and 29% are taught by fulltime faculty. (These numbers do not include CCCC community outreach, evening, online, concurrent, and personal enrichment classes of which a higher percentage are taught by adjunct faculty.) While full-time faculty are not necessarily more qualified or dedicated, a higher FT/PT ratio allows for more extensive student-faculty contact and ensures institutional stability and continuity. As GCC's enrollment grows and campus expansion is considered, securing additional full-time faculty and staff will need to be a significant consideration along with planning and budgeting for those hires.

CCCC supports professional development designed to facilitate teaching suited to varied learning environments.

CCCC faculty are encouraged to engage in professional development by attending conferences, workshops, and seminars at the state and national level. Faculty have given presentations at national and regional conferences and are encouraged to publish their work. Faculty and staff are also supported as they participate in professional organizational activities and conferences and serve in leadership roles locally and on the state and national level.

Professional development funds are allocated to each faculty member through departmental budget line items to be used for travel and conferences as needed. Carl Perkins funding supports professional development activities for the career and technical program faculty. The Master Contract provides tuition reimbursement for faculty pursuing graduate hours and tuition waivers for courses taken at CCCC.

The Master Contract can be seen in the ERR and the Resource Room.

CCCC offers in-house professional development opportunities. From 2005 to the present, 22 faculty in the Humanities, Agriculture, Math, Science, Nursing, LSC, and the career and technical areas have been offered release time and a stipend for professional development through the Title III-Strengthening Institutions Grant to participate in training opportunities to embed technology into their curriculum and the classroom. Examples of implemented classroom techniques include computer simulation labs, podcasts, wikispaces, and video stories. With the installation of SMART technology in all the CCCC classrooms, six CCCC faculty and staff have been trained at both entry and advanced levels in the use of this technology and have then held on-campus training opportunities for other CCCC faculty and staff. Faculty have participated in Faculty Technology grants, T-3 Teaching Technologies to Teachers, Service Learning Mini-Grants, and StarLink webinars hosted by the KBOR and Department of Commerce.

The Title III grant can be seen in the Resource Room.

A Faculty Development Coordinator position has been funded in the past but this program was suspended approximately three years ago. The Coordinator's forums were not being widely attended and discussion topics were not identified and organized on a schedule by which faculty could plan. Re-incorporating this position would encourage improved instruction by relying on resources known to be effective. As that occurs, a semester long schedule of topics would be developed and distributed, a set meeting time would be identified so it can be added to faculty calendars, and some funding would be reinstated so outside speakers can be sought, and a stipend or release time would be attached to the position to help ensure dedicated time is committed to development of the forums.

CCCC evaluates teaching and recognizes effective teaching.

The assessment of teaching effectiveness is based upon several methods of evaluation. Each semester, students complete an evaluation regarding courses and instructors. Within a two-year time frame, every course taught by a faculty member is to be evaluated by students. Results of these anonymous evaluations are compiled and shared with the faculty member. Faculty have found student ratings and written comments useful when implementing instruction.

The Master Contract can be seen in the ERR and the Resource Room.

Evaluation forms can be seen in the Resource Room.

CCCC faculty are evaluated by division deans based on Master Contract guidelines. Probationary full-time faculty members are evaluated by a division dean each semester for three years and once tenured, evaluated on a three-year cycle. The tool used to evaluate instructors was developed jointly by the administration and faculty. Probationary faculty are assigned mentors to offer guidance, ideas, and assistance in teaching techniques, classroom management, and CCCC policies and procedures. All part-time instructors are evaluated by department chairs or their designees the first semester they teach and every three years, thereafter, on a regular schedule.

CCCC recognizes excellence in the classroom in a variety of ways. Exemplary faculty have been asked to present at in-services or meetings. When faculty attend conferences or participate in professional development opportunities they are asked to submit a report to the Vice President for Academic Affairs and then often follow with a discussion at a faculty meeting to share what has been learned. Each year, CCCC faculty members and administrators choose three National Institute of Staff and Organizational Development (NISOD) award winners for teaching excellence on the Concordia and Geary County campuses. Phi Theta Kappa chapters on each campus also recognize an "Instructor of the Year" every spring. The Assessment Committee also recognizes an individual faculty member annually with an assessment award for participation and comprehensive completion of all assessment requirements. A department is also reorganized every two years for participation and completion of all assessment reports and activities.

CCCC provides services to support improved pedagogies.

CCCC maintains a position that improvement of pedagogy involves both new and experienced instructors being given the opportunity to learn about new practices in teaching in order to stay abreast of the latest innovations within specific curricular areas. The College also understands the necessity to provide facilities, equipment, and services necessary for effective implementation of improved pedagogies.

CCCC has assisted career and technical faculty in pursing Technology Internship grants offered by KBOR which allow faculty to participate in summer internship programs to continue to learn innovative technologies within an industry setting for subsequent classroom use. In addition, Title III instructional technologists have been hired to help faculty develop and implement technology in the classroom.

CCCC demonstrates openness to innovative practices that enhance learning.

CCCC is committed to implementing new teaching practices which can improve student learning. CCCC is utilizing a number of innovative practices.

Two distance education classrooms are available on both the Concordia and Geary County campuses so classes can be offered between the two sites as well as being able to deliver some concurrent enrollment classes to high school sites. Additionally, CCCC "online classes" are the fastest growing courses for the College as evidenced by a 57.06% increase between the 2008 and 2009 academic years.

A computer based Math classroom was installed and implemented for fall 2010 math classes. This classroom was inspired by recent research indicating improved student success when students commit more in-class time "doing rather than listening."

The Writing Center, implemented in spring 2010 and hosted by the Learning Skills Center, , is staffed by a master's credentialed paraprofessional and is designed to provide intense writing skills help. The Learning Skills Center (LSC) provides a number of different developmental classes in a classroom setting allowing individualized assistance and small group learning opportunities. Tutoring is available from peer tutors and paraprofessionals. Math and Science Centers staffed by peer tutors and credentialed paraprofessionals, are held in the classroom and faculty office areas where the regular math and science classes are taught so students have ready access to classroom and lab resources as well as faculty members. The GCC Tutoring Center provides peer tutoring in Math, English, and social sciences.

To create a Nursing simulation lab, Title III funds were used to remodel the Nursing classroom and laboratory areas. In this simulated environment, the faculty member can program the simulation mannequins to create real-life medical situations in which Nursing students can participate. The construction of the College's Cloud Power Wind Farm, allows WET students opportunities to practice realistic operation and maintenance on turbines within a land-lab situation better preparing them for industry employment. The wind farm also allow students to participate in climb certification testing, high angle rope and rescue training and certification. Early Childhood Education majors have the opportunity to work and observe in the on-campus Children's Center to enhance classroom lectures and learning. CCCC is the only community college in Kansas which has human cadavers available for Human Anatomy and Physiology, Human Dissection, and Biology classes. All Nursing and pre-professional degree program students who take these classes have opportunities to work on and learn from the cadavers obtained in partnership with the Kansas University Medical Center.

CCCC supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and delivery of instruction.

CCCC supports faculty in keeping abreast of the research on teaching and learning by offering many on-line subscriptions to academic journals, by having access to an Instructional Technology Specialist through the Title III grant, and by providing access to StarLink professional development seminars. CCCC's online databases provide faculty with access to current journal articles and research on teaching and learning. As CCCC faculty attend professional conferences and gain additional information in these areas, the College works to ensure this information can be shared with others through faculty meetings and brown bag lunches.

The Title III Instructional Technology Specialist train faculty in the use of new technologies which can be embedded into curricula for enhanced student learning opportunities. The specialist is available to provide either one-on-one technology instruction or group presentations.

StarLink is a professional development network for higher education that provides innovative ideas and state-of-the art training experts in a variety of fields. DVD recordings and live web chats offer training on topics such as utilizing web applications to enhance teaching and learning, and redesigning online courses with the latest technology. Faculty gain award-winning tips for classroom instruction and participate in a number of leadership seminars.

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Nearly ninety-four percent of the full-time faculty participate in professional organizations in their discipline areas. Faculty are encouraged to join professional organizations, receive professional publications, and attend conferences. The College budget includes line items in the academic areas to support memberships and publications as well as some travel.

Members of the Agriculture, Early Childhood Education, Physics, Mathematics, English, and Wind Energy departments currently hold or have held leadership positions in state and/or national organizations. CCCC faculty members are active in professional organizations that promote better teaching practices related to specific disciplines.

Core Component 3c:

CCCC creates effective learning environments.

The CCCC faculty, staff, administration, and Board of Trustees are dedicated to providing learning environments conducive to the educational success of students. The College utilizes a number of learning environments including traditional classrooms, learning centers, online courses, computer based classrooms, and numerous hands-on environments ranging from a wind farm to a cadaver lab.

Because of CCCC's size, communication is easily facilitated among faculty and students to help create effective learning environments. As previously described, all departments and divisions participate in assessment activities designed to improve curriculum learning resources, facilities, and services.

Supporting Evidence:

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Assessment of student learning is an ongoing process. Assessments are designed from course and program objectives; and data is collected and analyzed by faculty. General education objectives are analyzed by faculty chosen to assess the general education artifacts. This process takes time to compile the results and reports, but when the assessment process goes online during fall 2010, the assessment results will be immediate and all faculty will have quick access to the information. The Assessment Committee believes the timeliness of the availability of assessment results will encourage a broader sharing of the information. As results are reviewed, curriculum changes receive timely attention and technology and software upgrades can be requested through proper channels.

Faculty members are encouraged to frequently evaluate their teaching methods using assessment results and make appropriate adjustments to improve student learning. As a direct result of compiled assessment information, nearly all teaching and curriculum changes are pedagogical changes. These include changes in sequence, timing, modalities for presentation, student assignments, grading methodologies, and in-classroom

procedures. Some faculty members have begun to implement progressive grading arrangements on final capstone projects with multiple due dates during the latter part of the semester rather than a single due date at semester's end. This seems to motivate students to begin work earlier on the final projects and allows the project to be continuously revised and improved.

Assessment results are used by instructors to identify areas of deficiency in student learning. However, while assessment results measure student learning, they do not establish casual relationship between teaching and learning. Thus most pedagogical changes are driven by experience, anecdotal exchanges, and common sense rather than informed by recent research advancement in learning theory. Experience and common sense too often limit instructors' vision of possibilities. Since student learning is central to the CCCC mission, the College should increase its current allocation of time and resources to dissemination of learning theory research.

CCCC provides an environment that supports all learners and respects the diversity they bring.

CCCC is a college that welcomes all types and abilities of learners. Improvements have been made to provide environments which support a variety of learning needs by adding SMART technology to classrooms, adding more computer labs, making significant physical improvements to the radio station, science labs, Graphic Design lab, and Nursing classroom and laboratory. Additional space was leased to house the WET students because the student enrollment and the amount of laboratory equipment outgrew the classroom being utilized on campus. Distance education classrooms are available on both CCCC campuses. Over the last decade, CCCC faculty have been encouraged to develop teaching methods which address the different learning styles of students. Some discussion has taken place at in-service meetings, but much of it has been informal discussion among concerned instructors. These formal and informal processes have fostered varied teaching techniques which minimize the traditional lecture methodology typically employed in the classroom. Classrooms are more likely today to involve interactive methods, group learning, multimedia presentations, and instant feedback.

Although the CCCC service area is predominantly Caucasian, both campuses have a diverse student population. Because GCC in Junction City is in a larger metropolitan area adjacent to both I-70 and Ft. Riley Army Post, diversity on the Geary County Campus is driven by the larger and more mobile populations in the area. Diversity on the Concordia campus is driven for the most part as athletic programs recruit students from all across the state, the Midwest, and globally. A variety of campus activities help create an inclusive campus atmosphere for students. In addition to regular classroom interaction, students have an opportunity to enrich their experience at CCCC by being exposed to other students' cultures, beliefs, and lifestyles through a variety of courses, organizations, and activities.

Advising systems focus on student learning, including the mastery of skills required for academic success.

The CCCC Advisement Center with centralized faculty advising was first established at the College in 1987 with a nearly immediate retention increase of 11%. In the years since,

CCCC and its students have realized such benefits as well-trained advisors, more easily understood policies and programs, clearer communications of course information and schedule changes, and quicker response to student questions. Faculty advisors on both the Concordia and Geary County campuses assist students in the selection of classes, provide transfer information, and direct students to specialized services when necessary, such as financial aid, Career Center, retention services, or the business office. For struggling students, advisors often provide guidance and emotional support. Retention studies, repeatedly, indicate students are more likely to persist in college if they have made connections with one or more faculty and staff members. On many occasions, advisors represent the first opportunity for students to connect with a significant person employed by the College thus creating a strong relationship with a lasting effect. Current faculty advisors have more than 190 years of accumulated advising experience. Advising information in the Resource Room includes a table showing years of experience for each program area.

Students must have either ACT, SAT, or COMPASS scores indicating they are ready for college level work at CCCC or they are placed in needed developmental level courses. Testing is done through the Advisement Center and is critical to ensuring student academic success from the beginning of the college experience.

The Advisement Center also coordinates the one-credit hour College Skills course which is required by all first-time, full-time freshmen enrolled in 12 hours or more. This course is taught by faculty and staff. Students are provided with valuable information on College success topics such as money management, financial aid regulations, academic regulations, career services, tutoring services, resume writing, self-defense, writing, dealing with test or math anxiety, and roommate issues. College Skills also requires students to meet with their faculty advisor three times during the first half of the semester. This significant retention effort allows advisors to identify issues students might be having early in the semester.

CCCC employs a full-time advisor for online students whose office is on the Geary County Campus. Advising is available at a few off campus locations on a regular basis. However most off campus locations have to utilize phone or email forms of advisement.

Formed in 2009, the Frontline Committee consists of faculty and staff who serve as resource persons on the campus. This committee has access to information for students in need of professional counseling, food purchasing, or those dealing with domestic violence situations.

Retention information can be seen in the Resource Room.

The Retention Specialist position was created in 1991 as part of a Title III grant and has helped make retention a College-wide effort. The average fall to spring retention rate of students seeking a degree from Cloud was 73.9% for fall 2005–fall 2007 cohorts (Resource Room). CCCC's Retention Specialist documents all contacts, phone calls, emails, and office visits with both probationary and non-probationary students on both the Concordia and GC campuses. Faculty can intervene on a student's behalf by using the online referral system. Retention services also benefit the Financial Aid office through notification if students have missed or have quit attending classes. This practice saves the College from paying money to students who are not attending classes and in return prevents the College from paying back financial aid dollars to the Department of Education.

The Retention Specialist also works with students on academic probation when academic progress standards are not being met. Academic probation students are required to enroll in a one-hour course called Personal Assessment which requires the student meet weekly

with the Retention Specialist to review current academic progress with grade and attendance checks, and set semester academic goals for each class. Since 2006, an average of 40 students are enrolled in Personal Assessment for the fall semesters on the Concordia campus and 19 are enrolled at GCC. During the spring semesters, an average of 70 students are enrolled in Personal Assessment on the Concordia campus and 28 are enrolled at GCC. Since fall 2004 when the first Personal Assessment class was offered, the average retention rate of GCC probation students has increased from 26% to 47% and the average retention rate of the Concordia campus probation students has increased from 26% to 67% .

Retention information can be seen in the Resource Room.

TRiO Student Support Services supports the Advisement Center by offering additional services to students who are first generation learners, have academic need, are low income, and/or disabled. The CCCC TRiO program serves 160 students between the College's two campuses. Students are selected to participate in the TRiO program based on need as identified in the grant.

The TRiO grant can be seen in the Resource Room.

Student development programs support learning throughout the student's experience regardless of the location of the student.

The College continues to develop alternative approaches to education in order to meet the needs of a growing, increasingly diverse student population. Examples of these alternative approaches to education include concurrent enrollment classes, online/hybrid classes, interactive real-time video conferencing, clinical experiences, and internships.

Concurrent enrollment is encouraged within the CCCC service area for any student whose placement scores and grades meet expected standards for enrollment. CCCC offers 150 concurrent enrollment classes in 37 high schools in the service area. Most often, the faculty member teaching the concurrent enrollment class is a high school teacher whose credentials meet the KBOR approved concurrent enrollment instructional guidelines.

KBOR approved concurrent enrollment guidelines can be seen in the Resource Room

Online courses show the largest percent increase in enrollment of any CCCC cost centers. These classes offer students the flexibility to learn and study at times convenient to work and family commitments and eliminate the need to travel to campus. If students are using financial aid to pay for an online class, the course work must be completed within a regular semester. If the student is self-pay, they have a year to complete the coursework. Self-pay students also have the opportunity to enroll in an online course at any time in the semester and have a year to complete from that date of enrollment.

Videoconferencing and ITV classes are offered between the Concordia and Geary County campuses as well as delivered to other outreach sites. These types of classes allow instructors to be shared between campuses and provide an opportunity for students to learn without having to travel to campus. For these classes, instructors are expected to set up a semester schedule which allows them to be present in the classrooms on both campuses so both groups of students have the opportunity to interact with the faculty member face to face.

Clinical experiences and internships provide learning opportunities for students where they are able to apply theory and classroom information to real-life, hands-on situations. For these learning experiences, students are expected to meet a list of required competencies, are evaluated by clinical or internship supervisors, and complete journals and assignments related to these applied learning experiences.

CCCC employs, when appropriate, new technologies that enhance effective learning environments for students.

CCCC spends a significant amount of money every year for the purchase of hardware and software to be used for academic purposes. Technology fees, departmental budgets, Title III funds, and Perkins' funds are monetary sources for the support of new technologies. In the recent past, these sources have been utilized to install SMART classrooms, computer learning labs for English and mathematics (fall 2010), mobile computer carts, laptop and tablet computers, projection microscopes with digital cameras, biomechanical video analysis software, pocket CPR training devices to teach students proper compression depth and rate, student response systems, a Mac lab for computer design classes, create a wireless campus, and a variety of other technologies. Money from the operating budget supports the Faculty Technology Grant fund. Faculty can apply for these grant funds to be used for the purchase of specialized equipment. This money is administered by the Technology Committee and is intended to support the use of technology for instruction. From all funding sources, during the 2009–2010 academic year, CCCC provided approximately $250,000 for new technologies.

CCCC's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

CCCC utilizes multiple processes to assure high quality instruction and stimulate successful student learning. These mechanisms include assessment of student learning and measures of institutional effectiveness.

CCCC has a program review process which is used to evaluate degree programs on a regular schedule. When the review process was put into place, a three year schedule was developed but beginning in the fall of 2010, each program will be reviewed every two years. CCCC's review process was put on hold for approximately a year in 2008. At that time the career and technical education staff at the KBOR were working with a committee of two-year representatives to quickly develop a statewide program review plan. In the middle of the development of this plan, KBOR experienced some staff changes. When it became clear six months later this was no longer a priority at the state level, CCCC implemented its own program review process once again. The purpose of these reviews is to improve program quality and to document program progress. The review process is designed to promote better understanding and appreciation of the program, increase availability of data concerning the program, identify strengths and weaknesses, evaluate progress, and align program goals and objectives with College mission and goals.

Program review information can be seen in the Resource Room.

Advisory committees in the applied sciences areas provide guidance and feedback regarding program quality. Program advisory committees meet once each semester to review possible curriculum changes, make suggestions for improvements, provide feedback on graduate preparedness, and insight into changing industry needs and expectations. Advisory committee guidelines and minutes are located in the Resource Room.

Core Component 3d:

CCCC's learning resources support student learning and effective teaching.

CCCC's mission indicates its commitment to providing quality, lifelong learning opportunities. Although CCCC has experienced funding cuts, the College has worked diligently to limit the impact of these cuts on student learning through creative and prudent use of resources. The commitment of the College as demonstrated with instruction, reaches beyond staffing priorities and budget allocations and extends to the quality, innovation, and effectiveness of its learning resources. These resources include physical classroom and lab space, equipment, and technology including web-based resources. In order to further maximize resources, CCCC works to maintain and create new partnerships in industry, other higher education institutions, and within College service area communities.

Supporting Evidence:

CCCC ensures access to the resources.

CCCC is a wireless College, giving students, faculty, and staff access to the internet regardless of location on campus or in the dorms. College-wide wireless access for both campuses was completed in 2010. CCCC has seven dedicated computer classrooms on the Concordia and GC campuses. CCCC also incorporates technology into the coursework to help students access resources both in and outside the classroom and to address students' unique and varied learning needs. For example, this technology includes SMART Boards, computers and consoles, document cameras, and LCD projectors in all of the classrooms. It also includes program specific simulation software and skills laboratories that include equipment integrated to computer programs providing instant feedback, and computer and cell phone connections to allow data gathered on the College MET (Meteorological) tower to be used in WET classes.

Title III Strengthening Institutions grant monies have allowed the renovation and significant upgrades of the Graphic Design classroom and lab, College radio station, Nursing classroom and lab, and all science classrooms. Renovations have included not only physical upgrades but also technical support. The Title III grant has also supported the installation of SMART technology in seven classrooms on the Concordia and GC Campuses.

The Library was renovated and remodeled during the summers of 2009 and 2010. The facility provides a traditional collection of print and audiovisual materials, reference books, periodicals, and newspapers. Online library catalogs and various journal databases are available through the Library. The Concordia campus Library and staff support the Geary County Campus Library in the same format. Audio-visual materials and equipment are supplied from the A/V Lab which is part of the Library. An open computer lab with 17 computers is available at all times during library hours unless the room is being used for classroom instruction. College archives are housed in the Library, interlibrary loan is available, and a variety of resources are accessible from the College website and Library home page to students from their private locations.

The Equine Management program has created a less traditional, new kind of learning resource for CCCC students by working with the Thoroughbred Retirement Foundation (TRF) of Saratoga, NY. The TRF is the nation's leader in the effort to find homes for retired racehorses. TRF provides CCCC with retired race horses and the CCCC equine students retrain the animals as saddle horses. The horses are utilized in the program until they are deemed fit for private adoption. Horses are kept in the pasture and paddocks south of the College buildings. Nearby is the arena used for a variety of coursework within this program.

The CCCC Children's Center is utilized as a land-lab for the Early Childhood Education (ECE) students. ECE students are able to gain practical experience while working with and observing young children under the guidance of experienced mentors.

The Nursing classroom and lab area were renovated in 2009 to provide space for simulation of nursing skills. Nursing students complete clinical rotations in partnering hospitals and nursing homes. Lab space contains simulation patients who can be programmed via a control room to provide real life scenarios for students to practice learned skills and problem solving.

One of the most exciting resources now available to CCCC students is access to campus wind turbines at Cloud Power Wind Farm on the College campus. With federal and state grants, the College has installed three wind turbines on campus which will not only be used to supply the energy needs of the campus, but also for training purposes for the WET students. A fourth non-working turbine is also available to students for training. This turbine provides land-lab opportunities for students to work on all aspects of the turbine without the danger of high voltage. This turbine is also used for rope and rescue training and for climbing practice.

Both campuses house the ABE/GED program to provide a learning environment that caters to the adult learner by acknowledging their specific and social needs. Students are able to improve basic literacy/language skills or to earn a GED diploma by participating in a classroom environment which includes independent learning and small group instruction.

Field trips are used effectively by several departments to enhance learning experiences for CCCC students. Geology students tour the Underground Salt Museum in Hutchinson, KS which allows students to see geology of the paleoenvironment 260 million years ago when the Great Plains ocean receded and evaporated leaving great quantities of salt. GCC Geology and Archeology students have opportunities to take field trips to actual dig sites. Meteorology students visit the National Weather Station in Hastings, NE to tour the facility's operations and observe how data is collected, recorded, and organized to help meteorologists forecast the weather. Astronomy students visit the Cosmosphere in Hutchinson, KS to tour the Space Museum and see unique exhibits of the Apollo 13 lunar module, Sputnik 1, and a Moon rock display.

CCCC regularly evaluates the use and assesses the effectiveness of its learning resources to enhance and support learning and teaching.

Assessment and evaluation are important components in the learning and teaching environment, therefore, administration, faculty, and staff are continuously addressing the

resource needs of students. Because student needs change throughout the semester, various adjustments are made to accommodate their different learning styles.

To make these accommodations, both internal and external evaluations are used. Faculty review and evaluate not only their own teaching, but also the resources they use or need for coursework and student learning success each semester. Assessment reports discuss problems and solutions associated with learning resources.

Students are given the opportunity to evaluate various services available at CCCC. Students complete the Noel-Levitz Satisfaction Inventory Survey and a Graduating Student Survey from which a range of information is gained. The Noel-Levitz survey allows for questions that are specific to CCCC's resources which support learning and teaching. Areas which show low levels of satisfaction need to have some focused attention. Faculty and staff have had the opportunity since 2009, to complete the Adjunct Faculty Survey and the Faculty/Staff Survey and community members have been given the opportunity to complete the Community Survey. The Learning Skills Center has computers where student log-in to record student usage.

Noel-Levitz surveys can be seen in the Resource Room.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

CCCC supports students, staff, and faculty in using technology effectively.

CCCC supports students, staff, and faculty technology usage. CCCC currently has 245 computers in classrooms and 58 in lab areas on both campuses combined. (Appendix A). The technological funding needs have been met primarily through grant funding, auxiliary services funding, and per credit hour technology fees paid by students.

See Appendix A for the Institutional Snapshot.

The IT staff provides hardware and software support for all technology on campus. They have helped with short training opportunities such as in-service presentations on new software, "Lunch Bytes" brown bag seminars, SMART Board training, Jenzabar training and workshops, and Gradekeeper workshops for faculty. The Technology Committee, one of the strategic planning and Master Contract committees meets regularly, formulates the technology plan, assists in securing additional technology resources for teaching and learning, and oversees the technology policies and procedures.

The Master Contract can be seen in the ERR and the Resource Room.

Technology surveys completed by faculty's staff in 2004 and 2009, addressed adequacy of computers, need for technical support and training, attitudes towards the use of technology, and other barriers to technology use. The barriers to technology included lack of available equipment, lack of time and training to learn new technologies, technology infrastructure absent in classrooms, and inadequate technical support for technology use.

Because part of the focus of the Title III grant was to embed new technologies into curriculum and learning environments, an Instructional Technology Specialist position has been funded through this grant. The IT Specialist has been responsible in part for helping develop, implement, pilot, and evaluate projects to improve classroom teaching and learning strategies, provide faculty with training and support on curriculum design which incorporates instructional technology and serve as a resource person.

Faculty, staff, and students also have access to information online. Blackboard™ is utilized by many faculty members on campus to not only teach online classes, but also to provide materials and information for students taking on campus classes. Students are also able to check their grades on iCloud and Gradekeeper on the College website.

CCCC provides effective staffing and support for its learning resources.

The past few years, CCCC has provided effective staffing and support in all program areas despite budget constraints. Providing the needed resources for student learning and success are a priority for CCCC.

The Library supports the curricular programs at CCCC, supplies materials for professional growth, cultural development, and acts as an information center for the entire College population. It also serves as a community and service area resource. A new Library automation system installed in summer 2009 has provided better access to resources. Additionally, the Library established an Archives Room in summer 2009 and is in the process of collecting and organizing College archives.

The Library participates in a statewide consortium for the purchase of some online databases. Online services are available to distance learners who can access the Library's webpage, utilize online journal databases, ask questions and seek research assistance, and request interlibrary loan materials via the website. The A/V lab, housed on the Concordia campus, provides TV and video viewing, archival classroom materials, instructional session materials, portable ITV equipment, and troubleshooting assistance for some technology. The Library is staffed by a Director, a Librarian, two Library Assistants, and work-study students throughout the year. It is open more than 70 hours each week. Students benefit from the traditional services including book check-out, interlibrary loan, research materials, access to a variety of databases, and access to an extensive audio-visual library. Additionally, the Library houses a small computer lab with 17 computers, study tables, televisions, DVD, and video cassette players. During the summer of 2008, a second Library entrance was added for easier access and during the summer of 2009, the Library was completely remodeled with new lighting, floor coverings, study tables, chairs, and comfortable couches, and a coffee bar. The changes in the Library created a warm, inviting, and fun atmosphere which has resulted in an average increase in traffic. From the 2007-2008 academic year to 2009-2009, there was a 62.8% increase in the annual traffic in the Library. From 2008-2009 to 2009-2010, there was a 22% increase in Library traffic. With the physical Library changes, the traffic has doubled since 2007-2008. The Library budget has increased from $116,557 in 2004 to $153,960 in 2010 or a 32.1% increase.

The Library Director oversees the GCC Library as well and provides on-site professional support twice each month when the Librarian travels to GCC. Access to instructional materials, online databases, videos, magazines, and journals are available to GCC students and faculty through the Concordia campus Library as well as the GCC Library. The GCC Library houses two computers for student use, maintains a much smaller collection of print materials, and is very limited in floor space. As GCC's student population grows and space issues are addressed, included in any expansion plans must be additional library and computer lab space for GCC.

Learning Skills Center information can be seen in the Resource Room.

The Learning Skills Center (LSC) provides a variety of services to students including individual tutoring, testing, test proctoring, as well as offering a number of developmental and skill development classes. These classes include Writing Skills, Reading Skills, Spelling, Note-taking, Transitional English, Mathematical Calculations, Keyboarding, Accelerated Reading, and Medical Office Vocabulary. Tutoring services are free and provided by a combination of paraprofessionals and peer tutors. Students have the opportunity to attend any of the four centers, including Math Center, Science Center, Writing Center, and the

Wind Energy Center. Tutors are also available for social science classes. The LSC is certified by the College Reading and Learning Association (CRLA) for the certification of Level III tutors. The LSC is staffed by a Director, three paraprofessionals and a number of peer tutors. The LSC budget has increased from $75,958 in 2004 to $116,560 in 2010 or a 53.9% increase. The Geary County Campus has a very small tutoring area staffed by student tutors and faculty. As GCC's student population has grown, the need for additional tutor training, staff, and space is evident. GCC space limits the availability of a similar scope of developmental coursework as is offered on the Concordia campus. Additional resources for tutoring and developmental coursework are needed.

The Career Center is available to all students seeking work experience and internship opportunities. Students are introduced to the Career Center in a variety of ways during the school year, including freshman orientation and through TRiO Student Support Services. The Career Center provides information about careers, firms, and agencies; opportunities to meet with prospective employers; assistance to students and alumni in assessing their career decisions, and follow-up services and records. The Career Center offers students the opportunity to obtain on-the-job work experience through cooperative education internships and attain real life experience in their academic field. The Career Center provides various opportunities to develop skills such as etiquette workshops, mock interviews, and one-on-one career exploration services.

Career Center information can be seen in the Resource Room.

Since 2005, CCCC has been the recipient of a federal TRiO Student Support Services grant. The grant, totaling more than $1.1 M, has enabled the College to provide additional services to students on both the Concordia and Geary County campuses. In general, grant objectives provide students with additional tutoring, mentoring, and transfer assistance. Participation in cultural activities as well as academic and personal workshops is encouraged. The program provides personalized attention and social skill development. In August 2010, CCCC's TRiO Student Support Services grant was again funded for a five-year period amounting to nearly $1.2 M.

The TRiO grant and supporting information can be seen in the Resource Room.

CCCC's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

CCCC places value on partnering with other entities in ways that enhance programs and services to students as well as strengthening teaching effectiveness. CCCC graduates are better prepared as they gain practical hands-on experiences, utilize equipment not available at the College, learn alternative methods of accomplishing tasks, make contacts with industry and community leaders, utilize leadership skills, and develop relationships outside of classrooms. CCCC has a long history of partnerships with service area school districts, the hospital, local nursing homes, and businesses.

(Recently partnerships have emerged in less traditional areas of industry. The growth and enthusiasm for CCCC's WET program has created a variety of opportunities for partnerships with wind industry partners engaged in turbine construction and erection, testing of wind tower safety and rescue equipment, turbine blade repair, training in wind farm operations and maintenance, as well as wind farm development. The College has established partnerships with industry representatives who create the tools necessary to erect and maintain wind farms. Collaborative partnerships with Meridian Way Wind Farm eight miles south of the campus as well as with other wind farms in Kansas, have provided learning experiences and internships for students and instructors. Extensive partnerships with

the Department of Commerce, and industry leaders such as Northern Power and Midwest Underground Technologies, Inc. played important roles in the construction and erection of the Cloud Power Wind Farm which in turn provided an extremely valuable experience for CCCC WET students as they were involved in all phases of the project. Information in the Resource Room identifies the extent of program support through grants, donations and operational dollars to ensure continued success of the WET program. CCCC is also a consortium partner with four other Kansas community colleges providing renewable energy programs. This consortium was formed in early 2010 to extend statewide access to renewable and sustainable curriculum, foster industry partnerships, provide short-term training opportunities for displaced workers, and seek additional grant dollars for Kansas renewable energy programs.

The decision to locate the National Bio- and Agro-Defense Facility (NBAF) in Manhattan, KS has attracted and will continue to attract biotechnology/bioscience industries to the area. In response to the expressed need of some of these companies, CCCC created and has KBOR approval to offer an Agri-Biotechnology Program. The College is working with several companies in the Junction City/ Manhattan area to initiate the program designed to train industry biotechnicians as this program is spearheaded from the Geary County Campus.

Not all partnerships are with "for profit" industries. A very valuable relationship has been forged with one of the cultural treasures of north central Kansas, the Brown Grand Theatre. This partnership provides CCCC students with an opportunity to see and participate in musical productions, plays, lecture series, educational presentations, and other cultural events.

Mid-Kansas Cooperative (MKC), a half-billion dollar company, approached CCCC in the fall of 2009 about the possibility of providing leadership training for its midlevel managers. Although this was a new venture for CCCC, the College was able to provide the requested training. Because MKC was so pleased with the training outcomes, the program has been extended and plans are being made for additional opportunities within the next year. In addition to the financial benefit to the College, CCCC was able to negotiate student work experiences and some apprenticeships with MKC.

CCCC provides classroom and office space on both campuses for the ABE/GED program. This program, directly funded with outside grant monies, operates in a mutually agreeable relationship with CCCC. The College provides classroom space, administrative support, access to college services and supplies, and serves as the program's fiscal agent. The ABE/GED Director and staff encourage students to continue their educations at CCCC upon completion of their studies. CCCC offers a scholarship to each ABE/GED program completer.

Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

CCCC budgets can be seen in the Resource Room.

Budgeting priorities at CCCC reflect the College's strong commitment to instruction and development of educational programs. CCCC has allocated an average of 48.48% of its budget for instructional and academic support from 2006-2010. Budget cuts in the past have occurred primarily in areas of institutional support and physical plant rather than significant cuts to academic areas and student services.

CCCC's budgeting priorities reflect a commitment to meeting strategic planning priorities as well as to faculty by continuing to offer tuition reimbursement, opportunities for sabbatical, travel and professional development monies, payment for advising, and compensation for teaching overloads.

CCCC's budgeting priorities reflect a strong commitment to new programs such as WET, Agri-Biotechnology, Equine Management, and numerous business and industry programs. Also, the College's goals enable the institution to respond to changing needs of today's educational programming by providing current technology for instruction and operations.

Summary

CCCC has stated learning goals for individual classes and programs and has processes in place to assess student learning. Data and information collected through these processes have been used to ensure improvements in student learning and instructional support services as well as helping to identify budgeting and planning priorities. The College values and supports effective teaching as evidenced by investments in professional development, instructional technology, and student support services. Assessment initiatives will continue to expand and be refined as the online processes are practiced. CCCC's commitment to student learning and success is also measured in the relationships instructors and College administrators have developed with business and industry leaders. Furthermore, the College supports students by providing effective student services and updating and expanding learning resources. Overall, it is evident that CCCC is committed to student learning and effective teaching, is succeeding in fulfilling its educational goals, and is firmly dedicated to addressing the identified challenges.

Strengths and Action Items

Strengths

- CCCC has a strong history of commitment to student learning and is future oriented in many areas. The WET program, emerging Agri-Biotechnology program, and Equine Management program are all examples of CCCC's expanding commitment to provide additional, innovative learning opportunities for students.
- Improved online assessment methods for courses, programs, and general education classes will provide more usable information related to student learning outcomes. Expanded assessment of student learning in the areas of concurrent, outreach and online courses will be realized as well.
- CCCC employs qualified instructors with appropriate academic credentials and work experience
- Although budget cuts have impacted CCCC, the College remains committed to implementing reductions in ways that are least impactful on student learning, student services and student success.
- Faculty members are increasingly aware of the importance of assessment and are supportive of the new online assessment processes being implemented in fall 2010.
- The administration recognizes the importance of assessment as evidenced by the funds budgeted to support assessment processes, travel to HLC meetings, and professional development.
- New technology provides advanced learning opportunities and is a priority at CCCC

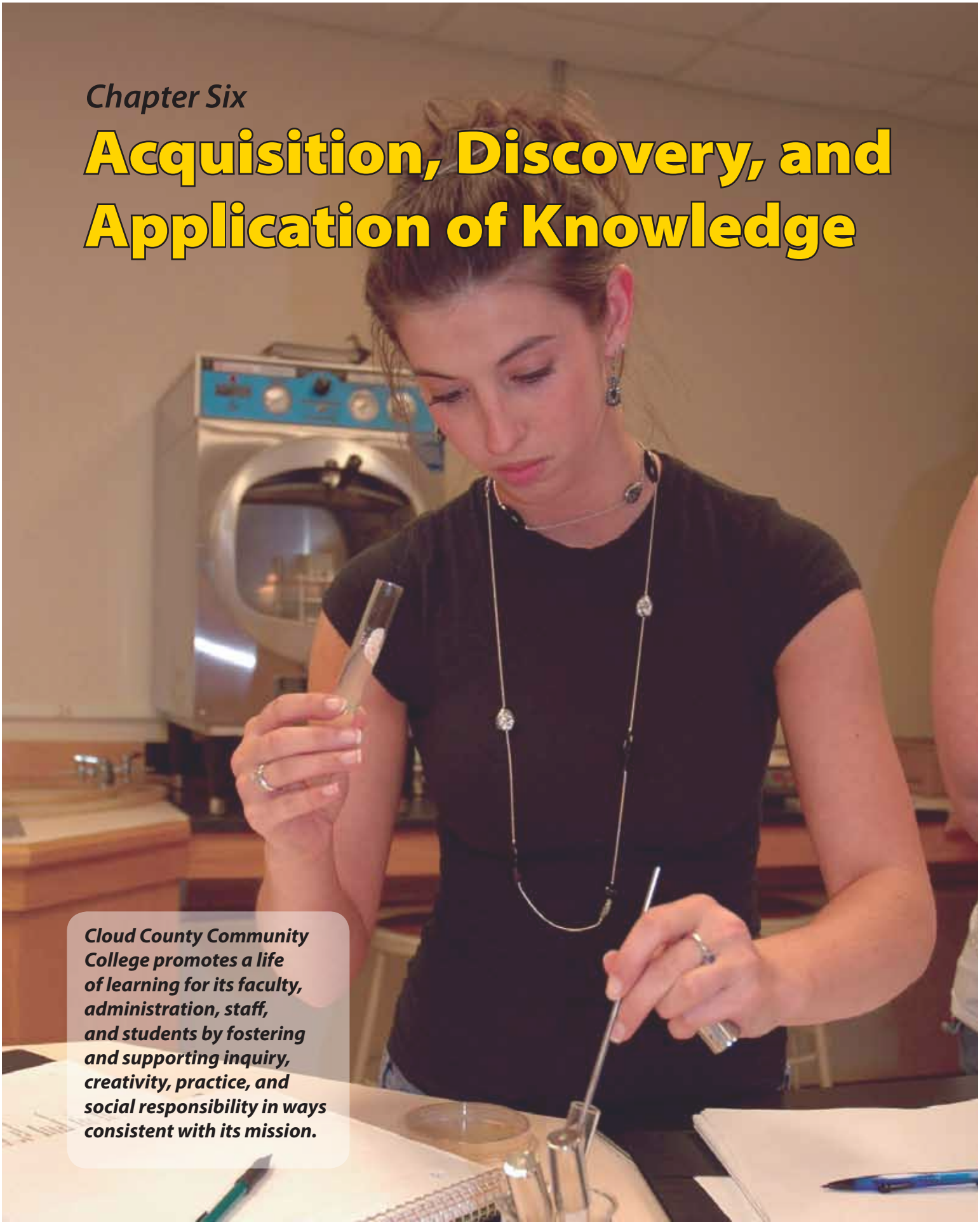
- CCCC has written and received substantial grants to help support instructional and student services related areas.

Action Items

- The College needs to establish a faculty development effort for disseminating the recent advances in learning theory and to continue to improve teaching and learning.
- There is a need to expand and improve efforts to mentor faculty and evaluate online instruction.
- CCCC needs to expand assessment measures beyond technical and academic areas to include all College areas vital to student access and success.
- The College needs to continue to strengthen assessment data collection, analysis and documentation to support the processes.
- A more formal process of reporting assessment results as well as implementation of change and follow-up to identify the impact of the changes should be created.
- The College needs to improve the processes for student tracking of transfer, job placement, and employer satisfaction beyond program completion.
- CCCC needs to expand the assessment program to include community education, online classes, and all other course offerings to include both on- and off-campus faculty.
- CCCC needs to formalize the means to provide increased support for the Geary County Campus in additional full-time faculty, Library staff and space, tutor training and space, and developmental coursework.

Chapter Six

Acquisition, Discovery, and Application of Knowledge



Cloud County Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Chapter

6

Criterion Four | Acquisition, Discovery, and Application of Knowledge

Cloud County Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

CCCC is committed to providing learning opportunities that enable students and employees to be successful in a global, diverse, and technological society. Relevant curriculum that delivers and assesses specific skills and knowledge ensures students are prepared for transfer and the workplace. Employees experience this commitment through professional development opportunities and assessment of the programs and services they provide. This chapter demonstrates how CCCC promotes a life of learning for the entire community.

Core Component 4a:

CCCC demonstrates, through the actions of its Board, administrators, students, faculty, and staff, that it values a life of learning.

For more than 40 years, CCCC has been dedicated to being a comprehensive educational institution as denoted in the mission and purpose statements. The College demonstrates a strong commitment to lifelong learning by providing opportunities to constituents including degree programs, career training, and self-improvement. The College community models the values of lifelong learning by offering professional development opportunities, supporting student organizations, providing curricula appropriate for career retraining, and recognizing professional development achievements.

Supporting Evidence:

CCCC's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

The College mission, vision and purpose statements can be seen in the ERR.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The mission statement directs the College to provide "lifelong quality educational and learning opportunities.". To fulfill the mission, the College has policies and plans that support life-long learning for students and employees. For example, the Strategic Plan Priority P3A targets the review of current professional development and supports the development of new programs.

Being a lifelong learner often means that students must complete their educational goals while balancing different personal and job related responsibilities. In an attempt to meet these special student needs and appeal to the various student learning styles and interests, CCCC provides courses in various formats, including hybrid and online classes, two and

three credit hour classes that meet one day a week, Friday-Saturday classes, eight-week classes, online classes offered in traditional semester or full-year formats, and evening classes. Many GCC classes are scheduled on a M-W, T-Th format rather than a traditional M-W-F, T-Th schedule because data shows a very high percentage of single parents taking coursework. Customized training opportunities, cooperative internships, and non-credit personal enrichment classes are additional examples of CCCC coursework. College schedules, including community education classes, demonstrate the variety of educational opportunities for students ranging from concurrent enrollment for high school students, "Prime Time @ Cloud" or personal enrichment classes designed for senior citizens, to specific business and industry training.

Community Education schedules can be seen in the Resource Room.

The unique educational opportunities provided by articulation are exemplified by CCCC's agreements with secondary and postsecondary institutions. During the 2009-2010 academic year, CCCC had 48 articulation/tech-prep agreements with 26 high schools. During the 2010-2011 academic year, CCCC will have 37 articulation agreements with 22 high schools. Changes in requirements from the Department of Education and Kansas Board of Regents have decreased the number of agreements CCCC is able to sign. However, all schools still allow students to complete coursework that will transfer into specific CCCC technical program areas after they have completed 12 hours as a CCCC degree seeking student. As stated previously, CCCC has a number of articulation agreements in place with both two-year and four-year institutions.

Articulation agreements can be seen in the Resource Room.

CCCC values its diverse student population and has sought grants and dedicated portions of the College operating budget to support developmental education. CCCC received a TRiO Student Support Services grant in 2005 which has helped identify and support academic and lifelong learning goals of student participants in a number of ways. TRiO provides tutoring, online tutorials for financial management, cultural experiences, a variety of workshops, assistance with transfer to four-year institutions, and retention services. In early August 2010, the College received notification that the TRiO grant had been "refunded" until 2016. The Learning Skills Center (LSC) supports student learning through one-on-one tutoring, developmental coursework, learning labs, tutor training, and services which encourage inquiry and success in academics.

The Board has approved and disseminated statements supporting freedom of inquiry for CCCC's students, faculty, and staff, and honors those statements in its practices.

CCCC's Board of Trustees establishes freedom of inquiry through the Master Contract section 9.0. The contract details faculty rights and responsibilities in researching and presenting judgment in a professional field, in addition to presenting controversial issues in class, and protecting student freedom of inquiry. The Faculty Handbook further outlines the freedom and responsibilities for both faculty and students. Upon hire, all faculty are provided with a copy of the Master Contract and the Faculty Handbook. Both resources are also available online. Some course syllabi contain an academic freedom statement for students which guarantees students the right to inquiry and protects their right to hold and express unpopular opinions within the bounds of mutual respect and civility. The Board of Trustees upholds these policies and procedures through practice. There are no reported cases of the Board or administration interfering with student, faculty, or staff freedom of inquiry. At the present time, CCCC has no specific policy or procedure regarding civility by students, faculty, and staff surrounding freedom of inquiry, so one

The Master Contract can be seen in the ERR and the Resource Room.

The Faculty Handbook can be seen in the ERR and the Resource Room.

Examples of course syllabi can be seen in the Resource Room.

should be developed to protect those individual's rights.

CCCC supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

CCCC offers in-house training for staff including advisor training, computer software instruction, equipment use seminars, and access to Starlink, a professional development resource provided by the Kansas Board of Regents. From 2004–2007, CCCC provided a supplemental contract for a Faculty Development Coordinator to lead professional development forums. Monthly meetings were devoted to instructional pedagogy to enhance student learning. Beginning in 2005, and supported by a Title III grant through the fall of 2010, an Instructional Technology Specialist provided teaching and learning instruction and technology support to College employees.

Additionally, a number of BOT policies recognize the College's commitment to and encouragement of faculty and staff development. Institutional Policies address allowances for reimbursement of employee tuition costs (C-14) and sabbatical and educational leave for administrators (AP-5). Provisions set forth in the Master Contract also identify this commitment. Section 36.12 increases compensation for faculty with 15 credit hours beyond a masters degree, section 36.16 awards a stipend to faculty that complete a Ph.D. or Ed. D., section 36.3 provides tuition reimbursement for faculty to complete additional coursework, sections 37.72 – 37.74 establish leave for professional development and an expense allowance, and section 38.262 advances the College's tuition and fee benefit to all retired full-time faculty and immediate families.

The Master Contract can be seen in the ERR and the Resource Room.

Other practices encouraging professional development include division and department budgets for faculty attendance at professional conferences, workshops, and meetings. Program instructors involved with the Carl Perkins grant also have access to funds for professional development. Although some professional development funding is available to faculty, CCCC needs to continue to seek additional resources to support comprehensive professional development opportunities. Employees are given a handbook, policies, and/or contract upon hire which outlines the policies pertaining to their area of employment. These resources are located on the College website.

Many faculty, administrators, and staff are working on or have attained advanced degrees and/or certifications since becoming employed at CCCC, including one Ph.D., eight master's degrees, and four bachelor's degrees. Currently, four administrative personnel and eight faculty are pursuing Ph.D.'s and master's degrees.

CCCC publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

CCCC faculty, staff, and administration are publicly recognized for their achievements through presentations at College in-service programs, graduation, special receptions, Board of Trustees meetings, and through a variety of print and web-based outlets. CCCC recognizes faculty with assessment awards and National Institute for Staff and Organizational Development (NISOD) awards for excellence in instruction at the annual spring employee recognition dinner. "Years of Service" awards as well as the Board of Trustees "Service to Students" and "Service to the College" awards are also announced.

Both the Geary County Campus and Concordia Phi Theta Kappa chapters select an "Instructor of the Year" with special recognition given at CCCC's graduation ceremony.

"Recognitions" is a regular BOT meeting agenda item which provides a public platform to announce special achievements of CCCC faculty, staff, and students. Student academic achievement is recognized through Rotary Student of the Month recognition, invitations to join Phi Theta Kappa, the President's Honor Roll, and Who's Who in American Junior Colleges. CCCC's LaBarge Honors House is reserved housing for sophomore students with a 3.0 cumulative grade point average who have exhibited outstanding campus and community leadership. CCCC athletes who are honored recipients of the NJCAA Academic All-American awards are recognized during half-time of a spring basketball game. Outstanding alumni athletes are inducted into the CCCC Athletic Hall of Fame during the spring semester of each school year. CCCC holds special graduation ceremonies on both the Geary County and Concordia campuses for those students completing their GED diplomas.

Public acknowledgement of achievement is attained through news releases submitted by CCCC's Director of Marketing to local newspapers, radio stations, and student hometown media outlets. GCC produces an internal campus newsletter and news releases are posted on the College website and bulletin boards as well.

Core Component 4b:

CCCC demonstrates that acquisition of a breadth of knowledge and skills and exercise of intellectual inquiry are integral to its educational programs.

The College supports the breadth of its educational programs through curricular and experiential offerings designed to prepare students to function in a global society. CCCC currently offers Associate of Science, Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees, as well as technical certificates. These educational achievements represent more than credit hours attained in a particular field of study. CCCC ensures students receiving associate degrees and certificates acquire a breadth of knowledge which will facilitate continuous learning throughout life. General education requirements include courses in a variety of disciplines and are a required part of degree and certificate programs. The evaluation of learning outcomes guides continual improvement in these courses.

Supporting Evidence:

CCCC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

General education at CCCC leads students to career, technical, and transfer competencies. The skills and abilities developed through general studies enable students to pursue personal, professional, and academic goals. Student learning is designed to enhance core

competencies which facilitate lifelong learning. CCCC's general education goals identified previously in Chapter 5, state students will be expected to communicate effectively, be proficient in mathematical skills, be culturally aware, and demonstrate application of the scientific method. CCCC's AA, AS, and AGS degrees have strong components in general education with the AA and AS degrees requiring 35–36 hours of general education. The AGS degree requires 30 hours of general education. AAS degrees require 18-19 hours of general education, and certificates require nine hours of general education for completion. These requirements demonstrate the College's commitment to providing a foundation for lifelong learning and for providing consistent learning outcomes for all students whether they are in transfer or career education tracks.

To ensure students are prepared to meet established learning outcomes, CCCC utilizes the COMPASS placement test whereby students are evaluated for basic English, math, and reading competencies and then placed in classes based on CCCC placement score standards.

Many experiential offerings, which are not-for-credit activities open to all students, support general education coursework. CCCC's Academic Excellence Challenge Team continues to be one of the top Quiz Bowl programs in Kansas. Students are exposed to general education concepts by learning content in general education courses and by using oral communication techniques and skills. Monthly star parties at the Earl Bane Observatory support Astronomy and other physical science courses. The Cook Series events offer a range of exposure to general education including music, art, social science, government, and history. In conjunction with the Geary County Leadership Lecture Series, Beta Eta Xi chapter of Phi Theta Kappa annually sponsors a three-part Honors Seminar Series which features internationally known speakers. Participation in the Rolling Thunder Pep Band, the Community Band and Choir, the Jazz Ensemble, and Great Society support the music curriculum. These musical groups perform in a variety of venues throughout the year.

CCCC regularly reviews the relationship between its mission and values and the effectiveness of its general education.

Faculty have developed general education goals that are annually reviewed by the faculty, divisions, and the Assessment Committee. The Assessment Committee is committed to ensuring that assessment of student learning occurs at the program, course, instructor, and student level. All general education courses are assessed for effectiveness as discussed in more detail in Chapter 5.

Instructional Services oversees the curriculum within programs and any changes to those programs or development of new programs. Adherence to the College mission, the Kansas Core Outcomes Project, and student transfer needs are all considered when curriculum changes and new programs are being suggested. The list of general education classes was reviewed and updated in 2006 and has been revisited each year since then to discuss any additions or changes to be made.

Student artifacts are collected from all on-campus and off-campus general education classes. Faculty teams and outside evaluators score the artifacts based on department established rubrics to determine the level of student learning within CCCC general education classes. Results from general education assessment are reviewed by the Assessment

Committee which then makes recommendations to divisions and departments. Divisions and departments then make decisions and implement changes.

Four-year institutional transfer success is another measure of student learning in general education. The KBOR Transfer Feedback Report previously discussed is available in the Advisement Center and the Academic Affairs Office.

Students on internships are evaluated by business and industry through their placement and retention in the workforce. Internships are available in every degree area and are coordinated through the CCCC Career Center. Through annual review, CCCC assures alliance between the College's mission and the effectiveness of general education.

CCCC demonstrates linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

One of CCCC's greatest strengths lies in the variety of curricular and co-curricular activities that support student inquiry, practice, creativity, and social responsibility. Participation in such activities provides students with experiential opportunities to demonstrate and assimilate skills which have practical life application. In addition, the activities promote self-knowledge, academic learning, leadership skills, and create a culture of awareness regarding living and working in a diverse, global society. The faculty and staff enthusiastically endorse and facilitate student inquiry efforts.

Co-curricular activities are defined by the College as experiential offerings which are included within the academic coursework offered as part of credited coursework. The human cadaver lab enhances inquiry in both the Human Body Dissection and the Anatomy and Physiology courses. The Equine Management Program provides a number of activities including monitoring mares in foal and daily horse care. The PTK chapter on the GCC campus sponsors the Faculty Lecture Series during the spring semesters, allowing students and community members to learn about faculty research interests and life experiences. Nursing clinicals give students hands-on experience with patients in hospitals. History and theatre courses utilize the National Orphan Train Complex for student research projects. Faculty often use the Cook Lecture Series events to support instruction in the humanities and social sciences. Some instructors require attendance as part of coursework while others offer extra credit for attendance. For example, in Public Speaking, students are asked to identify the main ideas of the presentation and evaluate the speaking style as part of course curriculum. In the Early Childhood Education program students are placed in both public and private daycare centers to conduct activities and develop lesson plans. An education practicum offers education majors the opportunity for classroom interaction. Students in the theatre classes at GCC produce community puppet shows for public schools and day care centers. Service learning projects, the Foster Care Program Support Project, involvement in Big Brothers/Big Sisters, cooperative education job experiences, and field trips are other forms of co-curricular activities that undergird the curriculum at CCCC. Co-curricular activities are present throughout the College to provide individualized experiences for students that support inquiry and social responsibility.

CCCC encourages student, faculty, and staff participation in community service activities.

CCCC has organized a number of community service activities in which the students, faculty, and staff participate. The Concordia campus has adopted two-miles of highway on both the north and south sides of the Concordia city limits for semi-annual cleanup. Over two hundred employees and students have participated in keeping these roadways clean. "Coats for Cloud," "Toys for Tots," and the food bank are programs for which the College raises funds. CCCC employees donate an average of 35 toys and $400 each year to "Toys for Tots." Both campuses host semi-annual blood drives. GCC participates in the Rotary reading project to collect books to be sent to Russia. CCCC students, faculty, and staff participate in American Cancer Society activities, and volunteer in the Big Brothers/Big Sisters program. Many individuals from the College are involved in youth sports events, refereeing, and coaching. The men's basketball team serves the Thanksgiving holiday meal at the local Moose Lodge and reads to elementary school children for "Read Across America."

CCCC is extensively involved in the community and recognizes the value of the relationship between the community and the College. Because CCCC understands the value and importance of teaching students to be active within their communities, the College has identified increased participation in community service projects and leadership forums as a key performance indicator in the 2010–2012 Performance Agreement approved by the Kansas Board of Regents. CCCC's 2009–2011 Strategic Plan also includes Priority P1C regarding service learning.

Performance Agreements and progress reports can be seen in the ERR and the Resource Room.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills, the capacity to exercise intellectual inquiry, and effective preparation for continued learning.

Learning outcomes have been developed and are revised as necessary to meet educational and industry expectations. These outcomes are listed in all course syllabi. Assessment and monitoring of the effectiveness of learning outcomes is the responsibility of the academic departments and the Assessment Committee coordinated by the Vice President for Academic Affairs.

Examples of course syllabi can be seen in the Resource Room.

Assessment information can be seen in the ERR and the Resource Room.

Learning outcomes for every course reflect an emphasis on broad understanding and the pursuit of knowledge. Many established outcomes identify skills that are expanded in subsequent coursework throughout the degree program. Each course has outcomes developed to support the academic discipline as well. For example, all courses that fall within the English department employ the discipline goal to write clearly and effectively. All courses within science have an expectation that those students will learn the scientific method. Through general education, students develop a breadth of knowledge that is not only course specific, but also has a knowledge base developed by the academic discipline.

In a review of course goals, some outcomes deploy terminology such as "developing the ability to" in the physics courses, which implies on-going learning. Other courses ask students to "identify trends," which highlights the concept of continuous change and the need to exercise intellectual inquiry. Overall, institutional outcomes are skill and knowledge based. For example, the Business Management course employs the outcome

"Demonstrate a basic knowledge of business and management principles." In Principles of Agriculture Economics the outcome "Identify and describe agricultural production inputs" measures a base of knowledge. The Graphic Design program expects students to "demonstrate competence in publishing to print/multimedia."

Though program and discipline curriculum is regularly updated and outcomes represent current skills and knowledge, outcomes do not directly speak to or facilitate the development of lifelong learning. In practice, faculty consistently encourage students to use supplemental learning resources and to seek knowledge through research, writing, and presentation preparation. Faculty model life-learning behavior as the curriculum is regularly reviewed and updated, as new technology and resources are incorporated into the classroom, and as varied pedagogical measures are implemented. Students are introduced to faculty who are seeking advanced degrees and working on professional development projects. As the College updates its assessment program, discussion about promoting intellectual inquiry through learning outcomes could help faculty and departments expand practice into measurable expectations.

Core Component 4c:

CCCC assesses the usefulness of its curricula to students who will work in a global, diverse, and technological society.

The rapid pace of changing technologies challenges every institution's ability to provide students with curricula that prepares them for the workplace following graduation. CCCC uses multiple measures to ensure that curricula meets the needs of students and employers and documents learning outcomes which provide evidence students have gained skills and knowledge needed to function in diverse local, national, and global societies.

Supporting Evidence:

Regular academic program reviews include attention to currency and relevancy of courses and programs.

CCCC conducts academic program reviews on a rotating schedule. When the process was implemented in 2006, CCCC programs had not been reviewed for a number of years, so a schedule was implemented to have all programs reviewed on a rotating three year basis. In 2008, the schedule was revised to include a program review every two years. During the fall of 2008, the Kansas Board of Regents (KBOR) began discussion and work to implement a standardized program review format for all community and technical college vocational programs. Due to a change in KBOR leadership surrounding this project in the summer of 2009, the program review format was still in flux. Rather than continue to wait for alignment from KBOR, CCCC utilized its own program review format and schedule once again. The review is designed to be a process of reflection and analysis conducted to improve discipline quality, promote better understanding and appreciation of the program/discipline, and increase availability of data concerning the program/discipline. The format asks departmental members and deans to identify program strengths and weaknesses, evaluate progress, and align program/discipline goals and objectives with College mission and goals. Although the format is in place, CCCC would benefit

from making program review more comprehensive, more data informed, and a priority so results can be used to determine viability, instructional needs, budget resources, and student learning outcomes.

Program assessment is another form of review which examines student performance. Established learning outcomes for a program/discipline link the instruction to knowledge and skills offered in courses. Expected outcomes are identified on all course syllabi within the department.

Examples of course syllabi can be seen in the Resource Room.

Advisory committees are an integral part of program review at CCCC. Committees consist of business and industry leaders, administration, and faculty and meet each semester to provide input on curriculum, expected industry changes, preparedness of graduates, and currency of the workforce In addition to the formal review of programs conducted by departments, deans and the Vice President for Academic Affairs annually review course offerings by semester and program area.

Advisory Committee minutes can be seen in the Resource Room.

In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce and document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Student learning outcomes are identified in course syllabi and program materials. The College's 2003 and newly revised mission statements identify CCCC's responsibility "to be responsive to the educational, social, economic and cultural needs…" and "to be dedicated to delivering high quality, innovative….educational opportunities and services that prepare a diverse population …" The focus in each of these mission statements is reflected in courses and programs and leads to the development of workplace skills and professional competencies.

The outreach and customized training opportunities at CCCC offer a variety of continuing education programming in response to identified community needs. The Director of Business and Industry has developed CDL and Manufacturing Skills certificate opportunities offered on the Geary County Campus. CCCC will also be offering energy auditing training in partnership with a consortium of other Kansas institutions at GCC during the 2010-2011 academic year. Programs available through Allied Health, Nursing, Nurse Aide, Welding, Early Childhood Education, and Emergency Medical Services allow constituents to comply with expected licensure and certification requirements. CCCC also facilitates a variety of training and retraining programs to business and industry to meet their needs for skill enhancement and professional competence. Increasing the numbers of both short and long term trainings such as these is also a key performance indicator CCCC has identified in its 2009–2010 Performance Agreement.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Learning outcomes are developed to prepare students to work within a diverse workforce. Outcomes such as the following from the Business Program, "Display adequate human relation skills, recognize the importance of attendance and personal appearance in achieving organizational and career goals, examine personal and business standards/ethics that are socially acceptable in regard to family, work, and diverse cultural situations," help to establish professional competence in a diverse workforce. Additionally, the general education component of all programs supports understanding diversity in age, gender,

economic status, cultural background, and ethnicity. When the general education goals are reviewed and revised in spring 2011, an increased focus will be placed on preparing students for growing workplace diversity.

All learning outcomes and competencies are reviewed annually through the assessment process in conjunction with information gathered from student satisfaction surveys, advisory committees, and transfer success reports. Completion rates and job placement information for CCCC graduates in career and technical areas was identified in Chapter 5. The table includes the information as it relates to statewide employment averages as well.

When considering CCCC's career and technical programs, the NCLEX exam for Nursing students is the only external licensing exam being used. Nursing competencies and NCLEX exam results are available in the Resource Room. The Nursing program is also the only program with additional accrediting body oversight. As the Nursing curriculum has been revised through the Kansas Board of Nursing and with the redesign of the classroom and lab, additional simulation software and technology have been incorporated to reinforce learned classroom theory. During the 2010–2011 academic year, it is expected that the American Wind Energy Association (AWEA) will begin to accredit wind energy programs and implement a standard set of expected competencies for all program completers.

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

KBOR Transfer Feedback Reports can be seen in the Resource Room.

Divisions, departments, and faculty annually review curriculum and learning outcomes through the assessment process. Transfer programs rely, in part, on KBOR Transfer Feedback Reports to provide information about student preparedness as they finish degrees at the four-year institutions in Kansas. Technical programs measure student competencies and annually review student performance and established learning outcomes through coursework and practical lab work. Program advisory committees assist with these reviews and provide support for curriculum changes, industry changes, employment needs, and student performance. Some instructors require a project from students that includes input from industry professionals. Graphic Design students prepare portfolios which are presented and assessed in a "real-life" setting by working professionals. The designers provide feedback to students about the quality and marketability of student work. The Broadcasting program relies on consumer feedback as it gathers information from listeners in the service area to provide an outside quality measure. Wind Energy Technology student competency in blade repair is measured through work on damaged blades and the individual student's ability to repair damaged blades back to industry standards.

DACUM analysis information can be seen in the Resource Room.

In revising programs, departments use information gathered from a Developing A Curriculum (DACUM) job analysis to determine a list of behaviors, attitudes, and traits needed for employment. Recently the Graphic Design, Criminal Justice, Broadcasting, and Journalism programs conducted a DACUM analysis to gather information for program revision. CCCC relies on internal and external constituencies to provide data for annual curriculum reviews.

Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Instructors set specific goals for individual courses and then within a department, work together to establish expectations for program/discipline learning outcome goals. For example, an English instructor may expect 85% of the students enrolled in the course to be able to "write clearly and effectively." The Speech and Theatre program expects 85% of the students enrolled in courses offered within the program to "acquire a working vocabulary." The Humanities Division expects 90% of all students within the division to "be able to communicate clearly and effectively."

In addition to the assessment process, career and technical program faculty set goals for student acquisition of knowledge and skills that can be measured through internships, practicums, laboratory classwork, and clinical practice opportunities. For example, WET students erect and take down meteorological towers (MET) and practice high angle rope rescue techniques which are skills that would be required of industry employed technicians. Graphic Design students accept projects from area businesses and the College through their Design Center class which provides "real-life" employment experiences in dealing with clients' expectations. CCCC Nursing students are assessed during clinical rotations in ER, critical care, gerontology, and mental health.

CCCC provides curricular and co-curricular opportunities that promote social responsibility.

Though CCCC offers a variety of curricular and co-curricular activities that promote social responsibility, there is some disparity among departments regarding the College's role in developing student social responsibility. Curricular opportunities such as Nursing clinicals, volunteering at the Salina Mission, and the Foster Care Support Program encourage students to learn about roles as responsible citizens. Co-curricular opportunities such as Read Across America and Big Brothers/Big Sisters also teach students about the value of service and raise awareness of civic responsibility. GCC holds annual food drives and helps weatherize homes as part of Habitat for Humanity projects. Additionally, the College's "Go Green" Committee promotes social responsibility by raising the awareness and importance of recycling and provides access to recycle receptacles for staff and students. The Student Senate and the Resident Assistants (RA's) have been integral in shaping this project. The GCC PTK members have hosted voter registration drives on campus the past two years. Students, faculty, and staff on both campuses participate in campus beautification projects and Red Cross blood drives each year. Through curricular and co-curricular activities, students have many opportunities to learn social responsibility though not all faculty promote such social responsibility. (A complete list of Curricular and Co-curricular activities is in the Resource Room)

Curricular and co-curricular activities can be seen in the Resource Room.

Core Component 4d:

CCCC provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

CCCC's mission, vision, and purpose statements provide a framework of policies and

procedures for programs, activities, and services that ensure equal opportunity for all constituents to learn in an atmosphere of innovative yet responsible educational stimulations. The College's financial and human resource commitment to academic quality and student services is measured in part by the available programs targeted to ensure student academic and social success. The College emphasizes the responsible use of knowledge with explicit expectations for honorable and honest behavior while providing an atmosphere of academic freedom for all internal constituents.

Supporting Evidence:

CCCC's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

The Student Handbook can be seen in the ERR and the Resource Room.

Multiple avenues are used to convey the responsible use of knowledge to students. The Student Handbook answers student questions dealing with academic integrity, access to information, conduct, and rights. Relevant policies and procedures include student code of conduct, students' right to know, Concordia residence life policies, student educational records, academic honesty, and computer usage. Information is also included on CCCC's drug and alcohol, academic due process, accommodation due process, and sexual harassment policies.

The College Skills course also introduces first semester freshmen to academic policies including responsible use of CCCC computers, learning resources, general rules and guidelines, academic freedom, and plagiarism policies. The Learning Skills Center (LSC), which provides students with testing services and developmental support courses, is staffed by paraprofessionals and student tutors trained to maintain academic integrity and to promote ethical behavior. The TRiO Student Support Services program provides tutoring in addition to workshops on a number of topics that includes acquiring knowledge, study habits, test taking and test anxiety, and citing sources.

The Library offers instruction on evaluating the creditability of resources, avoiding plagiarism, and citing sources. The Retention Specialist focuses on aspects of responsibility including class attendance, communicating with instructors, and being accountable for academic performance.

CCCC follows explicit policies and procedures to ensure ethical conduct in instructional activities.

CCCC, as a two-year institution, does not normally engage in research of a broad and experimental nature. However, research may be conducted as part of classroom learning or the instructional process. Faculty members are responsible for training students in the policies and procedures of CCCC that will ensure ethical conduct in research and instructional activities.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

Faculty and staff members receive guidance and professional direction regarding ethical conduct from CCCC policies and procedures as identified in the Board Policy Manual Personnel policies (Section C) address ethical, social, and workplace policies for employees. Instructional policies (Section D) address academic issues related to due process when grades are disputed, copyright and fair use practice, academic honesty, and all grade and

degree topics. Student and student life policies (Section E) provide guidance on student discipline, drug and alcohol abuse, and communicable diseases. Administrative and Fiscal policies (Section F) address all other fiscal, vehicle, College property, and operational policies. Key policies affecting employees and students include: nondiscrimination (C5); drug and alcohol abuse (C7); drug free workplace (C8); sexual harassment (C9); academic probation and suspension (D14); copyright and fair use (D16); academic honesty (D17); academic due process (D19); student discipline (E1); drug and alcohol abuse (E4).

All College employees are expected to follow the CCCC policies and procedures. New faculty and staff are familiarized with the policies during their orientation and in-services. New faculty are also assigned mentors to assist them with understanding of expected College policies and procedures and given a copy of the Faculty Handbook. The Director of Human Resources supports ethical conduct by requiring employees' participation in diversity, FERPA, sexual harassment, and hiring/interview workshops.

The Faculty Handbook can be seen in the ERR and the Resource Room.

CCCC relies on evaluation procedures to ensure instructional ethical conduct. Full-time faculty are evaluated by a division dean and adjuncts are mentored by a division dean, a department chair, or full-time faculty member. Evaluation procedures are outlined in Section 32.0 of the Master Contract. The evaluation tools developed by faculty and administration include a review of classroom policies, procedures, and instructional activities. Students also hold CCCC instructors accountable for ethical conduct through Civil Rights Due Process and Sexual Harassment policies noted in the Academic Planner and Student Handbook on pages 19 and 35 respectively. The Student Handbook, which every student receives upon enrollment, also provides the Academic Due Process policy (Board Policy D19) outlining the procedure for protesting a grade. This policy also allows for academic dispute of charges of academic dishonesty, classroom policies, or assignments.

The Master Contract can be seen in the ERR and the Resource Room.

Evaluation forms can be seen in the Resource Room.

The Student Handbook can be seen in the ERR and the Resource Room.

Students are expected to be honest in all instructional activities as defined in Board Policy D17 which addresses academic honesty. This policy is also included in the Student Handbook on page 17. All syllabi contain the academic integrity policy which describes the penalties for plagiarism and cheating.

CCCC encourages curricular and co-curricular activities that relate responsible use of knowledge in practicing social responsibility.

CCCC students are provided opportunities to practice social responsibility in a variety of ways. As noted previously, a number of curricular and co-curricular activities are available for student participation. Student representatives from both campuses serve on a variety of strategic planning committees, the Institutional Planning Team, and on committees which are part of the student disciplinary processes.

Student Senate is active on both the Concordia and Geary County campuses. They organize College elections, initiate consideration of student issues, communicate with appropriate College officials regarding student issues, promote student activities, plan and manage social events, and promote student welfare and life issues.

In learning about social responsibility, students learn the importance of giving back, which includes providing leadership and applying the knowledge acquired to improve the world. An example of this practice is the annual campus beautification project. Student groups, such as Student Senate adopt an outdoor area of the campus and help clean, trim, weed,

and plant new foliage. Some faculty use this project as part of classroom curriculum as evidenced by an English Composition class where students wrote an essay on those experiences, and the "Rewards of Giving Back." PTK members at GCC have held a voter registration drive on campus to promote the importance of each individual's right to choose and vote but to also make the registration process easier for busy students and faculty.

CCCC creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

CCCC's Institutional Policy D18 explains intellectual property rights with regard to online classes. The Master Contract section 09.0 explains the instructor's and institution's rights and policies concerning intellectual property and copyrights. At the present time, this policy is under review and revision.

Summary

Success in today's diverse, global society means that students and employees need to understand that learning is a lifelong commitment. CCCC fosters an environment where students, faculty, and staff can experience and model this commitment. Institutional structures, professional development opportunities, relevant curriculum, institutional assessment, ethics training, and community service projects contribute to CCCC's mission to create an environment and opportunities for the value of life-long learning. CCCC has actively reinforced this message by developing and implementing new vision and mission statements that promote the discovery, acquisition, and application of knowledge throughout life.

Strengths and Action Items

Strengths

- The Director of Marketing has increased the College's ability to recognize student and staff achievements.
- The College incorporates general education in all its programs.
- Faculty with diverse experiential backgrounds allow the College to provide a wide array of curricular and co-curricular experiences for students.
- The Learning Skills Center promotes responsible student learning behaviors. Staff members have appropriate credentials and peer tutors are certified.
- College faculty work closely with advisory boards, industry leaders, transfer institutions, and graduates to evaluate and modify learning outcomes.
- CCCC policies concerning academic honesty and academic disputes are published for ready access to staff and students.

Action Items

- Faculty development in instructional pedagogy needs to be enhanced.
- Master Contract language regarding coursework reimbursement should be revised to provide support for all faculty advanced degree coursework.

- Faculty need to complete a review of general education course outcomes and revise with an increased focus on diversity, growing a more global society, and a commitment to social responsibility as supported by the College mission.
- The College needs to clarify a definition of service-learning as it applies to CCCC, and explore how service-learning will be more actively deployed throughout the College.
- A policy/procedure should be implemented regarding civility by students, faculty, and staff which protects the rights of freedom of inquiry.
- Academic freedom statements need to be more accessible to students, faculty, and staff in printed and electronic documents.
- The program review process should be reviewed and revised to make it more comprehensive, data informed, with implementation and follow-up a priority so results can better be used to determine viability, instructional needs, budget resources, and student learning outcomes.

Chapter Seven

Engagement and Service

As called for by its mission, Cloud County Community College identifies its constituencies and serves them in ways both value.

Chapter

7

Criterion Five | Engagement and Service

As called for by its mission, Cloud County Community College identifies its constituencies and serves them in ways both value.

"To be . . ." is an infinitive verb indicating existence, a state of being, but a community college must be much more than just a place that exists. To be a viable educational institution, the College must engage in active verbs which show it is working and accomplishing its mission. The components of Criterion Five stress these active verbs as well. Each of the core components listed asks about relationships between the constituencies of the College and how these relationships are achieved and nurtured. A pattern that emerged when putting together the self-study was one which emphasized those action verbs: 5a: "learns from and analyzes," 5b: "engages," 5c: "responds to," and 5d: "determines value."

CCCC's constituent groups include current, potential and past students, instructors, staff, administrators, business and industry partners, Board of Trustees (BOT) members, program advisory committees, College Future's Council members, and the public at large. CCCC actively seeks and maintains collaborative relationships to participate in a variety of ways at the College.

Core Component 5a:

CCCC learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

CCCC values the importance of the partnerships with College constituencies so it has devoted a great deal of time and effort in gathering information from the people it serves, seeking to learn their needs and expectations. The College's strategic plan facilitates an ongoing process to prepare for the future that is shaped by both external and internal stakeholders. The College uses a wide variety of techniques to gather this information from all of its constituencies in the communities it serves, including student and employer surveys, input from advisory committees, and the BOT. CCCC has developed collaborations and relationships with other educational institutions, various businesses, local and state government entities, and community based organizations. This information helps the College identify new and continual priorities and plan for the future of CCCC. The "student is first" underscores what the entire College believes as it ties to the mission of the institution. Each employee on campus has a profound interest in furthering CCCC's ability to provide a quality education for students.

Supporting Evidence:

CCCC's commitments are shaped by its mission and its capacity to support those commitments.

CCCC is committed to maximizing its efforts to serve the needs of its constituencies by

providing excellence in learning, training, and service. The College strives to develop relationships and partnerships with educational institutions, as well as with businesses and industries which contribute to the cultural, economic, educational, and social betterment of the region.

As the former mission statement was reviewed and revised during the spring of 2010, the expanded educational scope of CCCC was realized and included because providing services to a more global community, not just the students physically attending CCCC campus classes, is a priority. Headcount enrollment in CCCC online classes increased 22.6% between the 2008 and 2009 academic years, with credit hour generation increasing more than 57%. CCCC is dedicated to supporting online enrollment by continuing to offer more classes, to providing online advising for class enrollment, and to seeking HLC approval to offer online associate degrees.

The administrative team, faculty, and staff actively connect with civic groups, business and economic development leaders. New programs are researched and developed in cooperation with the aforementioned groups. In 2002, when business and industry leaders began discussions with a wind farm development company to build a wind farm just south of Concordia, CCCC had the foresight to develop an Associate of Applied Science degree in WET to train operations and maintenance technicians. Judicious and committed efforts by CCCC administration to pursue grants, corporate gifts, and partnerships despite budget constraints has allowed the College to erect Cloud Power Wind Farm on the south edge of campus and secure a fourth turbine to be used for student training purposes. CCCC sought the necessary resources to support significant program growth and be recognized as the leader among Kansas community colleges and four-year institutions in renewable energy efforts with the WET program.

Articulation agreements can be seen in the Resource Room.

CCCC is successful with educational partnerships as evidenced by the articulation agreements and Memorandums of Understandings (MOU) signed between the College and area high schools for Perkins Tech Prep coursework, as well as those with other colleges, to provide transfer and 2 + 2 options for associate degree students as they pursue 4-year degrees.

CCCC's vision is to enrich the quality of life for the students and communities served. The College strategic plan supports this philosophy, as well. CCCC has had to examine the available resources to achieve this mission and determine means to support additional innovative projects other than depending on local taxes, student tuition, and state support. Although the College has not hired a full-time grant writer, it addressed this issue by utilizing the prior grant writing experience of an English faculty member. Two CCCC administrators have written successful grants, as well. From 2005 to the present, CCCC has secured more than $7.91 M in grant funding through TRiO Student Support Services, Title III Strengthening Institutions, Carl Perkins, ABE/GED, Kansas Association of Child Care Resource and Referral Agencies, Kansas Board of Regents, Kansas Department of Commerce, and the federal government to support programs and student learning.

In response to requests for CDL training in the service area, CCCC's Director of Business and Industry has created a collaborative relationship with Junction City to provide training and to certify their employees. To partner with CCCC, the city provides the use of trucks and trailers for this training, which significantly reduces the College's costs for offering this program.

Efforts have been made through CCCC's strategic planning process to constantly evaluate the College's commitment to its mission and identify initiatives to fulfill the mission. This planning effort is demonstrated on both campuses and through College's outreach as CCCC identifies needs, listens to industry representatives, and then develops action plans.

CCCC practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

CCCC recognizes the need to solicit input from its constituents. Various surveys have been used as well as face-to-face forums. Focus groups with leaders from various entities such as school districts, business and industry, and other professionals have been useful as well.

During the spring of 2009 and 2010, CCCC conducted surveys of community members, adjunct faculty and faculty/staff members. The survey questions were directed at those who use campus facilities, have partnerships or relationships with the College, have taken classes, are employed by the College, or have participated in College sponsored events. CCCC needs to continue to survey and assess these constituents, building better communication, and more effectively meeting their needs and expectations.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

In 2005, The Docking Institute of Public Affairs at Fort Hays State University conducted an Expansion Feasibility Analysis and an Expansion Survey Analysis for CCCC to gather information regarding the GCC. The Expansion Feasibility Analysis focused on answering two basic questions:

Docking Institute Surveys can be seen in the Resource Room.

1. Is it financially feasible to invest additional resources in the Geary County Campus?

2. Is there an adequate pool of potential students to utilize the additional facilities at GCC if they are acquired?"

An affirmative response was received on both questions. In the Expansion Survey Analysis, 608 adult residents of Clay, Dickinson, Geary, Morris, Riley, and Wabaunsee counties were phone surveyed on a variety of issues regarding CCCC and the GCC. Both the Feasibility Analysis and the Expansion Survey Analysis provided CCCC with invaluable information regarding current classes and services and expansion possibilities for its campus in Junction City. CCCC plans to begin discussions in fall 2010 with Geary County Commissioners regarding possible expansion of the campus. The 2005 Docking Institute information will be updated and provide a foundation for the discussions.

CCCC has strong career and technical program advisory committees that consist of business and industry professionals as well as leaders in related technical fields. They meet each semester to discuss pertinent changes to the curriculum, assist in the long-range planning of programs, and provide insight into the employment needs in CCCC's service area and beyond.

Another valuable tool CCCC uses to understand its constituents is the Noel-Levitz Student Satisfaction Survey. This survey gives the institution an opportunity to take the pulse of the student body to identify student concerns and satisfaction levels. With this information the College can target areas most in need of improvement.

To gather information from current students, a graduate exit survey is given during the first week of May each spring semester. Students are asked to identify their specific advisor

and answer questions related to demographics, enrollment, and levels of participation. Other topics included on the survey relate to advisement, instruction, Learning Skills Center, Library, Career Center, computer labs, financial aid, Business Office, Student Records, Bookstore, food service, and student health services.

A freshman survey is completed each October by all new students attending CCCC. Demographic information is obtained from these students as well as personal reactions to questions such as "How do you believe students are received in Concordia." Other topics include the Advisement Center, Career Center, Learning Skills Center, TRiO, information technology, Library, CCCC staff, student housing, and the course entitled "College Skills."

In January 2010 as the College began its presidential search, CCCC administration turned to faculty, staff, and community members to identify College strengths and weaknesses, and to create a comprehensive presidential profile. This profile was used as the basis for the subsequent presidential search.

During the summer of 2009, in an effort to reach out to communities in Cloud County, CCCC conducted a series of community forums in all of the incorporated communities in the county. While these forums extended an informal opportunity for College constituencies to provide feedback, participants also learned about the economic impact the College has on Cloud County from College personnel.

In recent years, the College has worked more closely with city and county government bodies to accomplish its goals and objectives. A specific example of a more recent project was the College collaborating with the City of Concordia to correct low water pressure to campus sites. Through some intergovernmental meetings, the two constituencies worked together and were able to find a solution.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

Priority Four of the strategic plan addresses the importance of College outreach, advancement, and partnerships. In an effort to continually build business and industry partnerships and community support for College programs and services, the College set a goal to create a college advisory council. In Spring 2010, clear objectives for the council and council membership were determined by members of the Institutional Advancement and Marketing and Community Development Committees with support from the Board of Trustees. It was determined that this group would be named the College Futures Council (CFC). The CFC will meet for the first time during the fall of 2010 with goals to support and strengthen the relationship between education and business, management and labor, and the College; help identify needs and priorities in the academic programs; assist in updating and improving programming quality; and articulate short- and long-term College goals and objectives to community members, employers, and prospective students.

CCCC demonstrates attention to the diversity of the constituencies it serves.

The constituents of CCCC are diverse and vary in age, gender, race, ethnicity, and physical abilities. CCCC embraces this diversity and has worked diligently to maintain services and to develop new programs and services to benefit those diverse constituencies.

One form of addressing diversity within the student population is the provision of child care services for all types of families with a focus on the non-traditional student. The College Children's Center cares for children ages six weeks to six years. Preference is

given to children of CCCC students and College employees, but when spots are available, children of community members benefit from the Children's Center on campus.

Community Education has recognized a need to provide educational opportunities to younger, as well as older, constituents of CCCC. In 2008, the College expanded the variety of non-credit enrichment courses to senior citizens through "Prime Time @ Cloud". Classes offered include knitting, quilting, crocheting, cake decorating, basic computer classes, classic film series, and beginning bridge.

"Prime Time @ Cloud" information can be seen in the Resource Room.

The Learning Skills Center (LSC) assists in serving academically diverse students by offering College preparatory courses through individual and small group instruction. Developmental courses are available in reading, vocabulary, study skills, grammar, spelling, and mathematics. Different learning styles are also accommodated through the Center. Peer tutors are available on a drop-in basis. English as a Second Language (ESL) students are also served in the LSC. Between fall 2007–spring 2009, the LSC provided classes for 48 ESL students. Students were able to attend small group classes specifically for ESL development or general academic support classes with native English speakers.

CCCC Residence Life recognized a need to serve the diverse student population on campus by providing multiple housing options for the non-traditional student. In summer 2008, the College purchased the Hillside Apartment building, located a few blocks north of campus, to offer housing options to students over the age of 24.

The Retention Specialist works with all traditional and non-traditional students who may be struggling in the classroom. Faculty members work closely with the Retention Specialist to continually identify and assist struggling students before the end of a semester. Weekly meetings are held with students who are on academic probation.

CCCC strives to provide opportunities for all students to participate in organizations or clubs related to academics, athletics, arts, agriculture, student government, and student life. The newest organization started under the Alliance of Diversity is the Gay-Straight Alliance.

CCCC has seen a substantial increase in the number of international students attending classes, especially on the Concordia campus. To help students and community members to develop a better understanding and appreciation for diverse cultures, international students attending classes at the Concordia campus are invited to be a part of an informative panel. A moderator asks the panelists questions on topics including education, gender roles, athletics, cuisine, and fashion. Some students on the panel dress in native costume or bring native music from their home countries.

In 1992, the Cook Series was established thanks to a $250,000 endowed trust from long-time Concordia boosters, Charles and Marian Cook. Over the 18 years since its inauguration, nearly 50 separate humanities-based presentations have been funded by the Cook Trust. Each event, presented at either the historic Brown Grand Theatre or Cook Theatre on the College campus, is free to the public.

Cook Lecture Series information can be seen in the Resource Room.

The Honors Seminar Series is a series of lectures produced by Phi Theta Kappa International (PTK). GCC's PTK chapter, Beta Eta Xi, sponsors this series with lectures by renowned scholars speaking on topics revolving around the Honors Study Topic, which varies each year. The topic in 2008–2009 was "The Paradox of Affluence: Choices, Challenges, and Consequence." The Geary County Campus Faculty Lecture Series revolves around the Phi

Theta Kappa Honors Study Topic. Offered in the spring semester, this series highlights the GCC faculty, providing an open forum for scholarly presentation and discussion. Both series are open to students, faculty, staff, and the community.

Other mechanisms for addressing diversity are the Adult Basic Education (ABE) and General Education Diploma (GED) programs available on both the Concordia and Geary County campuses, as well as a center located in Clay Center, KS. CCCC's ABE/GED program has served an average of 152 students among the three centers from 2007–2010. In 2007, the program was ranked third in the state by the Kansas Board of Regents Quality Program Measures. During 2008, it received a second place ranking out of 30 programs based on the same quality measures. During 2009, CCCC's program received a first place state ranking for the percentage of students who entered post-secondary education or training. While quality before quantity is a hallmark of the ABE/GED program, the program strives to serve the over 11,000 adults in the twelve counties it serves who do not have a high school diploma.

CCCC's outreach programs respond to identified community needs.

With the rising costs of education, CCCC has been responsive to service area high schools and their requests for concurrent or dual credit offerings. CCCC offers concurrent enrollment classes at 37 high schools in the twelve county service area. Through the use of ITVand shared instructor resources, CCCC is able to offer concurrent enrollment classes to small, rural schools who do not have the student population or qualified instructors to teach college-level classes. Since 2006, CCCC has extended the opportunity for high school students to enroll in online classes which are not typically offered in a high school setting.

GCC and Geary County U.S.D. 475 have created another avenue by which qualified students may obtain career training and College credit prior to high school graduation. In the fall of 2009, the College began offering selected courses in the allied health field for juniors and seniors attending Junction City High School. The students receive dual credit because the College courses fulfill high school graduation requirements. The students also receive college credit for these courses. This program differs from concurrent education in that the students are given release time during the high school instructional day to travel to the Geary County Campus. Students enroll in Introduction to Healthcare Professions and Medical Terminology in the fall and take a course in Certified Nurse Aide during the spring semester.

Parents and youth in the community desire to have local College summer athletic camp opportunities. Men's and women's basketball, volleyball, cheer and dance, soccer, softball and baseball coaches and athletes all offer summer camps and training sessions for service area youth at minimal cost. A number of the coaches and athletes assist with Concordia Recreation programs as well.

In response to a community need for added "fun summer learning opportunities" for service area youth, CCCC started an annual "Kid's College" in July 2009 on the Concordia campus. This event was open to students kindergarten–6th grade. The courses offered are taught by college faculty and staff who volunteer their time. More than 300 children attended in 2009 and 347 attended in July 2010. In 2010, 50 area middle school and high school students volunteered as "helpers" during Kid's College.

In selecting Nursing clinical locations, Nursing faculty, staff, and students look at community needs as one part of the selection process. The Salina Rescue Mission, located in Salina KS, is one of the clinical sites that provides a diverse experience for Nursing students and assists Rescue Mission clients who need basic medical care.

Flinthills Job Corps is located in Manhattan, KS, 15 miles from CCCC's GC campus in Junction City. This no-cost education and career-technical training program administered by the U.S. Department of Labor helps young people ages 16 through 24 improve the quality of their lives through career-technical and academic training. CCCC has partnered with Flinthills to offer Certified Nurse Aid classes that fit into Flinthills Health Occupations curriculum. Flinthills students have also taken classes at the Geary County Campus.

According to a 2009 Faculty/Staff Survey, 90% of employees at CCCC feel working collaboratively with the College's communities is important or very important. Faculty, staff and students volunteer countless hours for community events like Fall Fest, Adopt a Highway, Blood Mobile, Cloud County Fair, Geary County Fair, Toys for Tots, among others. There are ongoing events supported by College volunteers such as the community recycling program, the College's volunteer servers at their Sunday buffet, and various activities in the community for children. In addition to volunteering at community events, a number of CCCC faculty and staff serve on a variety of service boards and volunteer their time with travel and tourism entities such as the Brown Grand Theatre, POW Camp Concordia, and the National Orphan Train Complex.

In responding to external constituencies, CCCC is well-served by programs such as continuing education, outreach, customized training, and extension services.

In 2006, CCCC became even more committed to developing training courses needed by business and industry. In addition to the Allied Health offerings already in place, programs have been added at CCCC which have proven to be very successful. A Motorcycle Safety Foundation (MSF) Basic Rider course offered at the Geary County Campus covers all of the preparation work, provides on-the-bike instructional driving, and is MSF approved. Upon completion, participants receive a MSF Safety Certificate as well as their Kansas DE-99. Because personnel at Ft. Riley Army Post are required to have MSF certification in order to operate motorcycles on post, approximately 50% of participants have a military affiliation. Commercial Drivers License (CDL) and In-City Commercial Driver's License Driving offers all the information required to take the CDL written examinations and provide a simulated practice of driving in city situations. Participants often include employees of municipalities and companies, students who need a CDL as a prerequisite for a technical program, and military retirees.

The Kansas Small Business Development Center (KSBDC) is highly utilized by the eleven counties it serves. Funded in part through a cooperative agreement with Wichita State University, the U.S. Small Business Administration and partnership with the Kansas Department of Commerce, the KSBDC assists start up and existing businesses in a variety of ways. From 2003 through 2009, the KSBDC was housed in the College Career Center as an effective strategy to network with community agencies such as the local chambers of commerce, economic development agencies, and related labor resources. Career Center staff and KSBDC worked together in sharing support staff and in coordinating workshops. Office space, salary for an administrative assistant, and half of the KSBDC Director's salary

were provided by the College. When the administration was faced with pending budget cuts, a decision was made to discontinue the partnership and financial support of the KSBDC because it had no direct impact on student services, enrollment, and credit hour generation. The KSBDC now operating out of the Concordia Chamber of Commerce office remains a constituent of CCCC as it still provides training to area residents.

The Career Center provides a variety of career and workforce related services to students and the community. No local job placement agency currently exists and, therefore, the Career Center provides many services a workforce center would typically provide. The Career Center offers resume preparation services to both students and community for a nominal fee, career assessment and counseling, and interview education and preparation. Each year, approximately 150 students are assisted with resume development and more than 350 community members utilize the Career Center. A "Job Vacancy Bulletin" is also available online and mailed to over 100 service agencies, area job banks, and job seekers. On average, 325 jobs are posted on a complimentary basis to employers or any job seeker. Employers frequently contact the Career Center seeking persons for temporary, part-time, and full-time employment. Often, staff members are requested to screen applicants for employers. A monthly activity log is kept of Career Center activity. Annually, nearly 900 career assessments are offered to students and community members who are undecided, displaced, or going through career transitions.

The Career Center Director serves on the 12th Judicial District advisory board and is the coordinator for community offenders to complete their community service work on campus. Forms are completed to assure work attendance is authorized and medical safety forms are notarized. CCCC work-study training and placement is also coordinated through the Career Center, which attempts to place students in opportunities related to their major. Both on-campus and off-campus Work-Study placements are evaluated twice per year (evaluations are housed in the Career Center). A number of different off-campus placement sites are available and these constituents rely on work-study students to perform duties and represent the agencies they serve. These employers complete performance evaluations which are reviewed with the students. The Career Center also manages the Cooperative Education program in which students are placed in community businesses and agencies to gain workplace training for college credit. Faculty act as the advisors and students often become employed as a result of their cooperative education or job shadowing experiences.

The Career Center coordinates an annual Career Day for high school sophomores to learn about careers and programs offered at CCCC. Over 300 students participate in this event. The Career Center also coordinates vocational career days for such programs as wind energy and administration of justice in which community and CCCC students can participate.

To help fulfill the College and community interest in health, fitness, and wellness, the CCCC Fitness Center is open to students, staff, and to the general community. The Fitness Center is open 16 hours each day during the week and four hours on Sunday. It provides an impressive selection of equipment for muscular and cardiovascular workouts. Weight training classes are available in addition to several activities including a fun run and fitness challenges.

High angle rope rescue training is offered in conjunction with the WET program to both WET students and area EMS personnel, firefighters, and wind farm employees. A

certificate recognized within these industries is given upon successful completion of the training.

Core Component 5b:

CCCC has the capacity and the commitment to engage with its identified constituencies and communities.

CCCC demonstrates an ongoing commitment to its constituencies as evidenced by its mutually beneficial collaborative programs and relationships with business and industry, educational institutions, community members, and governmental agencies. CCCC recognizes the value of these partnerships and realizes they are vital to its growth and to the College's future. CCCC's commitment and capacity to engage its constituents is reflected throughout the College strategic plan.

Supporting Evidence:

CCCC's structures and processes enable effective connections with its communities.

CCCC communicates frequently and effectively with all aspects of its 12-county service area. Since the position was created in 2006, the CCCC Director of Marketing communicates with the public about activities and events happening on the College campuses or sponsored by CCCC. Using regional media resources, CCCC is able to disseminate information in an expeditious manner. Each year CCCC's Director of Marketing generates and submits press releases to area media. In addition, the College runs radio spots combining both paid promotions and public service announcements. CCCC has purchased display advertisements of various sizes and messages in the newspapers and print mediums in the service area and surrounding counties. Johnson Funds, a $1 M gift given to GCC through the Russell and Kathy Johnson Estate, has provided additional marketing and advertising funds for the promotion of that campus location.

Additionally, CCCC posts current events and happenings on the College website. The website also includes a weekly calendar of events. CCCC administrators regularly participate in "Coffee Time," a local radio segment which includes representatives from the school district, City of Concordia, county commissioners, and economic development director. Topics of interest within the county and city are discussed.

Internally, CCCC corresponds in large part among its own faculty and staff via email. This has proven to be an efficient, effective, budget-friendly, and eco-friendly means of distributing information about CCCC to staff. However, face-to-face contact remains an integral part of communication with the internal College community. A broad range of regular monthly meetings provide avenues for direct communication among faculty, staff, and administration.

CCCC Graphic Design and Journalism students produce 3–4 editions of "The Bolt" each school year. This College magazine contains pictures, articles of interest from people and events on campus, and maintains a historical record of CCCC activities. It is available to the public and is used as a CCCC marketing piece. The T-Bird Times is the campus newspaper produced by the Journalism students. Both The Bolt and T-Bird Times have won a number of awards in the past few years from the Kansas Collegiate Press Association.

Editions of "The Bolt" can be seen in the Resource Room.

Editions of "the T-Bird Times" can be seen in the Resource Room.

Each February, CCCC hosts College Goal Sunday, which is a nationwide campaign held in communities to assist students of any age complete the Free Application for Student Aid (FAFSA) accurately and on time. The Geary County Campus holds Financial Aid and Information Nights each semester on its campus. During these events, financial aid and advising personnel are available to answer questions that students and prospective students in the community may have free of charge.

Concordia is home to a number of historic entities that have, and remain, enhancements for CCCC. The Brown Grand Theatre, built in l907, was restored in the late l970's. The Brown Grand is used as a civic auditorium and continues as an extension of the College music and drama departments for concerts and plays performed annually. Another of CCCC's history partners is POW Camp Concordia, built as an internment camp for captured German prisoners during World War II. When the war ended, most structures were sold and moved except for a few vestiges that still remain. A preservation committee of volunteers has taken ownership of two buildings and received State Historic Registry status for one. College personnel have helped commemorate the camp on a number of occasions, provided upkeep, raised funds, sought promotional opportunities, including creating a webpage, and provided stewardship for the present and future potential of the site. The National Orphan Train Complex is also located in Concordia and is comprised of a modern research facility and a restored 1917 Union Pacific train depot. The museum houses interpretative displays commemorating individual Orphan Train Riders, as well as the 75-year history of the Orphan Train movement, l854-1929. During those years, an estimated 250,000 homeless and abandoned children from crowded cities in the east were transported to new homes in America's expanding west. A number of College students have traced their heritage to Orphan Train riders in the state. A CCCC history instructor regularly assigns students research projects requiring them to utilize the resources at the Orphan Train Research Center. Every fall, the Orphan Train Committee hosts a national celebration for Orphan train enthusiasts, riders, and descendants, on the CCCC campus. Attendees regularly come from across the U.S. and overseas. The College Graphic Design instructor created several Orphan Train logos for the committee; one remains as the official national symbol of the organization.

The newly-completed Whole Wall project in Concordia has served as another cross-community accomplishment. The CCCC Art department partnered with an out-of-state brick sculptor, the Cloud County Museum, Cloud Ceramic and Brick Plant, and local contractors to create a massive brick mural on the east exterior wall of the County Museum Annex which depicts Concordia and Cloud County history. CCCC partnered with the artist to provide a dedicated space for brick carving on campus. While the bricks were being carved, the community was once again invited to view the work in progress and actually help carve a portion of the design.

Both the CCCC instrumental and vocal components of the music department continue to sponsor "Youth for Music," a community and regional opportunity for high school instrumentalists and vocalists to prepare and perform in an honor ensemble format on stage at Concordia's Brown Grand Theatre. This more than 40 year event is co-sponsored by Tom's Music House and the Brown Grand Theatre and, in recent years, has featured more than 250 area high school musicians.

In addition to cross-historical events offered at CCCC, cross-generational and cross-educational opportunities exist on an ongoing basis. The instrumental music department

has a band comprised of both College and community members, including a number of area high school band directors. The community band plays annual concerts at the Brown Grand Theatre, Cloud County Music Festival, and Cook Theatre, in addition to making special appearances in other communities. Another cross-educational project, the annual children's play, often features original material and combines the talents of grade school, middle school, and college actors. In 2009, "And Molly Makes Six," became the first outreach project for local and area schools to see the play, tour the Brown Grand Theatre, eat lunch, and visit the Orphan Train Museum.

Community groups and individuals are continually encouraged to use CCCC's facilities. CCCC opens its campus and invites groups to utilize Cook Theatre, classrooms, the gymnasium, student housing, cafeteria, and College grounds for events and activities. A summary done on reservations from the past year show 140 reservations were made for non-College activities held on campus excluding those held in the gymnasium.

With the large number of out-of-state and international students attending CCCC, the College pairs these students with Concordia host families if the student desires. Many host families invite students into their homes for weekly meals and "adopt" them as part of their family while they are a student at CCCC. This program has proven successful in getting students engaged in community activities as well as getting community people involved with them.

Conversely, the community extends facility use to the College. Examples include the CCCC Rodeo Club's use of the fairgrounds and rodeo arena, the Concordia National Guard Armory for the annual scholarship auction, the Concordia High School track and field for College practices and events, the city ball fields for baseball games and practices, and the Catholic Church, American Legion, and Concordia Country Club have all opened their doors to staff dinners and events.

Over half of CCCC students never set foot on either the Concordia or the Junction City campus. For these students the face of the College is represented through Community Education (CE). This year to date CE employees have arranged for and supervised over 200 instructors, garnering the College over 20,000 credit hours representing over 43% of the credit hours offered through CCCC. They have accomplished this by emphasizing high quality student service and instruction. To help keep in touch with the needs of each community in CCCC's service area, CE employs local coordinators who assist with the CE department schedule and publicize classes. In the fall and spring semesters, the CE office publishes a tabloid that contains a comprehensive schedule for the Concordia and Geary Campuses and all outreach locations. Mailed to every household in the twelve-county service area and Saline county, the tabloid showcases classes and services the College offers to the entire service area. Published by the Junction City Daily Union in the fall and spring, "Life: Learning is For Everyone," is a special tabloid focused on life-long learning opportunities in the Junction City area. A complete GCC class schedule is included in the publication.

Community Education schedules can be seen in the Resource Room.

CCCC's co-curricular activities engage students, staff, administrators, and faculty with external communities.

CCCC has promoted good citizenship of its staff and student body within the community. Activities geared toward community service and public benefits are intertwined within the

curriculum and College culture in general. Service Learning projects are encouraged and supported by student clubs, organizations, and faculty completing projects. A sampling of the community involvement projects includes the following list:

The Admissions Office has organized "Project B" to raise awareness of Congenital Heart Defects and enhance students' knowledge and participation in community service/charity work. Specific projects include pop tab collection for Ronald McDonald House, change collection, and book, clothing, and toy drives.

Each year in November, student organizations, including Phi Theta Kappa and Student Senate, participate in a canned food collection. All donations go directly to the Cloud County Resource Center which houses the Cloud County Food Bank.

GCC students, faculty, and staff participate in Red Cross blood drives, voter registration drives, food drives, Habitat for Humanity projects, Rotary reading projects, Middle School Leadership Academy, and benefit fund raisers for non-profit organizations.

CCCC employees assist with the NCK Thunder Track Club. The club's purpose is to allow athletes grades K-6 to practice events for Track and Field/Cross Country with qualified coaches who will assist in athletic development. Athletes may participate in area track meets and AAU sanctioned track meets if they choose.

The CCCC men's basketball team, cheerleaders, dance squad, and Student Senate assist with the Concordia Elementary School carnival by working booths that need volunteers.

Each Thanksgiving, the CCCC men's basketball team assists with the community Thanksgiving Dinner at the Concordia Moose Lodge by serving and delivering meals to shut-ins. The experience allows players to give back to the community and interact with the public on a more personal level.

The CCCC men's basketball team scrimmages with the champions of the Concordia Middle School 5th and 6th grade intramural teams. During basketball season, the CCCC athletic department assists with "Biddy Ball," a basketball league for youth ages pre-kindergarten through fourth grade. The men's and women's basketball teams run a camp to kick off the league to help coaches and kids with drills and skills to make their experience more positive.

CCCC employees are also involved in a variety of community, state, and national organizations.

CCCC's educational programs connect students with external communities.

Students are connected with external communities through classes and organizations. CCCC recognizes the importance of providing students "off-campus" or "outside of class opportunities" to promote understanding, knowledge growth, leadership, and citizenship. Priority 1C of the 2009–2011 Strategic Plan identifies CCCC's initiatives to promote service learning and to expand current opportunities for students.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room.

The North Central Kansas (NCK) Community Band meets an hour and a half one day a week and generally performs three to four concerts each year. All individuals enrolled in the course receive one hour credit. The band is open to musicians of all ages and experience from the entire service area and beyond.

Nursing clinicals are a degree requirement for the ADN program. Students work within a variety of settings to complete the clinical including Republic County Hospital in Belleville, KS; Mitchell County Hospital Health Systems in Beloit, KS; Salina Regional Health Center and Salina Rescue Mission in Salina, KS; Larned State Hospital in Larned, KS; Clay County Medical Center in Clay Center, KS; and Cloud County Health Center and Pawnee Mental Health Services in Concordia, KS.

Aggie Days is an event hosted each spring by the CCCC Agriculture department. Kansas and Nebraska high school students compete in events such as horse judging, agronomy, dairy foods, meats, nursery/landscape, entomology, horticulture, animal sciences, and agriculture management. The event draws over 250 high school students and FFA advisors to the College.

Student involvement with career and technical program advisory committees offers opportunities for those students to meet and know professionals in their fields. Advisory Committee members often serve as mentors, assisting them in internships or work with them to review portfolios.

Students in the Meteorology and Astronomy classes assist a CCCC instructor with the monthly star parties held on campus at the Earl Bane Observatory. These events are open to the general public and offer fun, educational opportunities to learn about the constellations and evening sky events throughout the year.

WET students host an annual career fair and conference which attracts wind industry vendors, speakers, and potential employers. Students are able to interview for available positions with company representatives and also have opportunities to utilize public speaking skills by introducing conference speakers.

Music, drama, and cheer/dance squad members annually produce "Cloud Burst Review" to showcase students' talents. CCCC's vocal group, Great Society, does an annual spring tour of service area schools. Singers share their "on-stage" talents during these tours.

GCC PTK members and students in the Leadership class host an annual Middle School Leadership Academy for area middle school students. The College students organize the event, find speakers, and facilitate the workshops. Enrollment in the 2010 Leadership Academy was more than 100 area middle school students. GCC is discussing the possibility of providing a similar event for middle school students on Ft. Riley Army Post during spring 2011.

CCCC's resources – physical, financial, and human – support effective programs of engagement and service.

Arley Bryant gymnasium is used for student athletics and College career days, but also for noon town basketball, summer camps, cooking shows, military bands, and emergency preparedness experiences. The gym also houses the Fitness Center, which is open to the public and has undergone significant updates to better accommodate the increased usage by students and community. There have been major upgrades to athletic locker rooms and restrooms in that area due to the increased usage of facilities.

The College's "new addition" on the Concordia campus has provided CCCC the opportunity to host more community events as well as provide additional instructional space. The

cafeteria and adjoining rooms are used nearly daily by community service organizations such as Rotary and Lions Club, church groups, and professional/business organizations. The new addition space has allowed Bookstore expansion and easy access for visitors and students to Student Records and the Admissions Offices. The entrance area is used as a study area and a Welcome Center for exhibits and registrations for community meetings such as a recent wind energy conference and for enrollment registration.

By the end of summer 2010, all CCCC classrooms were converted to SMART Rooms allowing state of the art learning opportunities. The classrooms and technology are available to outside organizations meeting on campus. IT and Library staff members provide support in the use of this technology.

CCCC student housing has expanded during the past couple of years to include Hillside Apartments, LaBarge Honors House, and Thunder Heights. CCCC has committed significant financial resources to renovating and remodeling student housing units on campus. These housing units are attractive to outside groups for scheduling multi-day, off-season conferences or events on campus.

Cook Theatre is used extensively for community and college events such as lectures, conferences, music festivals, career days, conventions, dance performances, final exams, and Board meetings, in addition to College theatre practices and productions. New lighting and equipment were installed to meet technology demands.

The College Library recently installed "Hava Java" coffee bar to help give the space a more modern, relaxed atmosphere. On the day of the ribbon cutting, arts' advocate and Cloud alumnus Don Lambert, donated a number of original paintings, sculptures, and mixed media pieces featuring Kansas artists to the Library. Depending on student need, computers housed in the Library are available throughout the day and evening for public use.

The T-Bird Café, student union, faculty lounge, and Welcome Center are available to the public and used frequently for community-wide celebrations such as the Brown Grand Theatre's 100th Birthday; monthly meetings such as "Talk of the Month Club," Big Brothers/Big Sisters, Lion's Club, and Rotary; annual meetings for the Cloud County Historical Society and the 100th birthday party for Orphan Train rider, Anne Harrison.

Nearly every resource of the College is available and used by the community. CCCC understands and frequently discusses the importance of "community" in the College name. CCCC believes in the importance of outreach and partnerships. By the end of summer 2011, the College will have committed more than $11.2 M in campus upgrades, renovations, and new building projects when the new HVAC system is installed. (Appendix F)

Planning processes project ongoing engagement and service.

Performance Agreements and progress reports can be seen in the ERR and the Resource Room.

In CCCC's 2010 Performance Agreement, the College made a commitment to improve community/civic engagement as institutional goal #3. As part of this performance agreement, CCCC will work to increase participation in community service projects and leadership forums, increase the number of educational opportunities for 4-8 graders in the CCCC service area by 30 percent, and increase the number of noncredit courses offered for college/community constituents. By setting these goals, the College will have the opportunity to work toward ongoing engagement of and service to the diverse

constituents it serves.

Priority Four of CCCC's 2009–2011 Strategic Plan directly addresses the College's current and future commitment to the area of College outreach, advancement, and partnerships. This priority challenges the College to continue to build business and industry partnerships and support. It also identifies College initiatives to promote diversity and cultural enrichment. Previous accomplishments for these priority areas are included in the mid-year and annual strategic plan reports. Continuing goals are identified in the 2009–2011 Strategic Plan.

The 2009-2011 Strategic Plan can be seen in the ERR and the Resource Room

Strategic Plan mid-year and annual reports can be seen in the ERR and the Resource Room.

Core Component 5c:

CCCC demonstrates its responsiveness to those constituencies that depend on it for service.

CCCC strives to be responsive to the needs of it constituencies and works diligently to provide needed services through a variety of methods. The College has developed a web of relationships with constituencies by utilizing academic, co-curricular, and community outreach programs to build bridges between the College and communities it serves. Through utilization of its own resources and collaborative partnerships, the College has been successful in its responsiveness.

Supporting Evidence:

Collaborative ventures exist with other higher learning organizations and education sectors (K-12 partnerships, articulation arrangements, 2+2 programs).

CCCC currently offers concurrent enrollment classes at 37 service area high schools. Concurrent enrollment classes provide high school students the opportunity to get a head start on a college education. Concurrent enrollment instructors and students must meet qualifications as outlined in KBOR regulations and as identified by the College. Expectations are that concurrent enrollment students will experience the same rigor and depth of instruction as CCCC students who take classes on the Concordia, Geary County, and Outreach campuses. Although most concurrent enrollment classes are general education classes, CCCC is working with several high schools to offer vocational classes for students expressing interest in a specific career path.

KBOR approved concurrent enrollment guidelines can be seen in the Resource Room.

Many of CCCC's technical education programs have signed articulation agreements with high schools so secondary students may receive post-secondary credit from CCCC for courses taken during high school. These articulation agreements are coordinated and facilitated through the Perkins Tech Prep program with oversight offered by the Director of the Perkins Grant.

CCCC has a number of 2 + 2 and articulations agreements as well as MOU's with other higher education institutions which facilitate transfer of CCCC students to four-year institutions or allow credits to be transferred to other institutions to complete associate degrees. Agreements that CCCC has established include those with Washburn University in the areas of Criminal Justice, Business, and Human Services; Friends University for a degree completion program in Business; Fort Hays State University in Early Childhood

Articulation agreements can be seen in the Resource Room.

Education and WET; and Kansas State University in Business, WET, Criminal Justice, and Networking. Additionally, CCCC has agreements with Sterling College, Southwestern, and Baker University for CCCC associate degree students to transfer hours towards a bachelor's degree. CCCC is currently working on agreements with Kansas Wesleyan University and Pittsburg State University as well.

Articulation agreements can be seen in the Resource Room.

Until fall 2006 and fall 2007, CCCC partnered with North Central Kansas Technical College (NCKTC) in Beloit, Kansas and Manhattan Area Technical College (MATC) to offer their general education classes. While CCCC still works cooperatively with both institutions, NCKTC and MATC have become accredited technical colleges and offer their own general education classes. CCCC is currently working with Johnson County Community College, Butler Community College, Neosho County Community College, and Garden City Community College through the organized Kansas Network for Sustainable Energy consortium to offer WET classes, as well as other renewable energy classes, to other higher learning institutions. CCCC has also established partnerships and transfer opportunities with Hutchinson Community College for Health Information Technology and MATC in Agri-Biotechnology.

CCCC's transfer policies and practices create an environment supportive of the mobility of learners.

Application deadlines vary among transfer colleges and universities. CCCC provides application information for several area universities on the bulletin board outside of the Advisement Center and in the Student Services office on the Geary County campus. Students are encouraged to contact the institutions to which they are transferring once a decision has been made.

The KBOR has an established Transfer and Articulation Agreement with all Kansas Regent's institutions. All Kansas Regent's institutions accept course credit from CCCC provided the courses have a university parallel course and were designed for transfer. Colleges and universities may choose to accept vocational/technical course credit, depending upon the major area of study.

KBOR policies can be seen in the ERR.

CCCC accepts credits from all regionally accredited colleges and universities. Previous transcripts from all other colleges attended are required. The GPA transferred to CCCC is considered only if any of the transferred credit hours are used toward a CCCC degree.

The Kansas Core Outcomes Project, previously discussed, was initiated in 1999 by KCIA, a group comprised of the chief academic officers of the state's community colleges and vocational-technical schools and colleges. The goal of this project was to develop core outcomes and competencies for general education courses. It also provides a forum for two-year and four-year educators to foster positive working relationships. Students, faculty, and transfer advisors can easily identify classes which have been approved through the Core Outcomes Project because the course syllabi contain an identifying statement to this effect.

The KBOR Transfer Feedback Report reflects fall enrollments and is organized by an individual community college summary report providing data about students who have transferred from that community college to a Kansas state/municipal university. In addition to the community college reports, individual university summary reports

are provided describing transferring students. These reports, created from the Kansas Post-Secondary Database (KSPSD) data maintained by the Institutional Research staff of the KBOR, are intended to give uniform information about Kansas community college students who later study at state/municipal universities.

KBOR Transfer Feedback Reports can be seen in the Resource Room.

Community leaders testify to the usefulness of CCCC's programs of engagements.

Area political, community, and business and industry leaders continue to support CCCC. One of the best examples of this commitment is the WET program. On the local level, Concordia, Cloud County, and Meridian Way Wind Farm are supportive of CCCC's efforts to expand the WET program. On the state level, CCCC has been asked to partner with the Department of Commerce and KBOR on several wind energy grants. On the national level, industry leaders in wind energy have supported the WET program through letters of support for grant applications and accepting CCCC WET students as interns. CCCC is also the driving force in the establishment of a consortium which will create a partnership with other community colleges in Kansas to deliver WET classes statewide.

In January of 2010, CCCC was recognized by the Concordia Area Chamber of Commerce as being a part of the Whole Wall Project, the creation and installation of a three dimensional brick mural covering the Cloud County Museum East Annex exterior wall, with the Chamber's annual Kaleidoscope award.

CCCC has been fortunate to receive a great deal of financial support for several of its newly developed community programs. The Thunderbird Booster Club Biddy Basketball league is supported by the Concordia Optimist Club with a $500 donation so every participant in the Biddy Basketball League can receive a basketball upon completion of all the games. The Optimist Club, Cloud County Resource Council, and the Community Foundation provide scholarship support for Kid's College participants who might not be able to afford the registration fee.

The Cloud County Health Center and Clay County Health Center value CCCC's Nursing program as both entities provided salary support for the clinical instructors as students were on rotations in those facilities. CCCC has been approached by the Kansas Adjutant General's Office to form a partnership with the Kansas National Guard and other local Concordia city services to develop a model for locating all emergency services under the local armory roof. CCCC was asked to participate in this venture because the College is recognized both locally and at the state level for its innovations in the WET program and the Adjutant General's vision is to power the emergency services building with wind energy.

As public College presidential forums were held during fall 2009, community members, faculty, staff and students had an opportunity to share their views on both College strengths and challenges. There was a consistent message that CCCC provides programs and services of great value to the communities. Public comment identified concerns surrounding state budget deficits and the impact on CCCC, retention of current employees in light of the economic downturn, and the need for the new President to seek outside funding resources. The 2009 Community survey indicated 41% of the respondents agreed or strongly agreed CCCC listened to constituents, 25% were neutral, and 20% disagreed or strongly disagreed. The 2010 Community survey response for the same question indicated 50% agreed or strongly agreed.

CCCC's programs of engagement give evidence of building effective bridges among diverse communities.

Recognizing its rural location, CCCC actively seeks to provide various opportunities to promote diversity education to its constituents.

Student clubs and organizations offered throughout the year provide campus-wide diversity educational opportunities for students and the community. Multicultural week on the Concordia campus includes an international student panel discussion where international students are invited to share information about their cultures. GCC holds a multicultural potluck so students and staff are able to share different cultural experiences and a meal of ethnic dishes. Meet Concordia Night is an event in which all businesses and churches of Concordia are invited to come to campus early in the fall semester to meet and greet the students new to Concordia. Each participating business or church sets up a booth and provides students with the opportunity to get acquainted. ThunderDaze is an event held in the fall that brings together current students and their families, CCCC faculty and staff, CCCC alumni, and the Concordia community. This day is filled with activities for people of all ages to attend. GCC held the first annual Spring Fling in May to bring students, families and community members together for a fun day of activities. Black History Month is celebrated each spring semester. GCC's Faculty Lecture Series provides a forum for faculty to share their experiences and backgrounds to support better understanding among the diverse student population.

Intramural sports provide an opportunity for all students, faculty, and staff to participate in a variety of formal and informal sporting activities and special events. These activities usually encompass the concept of teamwork and promote participation for enjoyment and wellness. Specific sporting activities include sand volleyball, dodge ball, ultimate frisbee, flag football, and basketball.

Student clubs and organizations encourage all students to get involved on campus. Two organizations on campus directly promote diversity and the appreciation for diversity. The Gay/Straight Alliance, in accordance with the vision and values of CCCC, strives to actively bridge gay-lesbian-bisexual-transgender persons and their straight allies together by serving as a constructive medium to encourage communication and an inclusive campus culture. The Fellowship of Christian Athletes student organization is dedicated to helping each student grow in his or her faith. The group is involved with many different activities such as Bible study, weekly meetings, dinners, retreats, concert outings, and game/video nights.

An international study trip has been provided for students in the Great Society Singers. The Singers have performed at three World Expositions: New Orleans, LA, Brisbane, Australia, and Vancouver, Canada. The group also received invitations to the Home & Garden Show in Japan and the World Exposition in Spain but did not attend. The Singers perform regularly throughout Kansas and other areas of the USA, including Hot Springs, AK, Portland, OR, Santa Fe, NM, Oklahoma City, OK, Dallas, TX, and Little Rock, AK. The Singers attended the International Conductors Workshop in Varna, Bulgaria in 2005 and 2006, and gave several concerts in Bulgaria and Istanbul, Turkey.

"Community Night at the Ball Game" is an event that is held multiple times throughout basketball season. Community members from Concordia, Delphos, Miltonvale, Clyde,

and Jamestown are special guests during one night at the ball game. Also, local health professionals, emergency personnel, military personnel, and agriculture producers each have a special night at the ball games as the College's guests.

CCCC participates in partnerships focused on shared educational, economic, and social goals.

The College has begun partnering with the Sisters of St. Joseph to determine strategies for solving some of the community's social challenges. One directly related outcome is the Sisters' plan to teach courses on non-violent communication and peace. Several College personnel serve on various sub-committees of the Sisters' program for peace and other social justice initiatives.

There have been numerous agricultural and renewable fuel partnerships formed in recent years. The College has partnered with Ventria, Eden Space, and Leading Horse Technologies to determine training needs for the National Bio- and Agro-Defense Facility and the anticipated 120 companies relocating to the Junction City area. Valley Vet took ag students on a tour of facilities and introduced them to careers in veterinary medicine. CCCC worked with E-3 Biofuels to develop an ethanol and biofuels curriculum for an innovative ethanol plant/feedlot venture which was slated for Washington County. Although, the funding was never completely secured, the curriculum is ready to submit to KBOR for approval. Welding classes were initiated in Belleville, KS to meet the specific needs of an irrigation manufacturing company in Nebraska just beyond the Kansas-Nebraska state line.

Mid-Kansas Coop (MKC) has collaborated with the College to provide a program for trainees in elevator management, agronomy, and related agricultural technology. The College also has partnered with the Retired Thoroughbred Association and from this CCCC students retrain the horses for eventual adoption. In conjunction with the Kansas State High School Activities Association (KSHAA), the College hosts state and regional Music Festivals for high schools across the state. Approximately 17 area high schools and 300-350 students meet annually at CCCC for a juried art show held in Arley Bryant Gymnasium. CCCC Art students and instructors sponsor the show and assist in judging. Workshops for teachers and students are taught by professional artists and held in conjunction with the art show.

The community is supportive of fund raisers, such as the annual scholarship auction and golf tournaments, which provide scholarship funds to CCCC students. Staff members attend the Tuesday Chamber Coffee in Concordia and Chamber After Hours functions in Junction City to network and communicate with the public.

CPR training sponsored by the American Heart Association is offered for staff, students, and interested community members and taught by a College instructor. CCCC's Director of Financial Aid is a member of state and national financial aid associations and is often called on to counsel with area institutions and individuals to help problem solve various financial aid related situations.

CCCC's partnerships and contractual arrangements uphold the College's integrity.

CCCC's integrity is discussed in Chapter 3, Criterion 1. External auditing, HLC accreditation, legal review of all contracts, external evaluators, assessors for dual credit courses, full disclosure of College employment and academic policies to staff and students, compliance with all federal and state requirements, and the basic core values of the College, CCCC Board of Trustees, KBOR, and Kansas Board of Education, are all examples assuring the integrity of CCCC.

Core Component 5d:

Internal and external constituencies value the services CCCC provides.

The services CCCC provides are valued by its constituencies in many ways. Financial support, recognition from external constituencies, facilities use, advisory committees service, attendance at College functions, and student enrollments for professional and personal growth, reflect the value constituents place on CCCC.

Supporting Evidence:

CCCC's evaluation of services involves constituencies served.

2009 and 2010 Faculty/Staff, Adjunct and Community surveys can be seen in the ERR.

In addition to the surveys discussed on page…., the College has implemented yearly faculty/staff, community, and adjunct faculty surveys. These surveys are posted each spring to allow constituents the opportunity to evaluate the institution and suggest potential changes.

All Community Education (CE) based courses have an evaluation process included as part of the class. All Allied Health courses, Business and Industry courses, as well as "Prime Time @ Cloud" classes, have evaluations participants fill out which are later shared with the instructor. Program coordinators can use course evaluation feedback when revising or developing new courses.

Qualitative information and data is also available from advisory committee members and graduates' employers. Face-to-face meetings continue to provide an effective method for environmental scanning.

Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

From the early days of CCCC, students, faculty, and staff have been deeply involved in volunteer community efforts. From leadership service on boards of directors, elected boards, membership on community initiative committees, service as presenters, facilitators, judges, spokespeople, council members, officers, or committee chairs, College personnel continue to provide the life blood for a majority of volunteer community efforts. Local school districts, businesses, agencies and other interested community members solicit input and assistance from the College and its faculty, staff, and students as needed. One of many

examples include student and staff help during the summer of 2008 and 2009 for the Kansas Sampler Festival held in Concordia. Student organizations and staff members participated in "set up" activities, staffed booths during the festival, and then "tore down" tents and cleaned up the city park afterward.

Over recent years, international students participated in elementary classroom activities by sharing information about their countries, customs, and culture. Elementary students researched the country their guests were from and then were able to ask informed questions and actively participate in the discussion with the international college students.

The area community shows its appreciation of the College in a variety of ways, including attendance at College-sponsored events, wearing College apparel, and providing financial support for the annual scholarship auction, telefund, and other Foundation-sponsored events and initiatives, including contributing endowed scholarships and donating to CCCC's deferred maintenance program. During the past four years, the annual scholarship auction has raised $103,211. College constituents also support the auction by donating items for purchase, attending the dinner and auction, and purchasing auction items. Telefund donations come from family members, alumni and College constituents who support the College's mission and efforts to ensure student learning success. During the past four years, telefund donations have added $102,869 to foundation scholarship funds.

CCCC's economic and workforce development activities are sought after and valued by civic and business leaders.

Customized training opportunities at CCCC have become a focus with the current KBOR approved 2010 Performance Agreement. The College intends to provide additional opportunities beyond the WET high angle rope rescue training, torquing certification, climb test certification, CDL training, and motorcycle safety training that are currently provided. Both campuses serve as a hub for economic development as well. The GCC provided new employee orientation and training for a call center that established itself briefly in the Junction City area. Nearly 150 new employees were trained. Local economic development entities seek CCCC's assistance in securing new businesses for the communities. The College is a valuable resource for businesses as they relocate and become established as CCCC is able to offer facilities, a trained workforce, and expertise to assist companies. Potential employers can rely on CCCC to help train their needed workforce.

Performance Agreements and progress reports can be seen in the ERR and the Resource Room.

Because of CCCC's rural location, there are numerous agricultural and renewable fuel partnerships that have formed in recent years. The Meridian Way Wind Farm, located just south of Concordia, was instrumental in encouraging the implementation and expansion of the WET program. They have actively participated in the College's wind energy conferences, offered tours as part of the classes and conferences, and provided student internships. The College has partnered with Ventria, Eden Space, Mid-Kansas Coop, and Lead Horse Technologies to meet their training needs and to utilize the college's educational services to either start or expand their businesses.

Community members are open to offering cooperative education internships when possible. On average, 50 students complete internships each year. These students are offered an opportunity to learn from business leaders and gain various work experiences. Many students are retained as employees after the experience.

WET instructors are working with industry entities to provide apprenticeship opportunities where the student would have approximately six weeks of training in the classroom, then would be on the job getting "hands-on" training while finishing their education online and through hybrid coursework.

CCCC's Allied Health programs are well attended and supported. Over 100 Allied Health workshops are held annually throughout the region. On average, ten participants attend each workshop. It is quite common for area nursing homes and health care facilities to contact the College to meet their employment demands, training and continuing education needs, and to determine strategies to expand training opportunities that are convenient and cost effective to sponsor.

The CCCC Childcare Resource and Referral (R&R) program is highly valued by service area providers. Over 20 workshops are offered to daycare providers and usually 15-20 attendees participate in the workshops. Workshop topics include daycare management, safety regulations, educational activities, and related current subjects. Each participant completes a satisfaction survey following the workshop, as well as a survey for each activity kit they check out through the R&R library. Such surveys are housed with the CCCC R&R Director in files and electronically stored. Government grants and funding for the program suggest that this service is recognized nationally. The CCCC R&R has been nationally recognized for the quality training it provides. Such professional services are necessary for economic and workforce development.

External constituencies participate in CCCC's activities and co-curricular programs open to the public.

Cook Lecture Series events are open to the public at no cost. This lecture series brings cultural and educational experiences to the people of Concordia and the surrounding communities. Some events are held on campus and some at the Brown Grand Theatre.

College Skills is a program provided for incoming freshmen by CCCC faculty and staff on a variety of subjects. Individuals from the community have been invited to speak on topics ranging from money management to health and nutrition.

Freshmen orientation presenters have included individuals from local organizations that give presentations to incoming students about the services available in Concordia and Cloud County. Cloud County Health Department representatives discuss their services and provide information and directions to their location. Domestic Violence Association of Central Kansas (DVACK) has presented various topics, including date rape, date drugs, sexual assault, and domestic violence. The Cloud County Police Department representatives have been presenters during freshmen orientation.

For the past ten years, the Pike Trail League (PTL) basketball tournament has been held in Arley Bryant gymnasium on the Concordia Campus. Basketball teams from seven CCCC service area high schools are greeted by College staff and students who manage the tournament. Specifically, the Booster Club is involved with the running of the tournament and many businesses and community members are involved as sponsors, team chaperones, and hospitality room providers. CCCC, in partnership with the U.S.D. 333 Dance Team, has hosted the Sunflower Cheer and Dance Competition for the last seven years.

CCCC's facilities are available to and used by the community.

The College is a community hub for activities, meetings, and classes. Twice each year, the Concordia campus hosts a community blood drive. While students, faculty, and staff are the main donors, the events are open to members of the public to donate blood.

The Concordia Relay for Life benefit is traditionally held at the U.S.D. 333 football stadium. However, in case of inclement weather, the indoor walking track in Arley Bryant Gymnasium is reserved and used as needed. Several community groups utilize the campuses for regular meetings. The Concordia Rotary group, Lions Club, Red Hat Society, and the Christian Women's Club are just a few of the groups that use the CCCC facility. The Junction City Chamber meets on the Geary County Campus on a rotating basis.

Special events such as Concordia High School After-Prom party, Taste of Home Cooking Show, Mixed Martial Arts Fight events, veteran's activities, and state quilting conferences have been held on the CCCC campus. High school athletic banquets utilize the cafeteria area and many groups hold meetings or give large group presentations in Cook Theatre.

Ensuring access to the College facilities on both campuses is just one more service the College provides to enrich the lives of those living in the communities we serve.

CCCC provides programs to meet the continuing education needs of licensed professionals in its community.

CCCC offers continuing education workshops throughout the service area for health professionals who are in need of contact/credit hours applicable for RN, LPN, or other professional licensure. As mandated by the Kansas State Board of Nursing, the majority of the workshops are taught by health professionals who are active practitioners in their field. Most in-person workshops are eight hours in length and each participant receives eight contact hours in addition to 0.5 college credit hours. CCCC is approved as a provider of continuing education by the Kansas State Board or Nursing.

The CCCC Director of Business and Industry facilitates the offering of OSHA's 10-hour General Industry and 10-hour Construction Trainings on both campuses. Costs for the OSHA trainings are kept at reasonable level so businesses of all size can participate. Expanding on its OHSA offerings, Natural Propane Gas and Electrical systems provides instruction to plumbers, electricians, and heating/air personnel in the proper techniques and procedures for working with natural or propane installations, as well as lock-out/tag-out per OSHA regulations.

CCCC Early Childhood Resource and Referral Agency is a full service, non-profit agency designed to help Early Childhood Professionals in family child care homes and child care centers reach their full potential as providers of high quality early learning opportunities. The extensive library of videos, books, brochures, and other resources is available to assist in research, lesson planning, child interactions, and parent support. As part of a seven-agency statewide network known as ACCRA, CCCC remains abreast of breaking research in child development and education and access to the latest teaching technologies and information. CCCC offers classes to child care professionals on various child care and business subjects. The Agency's trained staff is available on the Concordia campus, Geary campus, and in 18 additional counties in North Central Kansas to provide professionals, students, parents, and the community with the support and education they need to give children the best start possible.

Summary

There are many examples in the previous sections which offer insight into not only the value CCCC places on its constituent groups, but also the value these groups place on CCCC. The College realizes determining relevancy in an ever-changing workforce can only be done by engaging its constituent groups. CCCC has succeeded in engaging its communities in the service area and for both campuses through services provided, partnerships established, and commitment to excellence. In spite of reduced resources the past few years, the College has continued to increase services to both its internal and external constituents. Faculty, staff, and administration realize CCCC is not autonomous and that it depends upon the constituents it serves. The institution's faculty and staff are committed to the mission of the College and to the internal and external constituents it serves and understand continued dialogue and partnership opportunities are critical to CCCC's continued success as it moves forward.

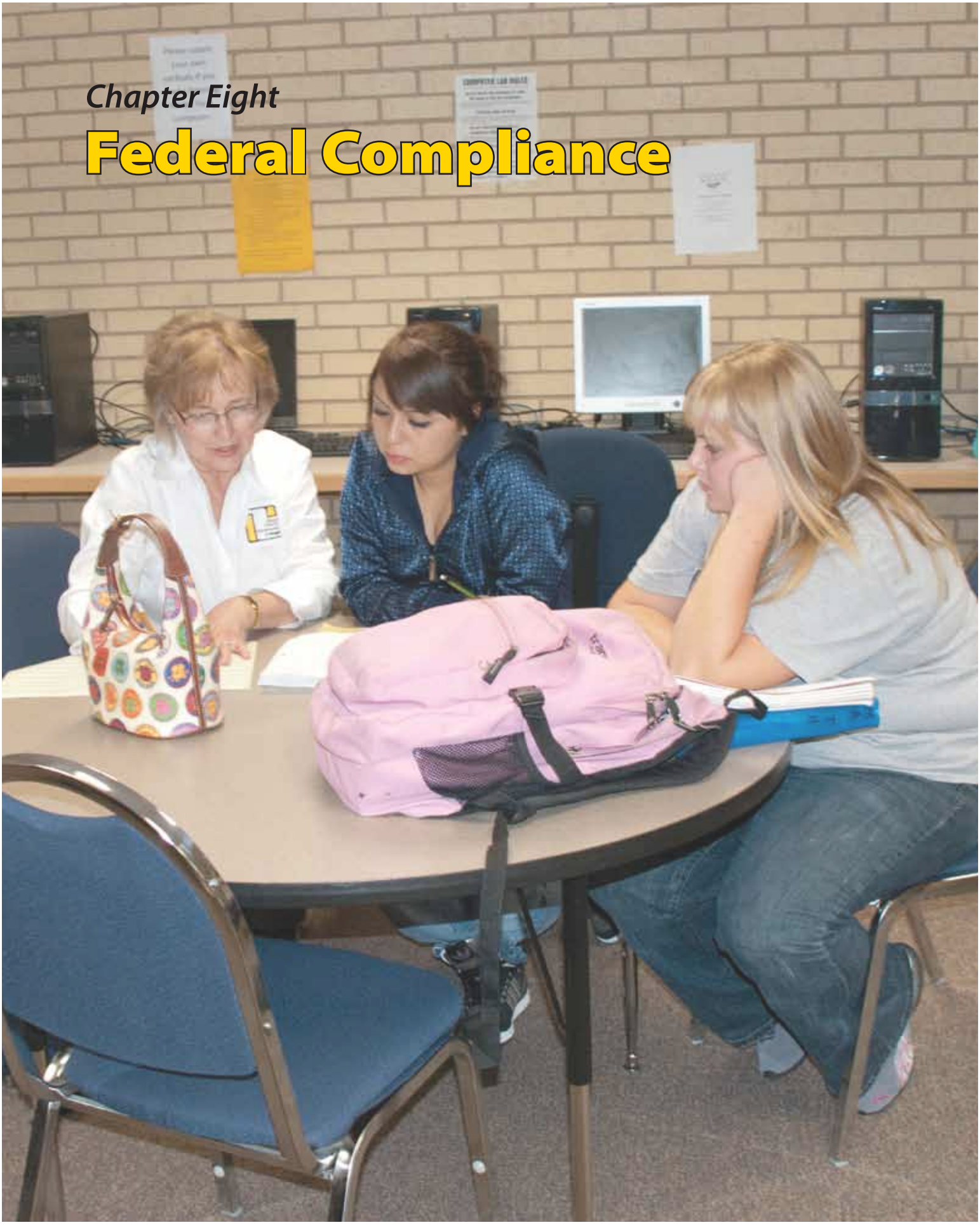
Strengths and Action Items

Strengths

- CCCC is appreciated for its strong economic impact on the community, and the institution as a whole responds effectively to changes in student demographics.
- The College has strong community support and use of facilities, activities and attendance at events.
- Positive, collaborative working relationships have been developed with constituents and service area schools. CCCC has a reputation for effective transferability of courses and programs, and in the last ten years, has developed many partnerships with industry as well as other institutions of higher education.
- CCCC staff and students play active roles in community activities, thus strengthening the joint engagement of the College and with its service area communities.

Action Items

- The College needs to continue exploring alternate sources of revenue in order to support current and new services and programs desired by its constituents. Through increased communication with alumni some of those additional revenues will be targeted to come from partnerships with the alumni.
- Enhanced methods of gathering information on the effectiveness of College services provided to constituents should be developed.
- CCCC would benefit from continuing its work to define service learning and exploring the commitment to embed service learning projects across all facets of campus as it relates to the College mission.



Chapter Eight

Federal Compliance

Chapter

8

Federal Compliance

Credits, Program Length, and Tuition

Cloud County Community College operates all its course offerings on a semester credit hour basis. Classes are typically listed as lecture (academic or vocational) or laboratory (academic or vocational). With Kansas community colleges and technical colleges coordinated by the Kansas Board of Regents, the expectation is that 1 credit hour is granted for 750 minutes of contact in a lecture class. Credits at CCCC are awarded based on the number of minutes a lecture class meets per week. One credit is awarded for each 50 minute session for a 15 week semester or 750 minutes per credit. Labs must meet 1.5 x 750 minutes for each credit associated with the lab section or 1125 minutes. These standards are adhered to when building class schedules each semester.

Operating on a semester schedule, CCCC offers two 15-week semesters in the fall and spring, an interterm session in December and January, and two summer sessions in June and July. The Geary County Campus also offers and eight-week session of "2nd Start Classes" the second half of each fall and spring semester. A variety of "late start" classes are also offered on both campuses.

Program length varies with the type of degree or certificate offered. All career and technical degree and certificate programs must be approved by the Kansas Board of Regents (KBOR). This process involves compliance with approved KBOR policies. Kansas Board of Regents policy requires a minimum of 60 credit hours for associate degrees. CCCC's Associate of Applied Science degrees range in length from 62 – 70 credit hours. Associate of Arts, Associate of Science, and Associate of General Studies degrees are 62 credits in length. KBOR approved certificate programs may range in length from 15 – 59 credit hours. Program and certificate lengths and course requirements are published in the College Catalog and are available on the College website.

KBOR policies can be seen in the ERR.

The College Catalog can be seen in the ERR and the Resource Room.

CCCC Tuition and fees are set by the College Board of Trustees. Tuition and fees are charged per credit hour and are the same for in-state, out-of-state (first year), and international students. Out-of-state students who choose not to become residents after the first year pay a higher tuition rate beginning the second year. Tuition and fees are printed in the College Catalog, on the College website, and in the CCCC Viewbook (Resource Room). Additional fees, which are identified in the College Catalog, may be charged for some program specific courses, labs, and online classes.

The College Viewbook can be seen in the Resource Room.

Table 6: Tuition and Fees

	2010-2011	2009-2010	2008-2009	2007-2008
Kansas Resident & 1st Year Non-Resident	$88	$85	$80	$77
Internet Courses (Resident)	$88	$85	$80	$77
Out-of-State Resident	$152	$152	$147	$99
Internet Courses (Out-of-State Resident)	$152	$152	$147	$144
Out-of State Resident (12 credit hrs or less), or 2nd year Non-Resident				$144

Compliance with the Higher Education Reauthorization Act

CCCC is in full compliance with all requirements of the Higher Education Reauthorization Act. The College maintains copies of all documents relevant to Title IV compliance in the Financial Aid Office including Program Participation Agreements (PPA), Eligibility and Certification Renewal (ECAR), and official cohort default rates. Probation and suspension information is documented in the Financial Aid Policy and Procedure Manual located in the Financial Aid Office. Probation and suspension information is located in the Academic Planner & Student Handbook as well as the College Catalog that are distributed to incoming students and posted on the College website at www.cloud.edu.

CCCC operates the federal financial aid programs with integrity using information about students and financial aid responsibly. This is evidenced by the yearly completion of the Fiscal Operations Report and Application to Participate (FISAP).

The College utilizes the Federal Student Aid Handbook, Information for Financial Aid Professionals (IFAP) at www.ifap.ed.gov and NASFAA Self Evaluation Guide located at www.nasfaa.org to monitor and maintain Title IV compliance. Financial Aid Office personnel are members of the Kansas Association of Financial Aid Administrators (KASFAA), the Rocky Mountain Student Association of Financial Aid Administrators, and the National Association of Financial Aid Administrators. Officer personnel attend KASFAA conferences held twice a year, participate in yearly Kansas Community Colleges' Roundtables, and participate in system webinars available throughout the year.

CCCC's federal loan default rate for fiscal year 2009, the most recent year available was 9.6%. A historical view of the College's default rate is indicated below.

Table 7: Default Rate

	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Default Rate	9.6%	10.2%	8.5%	7.6%	7.5%	8.3%

CCCC undergoes an annual audit of the Financial Aid Office conducted by Jarred, Gilmore, & Phillips, PA. Audits prior to 2007 revealed no negative findings. The audit for the year ended June 30, 2008 revealed two findings. One identified that three of 60 tested students were under awarded the Federal Pell Grant. It was recommended policies and procedures be written to provide internal control over awarding of financial aid. The Financial Aid Office implemented procedures to ensure reports showing Pell eligibility and amounts to be disbursed were correct. The second finding was identified during the testing of the return of Title IV funds and it was noted seven of 11 tested refunds were not returned in the required time limit. It was recommended procedures be written to provide internal control over the return of Federal funds and that a communication process be established that allows notification of the refund due and a control allowing the Financial Aid Office to know the refund has been returned in a timely fashion.

The audit for the year ended June 30, 2009 revealed two findings as well. The first finding revealed three students tested had accumulated more than 64 hours but documentation was lacking that the additional hours were approved. Six students lacked documentation of financial aid probation and two, who appeared to be on suspension, lacked

documentation for qualification for continued aid. The Financial Aid Office has implemented a procedure to identify probation and suspension of students over 64 hours. A checklist has been located on the student's accounts in the financial aid software package and before financial aid is now disbursed, all documentation must be in place. The second finding revealed three tested refunds were not returned within the required time limit. More comprehensive procedures have been implemented between the Student Records Office and the Financial Aid Office to identify when a student officially withdraws, thus generating an accurate report for the required return of any Title IV funds. There have been no limitations, restrictions or termination measures regarding any Title IV federal aid program at CCCC. The College has not had any unannounced program reviews/audits since 2001.

CCCC's efforts to reduce student loan defaults include required loan entrance counseling for all first-time borrowers prior to the certification process. CCCC makes every effort to meet with students who have previously secured significant amounts of loans to provide insight on debt management and consequences of default. In addition, disbursement of financial aid funds are delayed as required 30 days after the first day of the term.

CCCC is in compliance with the Title IV mandated requirements regarding disclosure of campus crime and graduation rates. The Director of Auxiliary Services annually prepares the Student's Right to Know information and Campus Crime statistics for distribution to current and potential students and employees.

Advertising and Recruitment Materials

CCCC accurately reports its HLC affiliation by including the following information on every publication and website that mention's CCCC's accreditation status:

CCCC is accredited by:
The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools
30 N LaSalle, Suite 2400
Chicago, IL 60602-2504
(312) 263-0456

Every effort is made to accurately report the College's affiliation with the HLC as well as providing students with statements regarding nondiscrimination and the students' rights and responsibilities.

Records of Student Complaints

The Vice President for Academic Affairs, Vice President for Administrative Services, and Director of Advisement and Retention maintain lists of formal student complaints and action associated with them. Employee complaints and grievances are handled by the Director of Human Resources. Students rights and responsibilities as well as grievance procedures are stated in the Student Handbook and the CCCC Board Policy Manual.

The Student Handbook can be seen in the ERR and the Resource Room.

Board of Trustees' policies can be seen in the ERR and the Resource Room.

Chapter Nine

Change Request for Approval of Online Degrees

Chapter

9

Change Request for Approval of Online Degrees

What change is being proposed?

a. State the specific change that is being proposed.

Cloud County Community College's (CCCC) 2003 mission statement states "…to be responsive to the educational, social, economic, and cultural needs of all the people of north central Kansas, by providing lifelong educational and learning opportunities…". The new 2010 mission statement which will be the foundation for planning priorities beginning in August 2010 states "….dedicated to delivering high quality, innovative, affordable, and accessible educational opportunities and services that prepare a diverse population to be critical thinkers and lifelong learners….." . These mission statements direct the College to ensure learners have access to educational opportunities. With today's available technology, increasing numbers of students balancing school, work and family commitments, as well as a more mobile society, online education is the cornerstone to student learning accessibility.

CCCC is currently approved to offer the Criminal Justice degree online, however, the College is requesting the approval of the Higher Learning Commission to offer Associate of General Studies (AGS), Associate of Arts (AA), and Associate of Science (AS) degrees online. CCCC is seeking approval to begin offering these degrees online during the spring 2011 semester.

b. State the expected outcomes of this proposed change (for example enrollment growth, enhanced services, financial growth).

The 2009 report, "Learning on Demand" from the Sloan Consortium, one of the leading online educational organizations in the nation stated online enrollments have grown faster than the total higher education student enrollment. The report indicated between 2008 and 2009, a 17% increase in the number of students taking at least one online class was realized and that more than 25% of college students are taking at least one online course. CCCC's review of online student enrollments indicated a 31.32% increase in unduplicated headcount between fall 2007 and fall 2008. From fall 2008 to fall 2009, there was a 41.5% increase. From fall 2007 to fall 2008, there was a 27.85% increase in credit hours generated through online enrollment and from fall 2008 to fall 2009, there was a 58.3% increase in credit hours. The charts below clearly indicate online enrollment is increasing. CCCC must continue to meet the needs of students who cannot or choose not to pursue degrees on campus. By making online courses accessible and comprehensive in scope, this ultimately allows students to complete an associate degree completely online.

CCCC expects to see continued increase in online enrollment and credit hour generation, overall financial growth as a result of additional online enrollment, increasing numbers of individual students taking more credit hours online, and increased student requests to complete degrees in a distance format. Expansion of CCCC online degrees will allow the College to better fulfill its mission, to serve a more diverse population with increased accessibility, to respond to student demand and expectations and to position CCCC to remain competitive in the rapidly changing technological and economic environment of

higher education. CCCC's focus will be to enhance currently existing degree programs through distance delivery.

c. Project the impact of this proposed change on CCCC's current mission, the numbers and types of students to be served, and the breadth of educational offerings.

CCCC's 2003 and 2010 missions as stated above charge the College with providing accessible learning opportunities to serve a diverse population. CCCC's mission will be enhanced by adding options for additional online associate degrees. Online degrees will offer greater opportunities to increasing numbers of students who attend college part-time, work, would normally have to commute to campus or an outreach site for class, need retraining, or have families to support while trying to attend college. Additionally, traditional aged students have expectations for the availability of sophisticated technology. Online courses and degree programs allow CCCC to better serve all students far from campus, those unable to attend during the day or evening hours when the traditional courses and degree programs are offered face-to-face, and those who want an alternative to a traditional college course schedule.

College-wide, CCCC reached record enrollment and credit hour generation in 2009-2010 with a 17.66% increase in credit hour production over 2008-2009 and a 7.6% increase in unduplicated headcount. As CCCC reviewed individual areas of growth College-wide, online enrollment was the fastest growing area. When CCCC first offered online classes in spring 2000, six students were enrolled generating eighteen credit hours. During the 2009-2010 academic year 1222 students were enrolled and 8,740.50 credit hours were generated. CCCC expects to see these numbers continue to increase.

CCCC's student demographics continue to change with increasing numbers of non-traditional students taking classes as well as students who are working 20+ hours per week while enrolled in college. CCCC's Geary County Campus is located less than ten minutes from Ft. Riley Army Fort and less than 20 minutes from Kansas State University (KSU) in Manhattan, Kansas. CCCC's online courses and degree opportunities will allow soldiers and their spouses stationed at Ft. Riley to begin their education with CCCC and possibly finish it while stationed anywhere in the world if they have internet access. CCCC's coursework also allows KSU students to complete freshmen and sophomore level courses at greatly reduced prices ($206/credit hour at KSU vs. $88/credit hour at CCCC), in a learning format that doesn't require commuting time, and allows classes to be blended into other class, work, and family schedules.

CCCC currently offers 94 classes online in the areas of agriculture, criminal justice, art, business, communications, computer science, economics, health, human ecology, math, management, music, physical education, history, philosophy, science, social science, and wind energy. With the variety of courses available, students could feasibly complete required coursework for Associate of General Studies, Art, or Science degrees. In order to ensure the integrity of CCCC's online coursework and ensure standards of student learning, the College must seek formal approval for these online degrees.

d. Identify from the list of Commission's policy/policies relevant to this change.

This change request for approval for online associate degrees is directly relevant to Policy I.C.2.b, Change in Educational Offering.

What factors led CCCC to undertake the proposed change?

a. Describe the relationship between the proposed change and ongoing planning.

CCCC began distance education with interactive television (ITV). The objective was to share an instructor with students on campus and at a distance to save travel time for students. ITV has been used effectively for sharing of instructors between the Concordia and Geary County Campuses which are 90 miles apart, to allow sharing of credentialed faculty between concurrent classes for high school students, and to enhance learning opportunities at CCCC outreach sites for evening classes.

The emergence of the internet and other digital technologies has allowed CCCC to begin offering content in an asynchronous mode. Faculty have access to assistance from the Division Dean of Math and Applied Science and Coordinator of Outreach Education in the development and implementation of online courses. CCCC adopted Blackboard™ as its course management system in 2000 and it continues to be the product of choice to provide CCCC distance learning access. Blackboard™ not only provides distance learning access, but also serves as an additional avenue to any CCCC faculty member who wants to add an online component to a regular, on-campus course.

A complete list of distance courses offered at CCCC over the past five years is included in the Resource Room. Since the first courses were offered in spring 2000, there has been an increase to 94 classes currently offered in an online format. Fifty-three of those online classes are taught by full-time CCCC faculty and staff and 21 are taught by former or retired full-time faculty.

CCCC's academic planning takes place in both centralized and decentralized environments. All online coursework must be initiated and approved at the departmental level. Once it is deemed necessary, it moves to the division for approval and from there to the appropriate division dean and Vice President for Academic Affairs. The 2005-2006 and 2007-2008 Strategic Plans included Strategic Advancement Two which specifically addressed access and programs by evaluating "interest in courses offered through unconventional formats at unconventional times in unconventional places." This was making a specific reference to distance learning opportunities. The 2009-2011 Strategic Plan includes Priority P1A which charges CCCC with identifying new programs of study for development. Although this is a more general statement, it refers, in part, to development of online programs of study.

b. Describe the needs analysis related to this proposed change.

Currently, all Kansas community colleges, four-year institutions, and most technical colleges offer a broad scope of online and distance learning opportunities. Both in-state and federal grant funding in Kansas had emphasized shortened format classes and distance delivery to enhance student learning and workforce training opportunities. The Kansas Board of Regents continues to grant out-of-state institutions the authority to offer all levels of associate to doctoral online degree programs in Kansas. Students are seeking new alternatives to traditional classroom experiences. Although CCCC has not done formal needs analyses related to online degree offerings, the need for online classes and degree programs is evidenced by:

- Increased direct requests to faculty by students for online coursework,
- Increased numbers of students blending traditional class schedules with online courseworks,
- Increased enrollment in online classes, and
- The College's decision to move a part-time online course advisor to a full-time position.

c. Describe the involvement of various constituencies in developing this proposed change.

Faculty, administration, and staff have had input into the development of CCCC's online learning program and the discussion to offer associate degrees online.

What necessary approvals have been obtained to implement the proposed change?

a. Identify the internal approvals required and provide documentation confirming these actions.

The Master Contract can be seen in the ERR and the Resource Room.

Online course resource information can be seen in the Resource Room.

CCCC has a well established curriculum approval process for the development of coursework. All courses are initiated at the departmental level and once approved move to the division level. If approval is gained at the division level, new courses are presented to Instructional Services which is a Master Contract committee whose membership includes the deans, department chairs, Registrar, Director of Advisement and Retention Services, Director of the Learning Skills Center, Director of the Library, and the Vice President for Academic Affairs for final approval. After approval, new courses are assigned a course number, added to the master course list and documented on a New Course Approval Form.

Online course resource information can be seen in the Resource Room.

Development of online courses requires additional internal approvals. Before a course can be developed, it is reviewed by the department chair, division dean, Vice President for Academic Affairs, and Coordinator for Outreach Instruction. If approval is gained from each level, the course developer completes the Development Agreement form. After the course is developed, a committee reviews the online course content and if satisfied that the course meets the learning expectations of CCCC, signifies approval by signing the Course Development form. Once this approval has been gained, the course is placed on the schedule and opened for enrollment by the Vice President for Academic Affairs.

New course and program development is initiated at the faculty level, thus approval to seek this change request for the delivery of online Associate of General Studies, Art, and Science degrees was supported by the CCCC faculty on May 4, 2010. Instructional Services granted approval for the change request on March 23, 2010.

b. Identify the external approvals required and provide documentation confirming these actions.

Externally, the Kansas Board of Regents (KBOR) encourages the development of online programs and has established policies that incorporate the Higher Learning Commission best practices in distance education. CCCC is approved by KBOR to grant Associate of

General Studies, Associate of Arts, and Associate of Science degrees. The KBOR approves all new program proposals for Associate of Applied Science degrees which must include a detailed justification for the program in terms of student demand, institutional mission, industry demand, and anticipated student learning outcomes. KBOR does not require community colleges to submit requests for approval of online associate degrees but does endorse the legitimacy of distance education as a viable delivery mode for higher education and supports institutional control in the use of distance learning technologies.

What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

a. Identify challenges directly related to the proposed change.

As the accompanying self-study reports, there were five challenges expressed in the 2001 site team report. Three of these challenges addressed in the report could be linked to online learning. They were assessment of student learning, the information software system, and the College mission. Responses to these challenges can be found in Chapter 1, pages 8–11.

b. Describe how CCCC has addressed the challenges.

Assessment: A focused effort was implemented to improve the assessment of student learning following the 2001 site team visit. A monitoring report submitted in March 2004 was approved indicating CCCC had made progress in embedding assessment processes College-wide. In the fall of 2009, following lengthy discussions within the Assessment Committee, it was determined the College's assessment process needed to be updated. In spring 2010, the review and redesign of an online assessment process began. When the online assessment program is implemented beginning fall 2010, all courses, including distance delivery courses will be assessed every semester. CCCC's assessment process and changes are discussed on page 10 in Chapter 1.

Jenzabar information software system: The 2001 site team indentified that the student information software system didn't adequately support student services operations. CCCC implemented Jenzabar in December 2006. This software is fully integrated College-wide which allows student information to be entered once upon enrollment. Jenzabar increases accuracy, efficiency, quality, and accessibility of information through the integrated interfaces and standardization. Online students are able to enroll through the College's web portal iCloud with all information going into the student's record in Jenzabar. Additional information is noted on pages 9-10.

College mission: The 2003 College mission charged CCCC "to be responsive to the educational, social, economic, and cultural needs of all the people of north central Kansas…." Although the mission statement appears to limit the College's outreach to the 12-county service area, in practice CCCC has been reaching beyond the service area through online learning. Students from any geographic location have access to CCCC classes and College credit in an online format 24 hours a day. The newly approved mission statement as identified on page 11, is more broad-based and comprehensive in its approach to include all learners. It identifies that the College will also be directed by reliable assessment techniques

which will measure services in support of student success as well as curriculum. CCCC's mission statement and changes to it are discussed on pages 10–11.

What are CCCC's plans to implement and sustain the proposed change?

a. Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

Faculty who request the opportunity to teach online classes must be appropriately credentialed as they are required for face-to-face classes. There is added quality and manageability an on-campus instructor can bring to the comparable online class. Faculty are empowered to design and implement curriculum for the online classes which mirror on-campus sections. More than 75% of the available online courses are taught by current or former full-time faculty, staff, or retired faculty. Training for online instructors is done both individually and using a Blackboard™ tutorial. All online faculty have access to a resource guide at http://ilearn.essdack.org with the username "cloudonline" and a password of "cloudcounty". CCCC's online classes are "open entry, open exit" so students can begin a class anytime during the year and have one year to complete the class if the student is personally paying for the class. If financial aid is being used, the student has a semester to complete the class. Because of the "open entry" class format with course enrollment being continuous, there are very few new, inexperienced online instructors teaching classes each semester.

To ensure the academic integrity and rigor of CCCC's online classes, a minimum time limit and proctoring requirement for all online classes was implemented in 2008. Students cannot complete a three credit hour (or higher) online class in less than a month. Further, all three credit hour (or higher) online classes have a portion of the coursework proctored by a professional, such as teacher, work supervisor, or at a college testing center or Library.

As noted previously, when development of an online class is completed, the coursework is reviewed by a committee to ensure course content and student learning outcomes meet CCCC's expected curriculum standards.

Students will be regularly evaluated throughout the programs for mastery of knowledge and skills. Student learning outcomes are currently assessed in online classes as they are in face-to-face classes. With the implementation of CCCC's new online assessment process in fall 2010, all classes will be assessed every semester including online classes. CCCC's assessment processes are discussed in Chapter 5.

Faculty who teach online classes are held to the same standards as on-campus instructors. Beginning in fall 2010, students will be able evaluate all online coursework through Survey Monkey using a similar form to the one used in face-to-face classes.

b. Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

CCCC's Division Dean of Math, Applied Science and Community and Outreach

Education oversees all the online and distance delivery courses. The Coordinator of Outreach Instruction assists as well and reports to the dean. Responsibilities of these persons include hiring and training appropriate online instructors and personnel, providing direction for infrastructure changes and updates, and driving the online learning strategy. The division dean reports to the Vice President for Academic Affairs and sits on committees appropriate to curriculum and program development and the delivery of online learning such as Instructional Services. All online classes are fully integrated with departmental expectations and managed, as well, at the department level by the department chair.

c. Describe how CCCC will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

CCCC makes every effort to ensure online learning offerings are identical in content to on-campus sections. CCCC has incorporated a variety of tools to guarantee students have access to all student services including library, learning resources, advising, and other student services. The Higher Learning Commission Best Practices for Electronically Offered Degree and Certificate Programs identifies a number of important resources for effective online degrees. These include faculty, student, technical, and financial support, as well as evaluation and assessment. These all align with the College's mission "…to provide high quality, innovative, affordable, and accessible educational opportunities and services…"

CCCC's application is available online and online resources are accesscible through both the "prospective student" and "current student" links on the College website at www. cloud. edu.. The College Catalog and Student Handbook are located on the College website as well as the schedule of classes. Through the College website and the iCloud portal, students can access registration information, grades, and tuition/fee payment. For online students, contact information is available on the website for advising, student records, financial aid, and business offices. Assistance is also available by contacting the Coordinator of Outreach Instruction by email or phone.

Online course pre-requisites, including placement testing and specific course pre-requisites, mirror course descriptions in the College Catalog. In September 2010, an online learning readiness quiz will be available on CCCC's website to help students determine if online learning is the right for them.

The CCCC Library offers access to all databases through the College website and Library webpage at www.cloud.edu. Beginning with the fall 2008 semester, a standardized online course shell was created with direct links to iCloud and the CCCC Library resources to make these resources easily accessible to online students. Students have entry into the online catalog which provides access to the entire Library collection as well as over 10,000 electronic books. They also can access the Kansas Library Catalog which provides resources throughout the state and which can be borrowed through interlibrary loan. CCCC's Library has over 50 databases that online students can search. Additionally, the Library provides research guides, will recommend website for research, and offers an "Ask-A-Librarian" service allowing online students to request research help.

ESSDACK (Educational Services and Staff Development Association of Central Kansas), hosts CCCC's Blackboard™ server and provides technical support for online faculty

and students. Most technical problems can be solved by the Coordinator of Outreach Instruction or instructional technology staff. However, ESSDACK's technical support staff is available through email and Skype to efficiently resolve more difficult problems

The Coordinator of Outreach Instruction is available 24/7 through email to assist students who experience technical problems with Blackboard™ and, if the instructor is not available, help students navigate their respective courses. Online students have access to advising 24/7 through outreachadvising@cloud.edu. The online advisor is a full-time CCCC employee who formerly served as the Coordinator of Student Services of the Geary County Campus thus is very knowledgeable regarding CCCC degree programs, student services, and procedures. Online students are also able to contact Student Services offices at either campus location by phone or email to seek assistance.

CCCC online students are able to order needed textbooks from the College Bookstore through the College website. Bookstore personnel fill the order and mail the textbooks to the student.

Technical assistance is available to students through CCCC's institutional technology staff, the Coordinator of Outreach Instruction, and through ESSDACK. Students are also able to contact course instructors via email or phone. An announcement is posted on the Blackboard™ site informing students where to go for needed technical assistance in the use of Blackboard™ CCCC also has a quick link on the website entitled "How Do I…?" which provides a link to financial aid assistance and access to Blackboard™.

Online faculty are expected to contact students with their Blackboard™ login information within one week of notification of enrollment. Student assignments are to be graded within one week of submission. Emails are to be answered within 72 hours, unless prior arrangements are made by the instructor.

d. Provide financial data that document CCCC's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).

Board of Trustees' policies can be seen in the ERR and the Resource Room.

All financial resources for support of the online courses and degree programs are already fully integrated into the CCCC operational budget. The Internet Delivery, which includes online and distance delivery courses, has increased from $140,000 in 2005 to $383,000 in 2010. Tuition and fees received from student enrollment are used to support the salaries of online faculty according to CCCC Policy D18. All CCCC staff positions which have an impact on distance delivery are currently fully funded within the operational budget. All CCCC budgets and audits are available in the Resource Room.

Online class tuition rates are the same as those paid for face-to-face classes. Online students do pay an additional "online course" fee of $50 per course. This added fee helps CCCC alleviate the added expense of computer hardware and software, technical assistance, office support, and related expenses required to maintain the distance learning option.

e. Specify the timeline used to implement the proposed change.

Expansion to offering the associate degrees online will include continued careful review of available resources including technical support for students and faculty. During the

next academic year, CCCC will develop an institutional plan for delivery of associate degrees online that will encompass all entities of student support services, technology, advising, and financial aid. This plan will be available for students interested in seeking online associate degrees and to faculty interested in teaching those courses. Once HLC approval is gained, CCCC will begin to develop marketing materials as well to promote availability of online associate degrees. It is anticipated online degree options will be implemented during the 2011–2012 academic year.

What are CCCC's strategies to evaluate the proposed change?

a. Describe the measures CCCC will use to document achievement of its expected outcomes.

All proposed CCCC online degrees will be fully integrated with existing assessments and evaluations including monitoring of enrollment, collection of student course evaluations, and assessment of student learning. CCCC's current program review format will be revised in the next academic year to better provide needed information specific to the online delivery format. The program review format will still include enrollment numbers, financial data, cost analysis, assessment of student learning, faculty qualifications, technology needs, retention and completion rates, and learning resources needed. The program review will be implemented on the same two-year rotating schedule as is used for other CCCC programs. Additionally, CCCC will develop a survey specifically for online degree seeking students to provide evaluation on technology, instruction, availability of needed courses, and student support services in an effort to improve the online degree options.

b. Describe how the assessment of student learning is integrated into the assessment program.

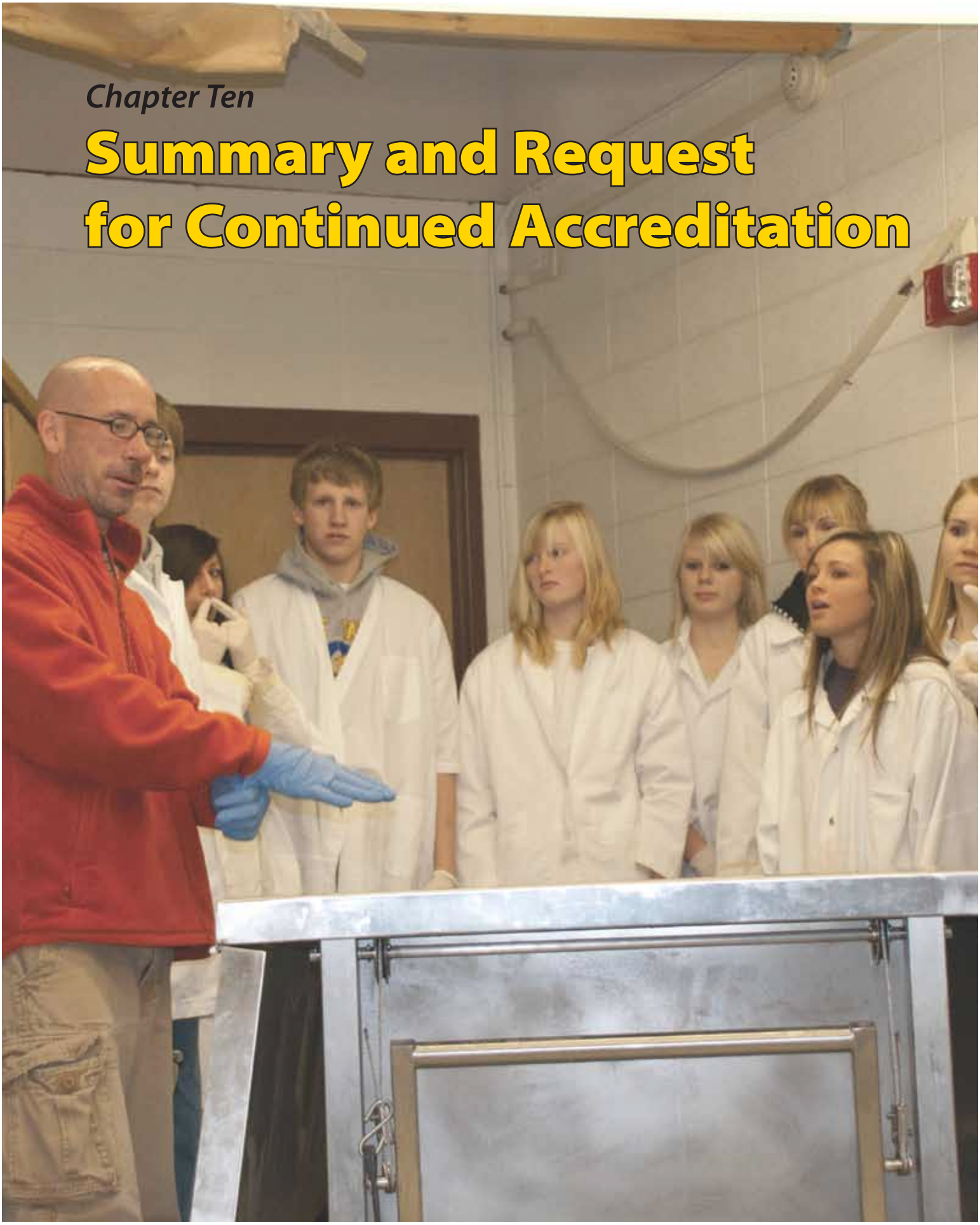
Student learning outcomes in each course and program will mirror those in the on-campus courses and programs. Course outcomes are formulated into the program outcome matrix which is developed by the faculty. Data from these matrices are compiled and utilized by the programs to identify strengths and areas of needed improvement. The data will also be used to verify student learning and to plan for future instructional improvements.

With the implementation of CCCC's online assessment process beginning fall 2010, all online course instructors will provide assessment information for every class each semester. Student learning outcomes will be available for review every semester by individual faculty, department and division personnel, as well as administration. Even with the implementation of an online assessment process, CCCC's Assessment Committee will still collect artifacts from the general education classes to measure student learning outcomes in an additional format. Online class instructors will be expected to participate in the collection of student artifacts for submission and review also. Further information on the assessment process is available in Chapter 5.

Summary

CCCC requests a change in its status with the Higher Learning Commission to offer Associate of General Studies, Associate of Arts, and Associate of Science degrees through distance delivery. Currently, online coursework is available for students to complete these degrees and with increasing numbers of students taking classes in this format, the College needs to formalize its approach and seek approval to offer the degrees in a completely online format if requested.

Over the next academic year, CCCC will continue to stay abreast of trends in distance education, rely on the new distance education plan being formulated by the Kansas Board of Regents, assess the interest of students in obtaining online degrees, and indentify any additional technical and student support resources necessary to ensure effective student learning experiences. If approved, CCCC will offer the online degrees within the context of the College's mission "to deliver high quality, innovative, affordable, and accessible educational opportunities and services that prepare a diverse population to be critical thinkers and lifelong learners who can meet the challenges of an ever-changing global community."



Chapter Ten

Summary and Request for Continued Accreditation

Chapter

10

Summary and Request for Continued Accreditation

The self-study process has allowed Cloud County Community College to reflect on its strengths and goals while envisioning priorities for the future. Accomplishments have been highlighted and action items have been noted to better prepare CCCC for future opportunities. Guided by its mission, vision, and purposes, CCCC is dedicated to student learning outcomes, effective teaching, preparing for the future, and maintaining strong community ties.

CCCC has demonstrated throughout the self-study, that it meets the Higher Learning Commission's criteria and core components for continued accreditation. As described in Criterion One, CCCC operates with integrity and is committed to fulfillment of its mission. The College accomplishes the expectations of Criterion Two as it engages in a participatory strategic planning process based on innovation and change. CCCC is taking a leadership role in creating a more sustainable world while preparing students for an increasingly diverse and global society. CCCC's financial, physical, and human resources support its educational programs and plan for strengthening future quality. As evidenced in Criterion Three, CCCC has stated learning goals and processes in place to assess student learning. Data and information collected through these processes have been used to ensure improvements in instructional support services as well as helping to identify budgeting and planning priorities. CCCC values effective teaching through support of professional development opportunities and technological advances which help create effective learning environments for diverse learners.

Learning must be a lifelong commitment for success in today's global society. The College fosters an environment where students, faculty, and staff can experience and model this commitment as identified in Criterion Four. Relevant curriculum, institutional assessment information, community service projects, and affirmations from external observers provide evidence CCCC encourages and values lifelong acquisition and application of knowledge. CCCC embraces its role in learning from and serving society. Students and staff participate in a variety of service projects that address identified community needs and enhance external engagement. CCCC's outreach, continuing education, and customized training opportunities are designed to respond to College constituencies while supporting of the mobility of learners. CCCC has entered into partnerships with service area school districts, Kansas community and technical colleges, four-year institutions, community groups, and area business and industries. CCCC takes pride in responding proactively to community needs and expectations as it fulfills the expectations of Criterion Five.

The evidence and analysis reported in the self-study indicate CCCC is fulfilling its mission. CCCC is an accomplished learning community that provides learning-focused excellence in education, is connected to its constituents through a commitment to service, and has the resources, initiative, and vision to respond to the challenges of the future. The evidence also demonstrates CCCC meets the expectations of the Higher Learning Commission as outlined in the criteria and core components.

CCCC respectfully requests that it be granted continued accreditation for a period of ten years by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

Chapter Eleven

Glossary

Glossary

AA Associate of Arts
AAS . . . . . Associate of Applied Science
ABE/GED . . . . . Adult Basic Education/General Education Diploma
ACCT. . . . . Association of Community College Trustees
AGS . . . . . Associate of General Studies
AS . . . . . Associate of Science
AWEA . . . . . American Wind Energy Association
BOT . . . . . Board of Trustees
CAMS. . . . . Comprehensive Academic Management System
CCCC. . . . . Cloud County Community College
CDL . . . . . Commercial Driver's License
CE . . . . . Community Education
CFC . . . . . College Futures Council
CRLA . . . . . College Reading and Learning Association
DACUM . . . . . Developing A Curriculum
DVACK . . . . . Domestic Violence Association of Central Kansas
EAP . . . . . Employee Assistance Program
EEO/AA . . . . . Equal Employment Opportunity and Affirmative Action
ERR . . . . . Electronic Resource Room
ESL. . . . . English as a Second Language
FAFSA . . . . . Free Application for Student Aid
FERPA . . . . . Family Educational Rights and Privacy Act
GCC . . . . . Geary County Campus
HLC . . . . . Higher Learning Commission
HVAC. . . . . Heating, Ventilation, Air Conditioning
iPEDS. . . . . Integrated Postsecondary Education Data System
IPT. . . . . Institutional Planning Team
IT . . . . . Information Technology
ITV . . . . . Interactive Television
KACCRRA . . . . . Kansas Association of Child Care Resource and Referral Agencies
KACCT . . . . . Kansas Association of Community College Trustees
KACRAO . . . . . Kansas Association of Collegiate Registrars and Admissions Officers
KASB . . . . . Kansas Association of School Boards
KBOR. . . . . Kansas Board of Regents
KCIA . . . . . Kansas Council of Instructional Administrators
KDOT . . . . . Kansas Department of Transportation
KHEER . . . . . Kansas Higher Education Enrollment Report
KSBDC . . . . . Kansas Small Business Development Center
KSPSD . . . . . Kansas Post-secondary Database
LSC . . . . . Learning Skills Center
MATC . . . . . Manhattan Area Technical College
MET . . . . . Meteorological Tower
MFP . . . . . Master Facilities Plan
MKC . . . . . Mid-Kansas Cooperative
MOU . . . . . Memorandum of Understanding
NBAF. . . . . National Bio- and Agro-Defense Facility
NCK . . . . . North Central Kansas
NCKTC . . . . . North Central Kansas Technical College
NCLEX . . . . . National Council Licensure Examination
NISOD . . . . . National Institute of Staff and Organizational Development
NLSSI. . . . . Noel-Levitz Student Satisfaction Inventory
PEAQ. . . . . Program to Evaluate and Advance Quality
PTK . . . . . Phi Theta Kappa
PTL . . . . . Pike Trail League

R & R . . . . . Resource and Referral
RA . . . . . Residence Life Assistant
SIS . . . . . Student Information System
TRF . . . . . Thoroughbred Retirement Foundation
WET . . . . . Wind Energy Technology

Chapter Twelve

Appendices

Appendix A

Institutional Snapshot

Cloud County Community College

Appendix A

Institutional Snapshot

Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels

Fall 2008		Fall 2009	
Freshman	824	Freshman	1285
Sophomore	280	Sophomore	345
Specials	167	Specials	266
High School	855	High School	890
Total	2126	Total	2786

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report

Fall 2008		Fall 2009	
Degree Seeking - Men	Headcount	Degree Seeking - Men	Headcount
Non-Resident Alien	5	Non-Resident Alien	20
Black, Non-Hispanic	37	Black, Non-Hispanic	48
American Indian/Alaska Native	2	American Indian/Alaska Native	1
Asian/Pacific Island	4	Asian/Pacific Island	3
Hispanic	25	Hispanic	17
White, Non-Hispanic	247	White, Non-Hispanic	327
Race and Ethnicity Unknown	4	Race and Ethnicity Unknown	7
Total	324	Total	423

Degree Seeking - Women	Headcount	Degree Seeking - Women	Headcount
Non-Resident Alien	3	Non-Resident Alien	8
Black, Non-Hispanic	51	Black, Non-Hispanic	65
American Indian/Alaska Native	7	American Indian/Alaska Native	6
Asian/Pacific Island	7	Asian/Pacific Island	10
Hispanic	23	Hispanic	30
White, Non-Hispanic	370	White, Non-Hispanic	424
Race and Ethnicity Unknown	15	Race and Ethnicity Unknown	5
Total	476	Total	548

Institutional Snapshot

Fall 2008		Fall 2009	
Non-Degree Seeking - Men	Headcount	Non-Degree Seeking - Men	Headcount
Non-Resident Alien	0	Non-Resident Alien	4
Black, Non-Hispanic	16	Black, Non-Hispanic	49
American Indian/Alaska Native	3	American Indian/Alaska Native	5
Asian/Pacific Island	8	Asian/Pacific Island	9
Hispanic	16	Hispanic	10
White, Non-Hispanic	407	White, Non-Hispanic	512
Race and Ethnicity Unknown	9	Race and Ethnicity Unknown	48
Total	459	Total	637

Non-Degree Seeking - Women	Headcount	Non-Degree Seeking - Women	Headcount
Non-Resident Alien	0	Non-Resident Alien	0
Black, Non-Hispanic	43	Black, Non-Hispanic	67
American Indian/Alaska Native	4	American Indian/Alaska Native	12
Asian/Pacific Island	11	Asian/Pacific Island	15
Hispanic	35	Hispanic	33
White, Non-Hispanic	757	White, Non-Hispanic	979
Race and Ethnicity Unknown	17	Race and Ethnicity Unknown	72
Total	867	Total	1,178

C. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking - CCCC does not offer Graduate/Professional courses

D. Age Range of Undergraduate Students (24 and younger; 25 and older)

Fall 2008		Fall 2009	
Age Range of Undergraduate Students		Age Range of Undergraduate Students	
24 and under	1,622	24 and under	1,981
25 and older	504	25 and older	805
Total	2,126	Total	2,786

E. Numbers of Students by Residency Status of Credit-seeking Students who come to a Campus or Site for instruction

Numbers of Students by Residency Status		Numbers of Students by Residency Status	
In-State Resident	2,036	In-State Resident	2,587
Out-of-State Resident	79	Out-of-State Resident	166
Non-US Resident	11	Non-US Resident	33
Total	2,126	Total	2,786

Institutional Snapshot

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations (Enrollments) for each of the following categories of entering Freshman and Transfer students:

Fall 2009

	Applications	Acceptances	Matriculations
Freshman	1,167	479	354
Transfer	433	48	189

Fall 2008

	Applications	Acceptances	Matriculations
Freshman	1,094	477	314
Transfer	271	26	132

Accepted Numbers:

You will notice a discrepancy in the number of acceptances and matriculations for transfer students. This is due to the fact that many of our transfer applicants proceed from the applicant stage in our admissions module to the enrolled stage therefore, skipping the accepted stage. These are students that are allowed to enroll while missing official transcripts by using counselor copies of transcripts from previous schools or official grades that have been issued as proof of course completion. These students have one semester to produce official copies of transcripts from any institution they have attended. If CCCC has not received official transcripts, a hold is placed on the student's file and they are not allowed to enroll or have grades released until the college has received the official copies.

B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

Standardized test scores are not required for Admissions to Cloud County Community College. Individual courses may have recommended or required prerequisites. Some students will have taken the ACT prior to admissions, while others may wait to take the Compass on campus. It is possible for students to not have scores on file if they are enrolling in course(s) with no prerequisites

Institutional Snapshot

3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for financial assistance?

At this point we do not have a record of the percentage of students who applied for financial assistance.

B. How many of your undergraduate students and of your graduate/professional students received financial aid assistance of any type? What percentages of your total enrollment received assistance in each of the following categories?

- 2007– 2008

Enrollment	4,364	Total Financially Assisted	2729	Percent Assisted	62.5%
		• Loans	667	15.3%	
		• Work-Study	129	3%	
		• Scholarships/ Grants	1933	44.3%	

- 2008 – 2009
  40.7%

Enrollment	4,644	Total Financially Assisted	2781	Percent Assisted	59.9%
		• Loans	824	17.7%	
		• Work-Study	67	1.4%	
		• Scholarships/ Grants	1890	40.7%	

C. Using the formula cited below, what was the tuition discount rate (TDR)?

I- Institutional Financial Aid Dollars Awarded for Tuition
P- Payments of Tuition Expected of Students and their External Aid
TDR = I/ (I+P) as a percentage

CCCC does not compile figures on the amount of aid students spend on tuition, but the best estimate is 90% of institutional financial aid dollars are used for tuition. Using that figure the TDR is as follows.

2007 – 2008
I=$772,433 x 90% = $695,190
P=41,723.50 x $58 = $2,419,963
TDR = $695,190/ ($695,190+$2,419,963) = 22.3%

2008 – 2009
I = $781,907 x 90% = $703,716
P= 42,559.50 x $61 = $2,596,130
TDR = $703,716/ ($703,716+$2,596,130) = 21.3%

Institutional Snapshot

4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

Number Entering (NE) 193 first-time full-time Fall 2008 cohort

Number Returning (NR) 96 enrolled or completers Fall 2009

NR/NE as percentage 96/193 = 50%

First-time Full-time Undergraduate Students

	Men	Women	Totals
Nonresident Alien	2	0	2
Black, non-Hispanic	15	13	28
American Indian/Alaska Native	0	1	1
Asian/Pacific Islander	0	1	1
Hispanic	9	9	18
White, non-Hispanic	70	66	136
Race and ethnicity unknown	2	5	7
totals	98	95	193

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories? – 0

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes. *Certificates not included.

Agriculture/Natural Resources (1, 3) – **0 graduates**

Architecture/Engineering /Engineering Technology (4, 14, 15) – **0 graduates**

Biological & Physical Science (26, 40, 41) – **0 graduates**

Business (52) – **5 graduates**

Communications/Communication Technology/Fine Arts (9, 10, 50) – **0 graduates**

Education/Library Science (13, 21, 25) – **0 graduates**

Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54) – **145 graduates**

Institutional Snapshot

Health (51) – **30 graduates**

Law (22) – **1 graduate**

Mathematics/Computer Science (11, 27) **1 graduate**

Military Technology/Protective Services (29,43) **0 graduates**

Personal Services/Consumer Services (12,19,31) **0 graduates**

Psychology/Social Sciences & Services (42, 44, 45) **0 graduates**

Trades/Production/Transportation Health (46, 47, 48, 49) **1 graduate**

Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to the highest degree earned.

Degree Level	Part-Time	Full-Time
Associate's	21	0
Bachelor's	97	6
Master's	151	34
Doctorate	21	4
Total	290	44

B. Indicate the headcount of faculty in the full-time and part-time categories according to Race/Ethnicity, Gender, and Rank.

Race/Ethnicity	Part-Time	Full-Time
African American	21	0
Hispanic	97	6
Native American	151	34
Caucasian	21	4
Filipino	1	
Indian Subcontinent	2	1
	290	44
Gender		
Women	195	16
Men	95	28
	290	44

Institutional Snapshot

C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

Agriculture/Natural Resources (1, 3) - 3

Architecture/Engineering /Engineering Technology (4, 14, 15) - 0

Biological & Physical Science (26, 40, 41) - 22

Business (52) - 15

Communications/Communication Technology/Fine Arts (9, 10, 50) - 26

Education/Library Science (13, 21, 25) - 4

Health (51) - 53

Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54) - 72

Law (22) - 0

Mathematics/Computer Science (11, 27) - 51

Military Technology/Protective Services (29, 43) **- 7**

Personal Services/Consumer Services (12, 19, 31) - 19

Psychology/Social Sciences & Services (42, 44, 45) - 56

Trades/Production/Transportation Health (46, 47, 48, 49) – 6

Total Part and Full Time Instructors = 334

6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hookup, Internet Cafes, etc) and explain how you monitor the level of their usage.

Instructional resources which use Information Technology are available in every classroom throughout the college, Concordia and Junction City campus.

Institutional Snapshot

Internet connectivity exists at all CCCC Library sites, the Learning Skills Center, classrooms, residence halls, and computer labs. Internet connectivity is accomplished by both wired hookups and wireless hotspots. The wireless hotspots are secure and every user who has a network login can access the wireless network.

Every user has a login username and password, which is accompanied by a storage space on the campus' network. Every classroom is equipped with an interactive white board, digital projector, instructor computer, audio equipment, DVD/VCR player and document camera to facilitate the use of interactive and digital media. Instructors are able to post files and documents on the college website for instructional use. Many classrooms contain computers for use during class. These computers run a recent version of Microsoft Windows, Microsoft Office, document viewer programs, and video player applications. The software packages are updated once a year, or more, to incorporate educational software specified by instructors. Printers are available in all computer labs and in the Library and Learning Skills Center.

The only way that usage is monitored is through referencing the number of logins.

7. Financial Data

Please provide the following information for the past two completed fiscal years – A. Actual Unrestricted Revenues and B. Actual Unrestricted Expenses.

REVENUES	2010	2009
Tuition	3,281,206.25	2,644,371.86
Student Fees	50,117.50	43,545.00
State Operating Grant	3,958,772.00	4,126,669.00
Out District Offset	0.00	356,715.00
Ad Valorem Tax	1,864,773.15	1,867,135.42
TIF Funds	-73,437.73	-68,694.06
Vehicle Property Tax	263,835.88	269,569.58
Delinquent Tax	21,926.75	35,375.83
Tax-in-Process	62,732.39	62,572.72
Interest Income	98,003.55	134,126.22
Other Revenue	256,305.10	240,571.63
Federal Stimulus Funds	175,376.25	0.00
Total Operating Revenues	9,959,611.09	9,711,958.20
Auxiliary Enterprise Revenue	3,151,451.03	2,898,052.32

Institutional Snapshot

Total Revenue	13,111,062.12	12,610,010.52
EXPENSES	**2010**	**2009**
General		
Instruction	3,620,852.74	3,524,453.31
Academic Support	455,497.58	421,856.30
Student Services	1,510,583.66	1,540,943.44
Institutional Support	1,538,702.51	1,453,069.96
Plant Operations	478,691.32	513,199.57
Employee Benefits	1,554,776.96	1,503,923.10
Campus Enhancements	34,023.77	33,172.27
Geary County Campus	736,985.89	725,959.09
Total Operating Expenses	9,930,114.43	9,716,577.04
Auxiliary Enterprise Expenses	2,906,524.46	2,568,682.41
Total Expenditures	12,836,638.89	12,285,259.45

C. CCCC had no shortfall in either of the past two completed fiscal years.

Appendix B

Response to Suggestions from the 2001 and 2003 Site team Visits

Appendix B

Response to Suggestions | 2001 HLC Site Team Visit Report

1. CCCC has been responsive to the suggestions of the 2001 site team visit. The responses are addressed below.

Suggestions for Institutional Improvement

1. Course syllabi should define and explain student outcomes assessed in the course.

All course syllabi now contain general education goals, department goals and course goals as well as the way in which those goals are to be assessed. For some courses program exit goals are identified and assessment of program success is noted.

2. The College should make a concerted effort to replace its ad hoc method of handling institutional research and outcomes assessment coordination.

The Student Learning Outcomes (Assessment) Committee is one of the standing Master Contract committees and meets monthly throughout the school year. The Assessment Committee annually evaluates the comprehensive assessment program and implements changes to improve the process. It works with the campus community, including student government leaders, to develop effective feedback loops so assessment information can be shared with all institutional constituencies and used to improve student learning. It also evaluates and documents the effectiveness of the changes in curriculum, academic resources, and support services made to improve student learning. Since the 2001 site team visit, the Assessment Committee and College as a whole have worked to develop a student assessment handbook that outlines the assessment processes and expanded assessment procedures to include all courses, departments, academic programs, online delivery, and developmental education. Faculty have had opportunities for professional development in the area of assessment to develop a clearer understanding of its importance. The College supports student assessment as well through budget line items and release time for the Assessment Committee Coordinator, faculty artifact evaluation, payment for outside evaluation, and assessment awards. A progress report was submitted and accepted by the Higher Learning Commission in March 2004. Further implementation and maturity of student outcomes assessment has occurred since then.

During April 2009, the Assessment Committee members traveled to Neosho County (Kansas) Community College (NCCC) to learn about their award-winning online assessment program. After that visit, the Assessment Committee invited the Vice President to present NCCC's program to CCCC's entire faculty. During the October 2009 in-service, the program was presented and was met with favorable comments. After discussion at the department, division, and committee levels, CCCC faculty supported the revision of the current plan and move to an online assessment process. Work to revise course, program, and general education outcomes was started in January 2010. Course and program outcomes were completed in March 2010. Matrices tying course and program outcomes were finalized during the summer 2010. All courses will be assessed using the new online assessment process at the end of the fall 2010 semester. General education outcomes will be revised and refined during the fall months, with online implementation of general education classes to begin in spring 2011.

The importance of institutional research is apparent to the College's Board of Trustees and the administration; however, an office or Director of Institutional Research has not been funded. After the 2001 site team visit, a Data Specialist was assigned the responsibility of data input for institutional research but did not have a background in research procedures. In 2005, the institutional research position was created and filled by an instructor who had educational/experiential background, allowing him to improve the analysis of the College's assessment data. The instructor's contract was extended from a 9 month to a 12 month contract. Due to budget reductions, this supplemental faculty position was no longer funded after the summer of 2007. As Information Technology (IT) staffing increased and with the implementation of Jenzabar in 2006, institutional research has been fulfilled through a combination of shared responsibilities by the Registrar and IT personnel. Requests for institutional data are usually submitted through IT where a current staff member is designated to assist with institutional reporting. Although not as ideal as a separately funded position, the College has been able to acquire the needed institutional information for reporting using this best effort and response in very tight budget times.

Priority issues continue to be student learning, student services, support of existing staff positions, as well as maintenance and operations of existing facilities. However, as the College's enrollment has increased and expenses in academic and student services areas have increased, accountability and data-driven planning are critical. The CCCC leadership team has identified an institutional effectiveness position for discussion and possible funding during the 2010–2011 academic year.

3. The College should consider ways to administer more consistent and equitable methods for returning non-taxed revenue to support GCC.

The College has developed completely separate operations budget line items for the Geary County Campus (GCC). The GCC Dean, faculty, and staff assist in the development of that campus budget and follow College procedures for the expenditures of those funds. The College's budgeting process includes review of all academic and non-academic areas of the operation. Budgets for all areas are developed in relationship to each other and through coordinated effort with faculty, staff, and administrative input. The GCC budget is developed based on academic and operational needs and student population, keeping in mind the additional non-tax support the campus has from Geary County, the Geary County Commissioners as well as the Junction City officials.

4. A financial plan should be developed to provide a uniform and consistent method to utilize available resources for current and emerging needs.

The College's budget is developed through a comprehensive process of review of prior years' expenditures, current expenditures, future needs, strategic plan priorities, and projected budget resources. Faculty, staff, and administrators all have input into the budgeting process within their specific functional areas.

The implementation of the Jenzabar information software has assisted significantly in the entire budgeting process as it ties together all academic, student services, financial, and management areas for the College. After the hiring of new senior administrators for the College in 2005 and 2006, more transparency and input into the budgeting process became apparent. Budget development, as well as state mandated budget rescissions, has been accomplished through broad-based input. Budget reductions beginning in FY2008

have placed the College in a position where available resources are allocated for priority areas to first ensure student needs are met. Kansas state budget shortfalls are expected to get increasingly worse through FY2014. The College's financial plan will continue to be developed with these significant constraints in mind.

5. The College's philosophy on general education should be placed in the catalog.

Beginning with the 1989–1990 and 1990–1991 catalogs, the College Catalog has included CCCC's definition of general education states:

"General education provides students with facility in the use of the English language and a broad intellectual experience in the major fields of knowledge. It insures that each graduate will have experienced some of the content, method and system of values of the various disciplines, which enable humanity to understand itself and its environment at a level of abstract beyond that found in secondary school studies."

This general education statement will be reviewed and revised during the spring 2011 semester by the College Faculty Association and faculty as a whole and will be included with the 2011–2012 Catalog.

6. The College should seek ways to systematically include students in direction setting of the institution.

CCCC includes student representatives from both the Concordia and Geary County campuses on most all of its strategic planning committees. Students are included on Administrative Services, Technology, Facilities, Student Services, Athletics, Instructional Services, Student Learning Outcome Assessment, and Institutional Advancement Committees. Students are encouraged to attend all meetings of these committees. A student representative is chosen from the four overarching areas of the strategic plan to serve on the Institutional Planning Team, which reviews and compiles information for the annual report submitted by the major strategic planning committees, reviews, and suggests any changes to the strategic priorities, helps prioritize the strategic planning initiatives, and compiles the mid-year report for the Board of Trustees. Student surveys done on both campuses provide input for needed student services and campus physical facilities. The College's new housing unit, Thunder Heights, was designed with significant student input. Students contributed to the project throughout the planning and design phases by providing ideas and suggestions for room design, common areas, kitchen and utilities facilities, recreation areas, furniture needs, and color schemes. Students were integral in the naming contest for the new unit.

Additionally, a Student Senate member served on the Presidential Search Committee, which met from December 2009 through April 2010, to select CCCC's newest president. As the four presidential candidates came to CCCC during March and April 2010, lunch with student leaders and student forums were embedded within the regular interview schedule while the candidates were on both campuses.

Although not part of the strategic plan, students are included on Food Service and Library committees. Student Senate members report monthly to the Board of Trustees on activities in which they are involved and regularly make suggestions for campus activities and student services.

7. The Board might consider working with BOR staff office or the ACCT to conduct a

training and evaluation program for current and new BOT members.

Although Board of Trustees members have not sought organized training and evaluation through ACCT or KBOR staff since the 2001 site team report, some professional development opportunities have been available as Board members have attended ACCT annual meetings, state (KACCT) meetings, Kansas Association of School Board meetings, and internally with College administrators. Additional information regarding Board orientation and professional development was noted in Chapter 1.

8. The College needs to ensure that all of its constituents are involved in the development of the institution's strategic plan.

From the initial development of the College's comprehensive strategic plan, broad-based input has been sought not only through committee membership but through review of the strategic plan. Membership for the standing Master Contract committees (Instructional Services, Student Services, Administrative Services, Technology, and Benefits) is specifically identified and adhered to. Committee membership on the other committees (Facilities, Athletics, Student Outcomes Assessment, Institutional Advancement, Educational Advisory, and Marketing and Community Development) is more broad-based and open, but concerted effort has been made in the development of all committees to include a representative cross-section of College constituents. Some committees also include community members. Students are included on all strategic planning committees where their input is necessary and relevant. During the two annual in-service days when the strategic plan is reviewed and updated, every College employee is assigned to participate in committee meetings if they are not already identified as a member of a specific strategic planning committee.

Through the annual strategic planning process, faculty and staff have opportunities to review and revise the College's strategic priorities, approve revisions, and have input into the mid-year and annual reports. All College constituents have access as well to the strategic plan, strategic plan processes, and annual report through the College's website. Hard copies of the strategic plan and annual report are also available in the offices of members of President's Cabinet and the campus libraries.

9. The College should consider a comprehensive marketing analysis of its service area to provide essential inputs into the planning process.

During the summer of 2005, a Docking Institute Report was compiled to specifically address the needs of the Geary County Campus, possible expansion of that campus, and the need for additional CCCC outreach sites. The report's focus was the I-70 corridor because that is the area of greatest population expansion. The report provided the College some insight into possible marketing needs however had some limitations in that the development of the survey questions and areas of inquiry were done without broad-based College input. At the time the surveys and analysis format were being developed, the President and Vice President for Academic Affairs had received notification of contract nonrenewal and were seeking other employment. At that time as well, the College's marketing efforts were spread among a number of different campus departments so an identified, coordinated effort was not evident. The Director of Marketing position was not created and funded until 2007. The Vice President for Administrative Services at the time worked with Docking Institute personnel to develop the survey format, but didn't seek broad-based input from either campus. Thus the report did not completely answer

the College's questions regarding marketing needs. CCCC's new president, hired in July 2010, has plans to explore a new marketing analysis in the College's service area as enrollments continue to increase on both the Concordia and Geary County campuses.

10. The College should provide professional development opportunities for faculty in the area of assessment of student learning.

With the development of the College's assessment plan, procedures were embedded to provide professional development in this area. The College website contained an assessment page designed to promote the importance of assessment and to report summaries of assessment results. The Assessment Coordinator develops and distributes a regular newsletter that focuses on student assessment. College employees who attend the annual HLC meetings have access to presentations by other colleges about best practices in student learning assessment and, in turn, share that information with faculty upon their return to campus. For a few years, the College's budget included supplemental salary dollars for a "Faculty Development Coordinator." The faculty member who held this position for a few years often focused the programs on assessment of student learning and best practices used in the classroom. Budget constraints as well as lack of attendance and inconsistent program planning forced the elimination of this position. College faculty have had the opportunity to hear speakers and presentations on assessment during designated in-service days. During the October 2009 in-service, CCCC faculty learned about Neosho County Community College's (Chanute, Kansas) award-winning online assessment program. Since the inservice, faculty have decided to implement an online assessment program with updated student outcomes and program matrices.

11. CCCC might create a formal procedure for scheduling of routine maintenance and keep careful up-to-date record of the condition of physical facilities.

Through the strategic planning process, College facilities needs are identified and prioritized. They include academic and non-academic areas on the Concordia and Geary County Campuses. The Facilities Committee reviews all needs and plans for remodeling, redesign and new construction.

The Vice President for Administrative Services implemented a formal, written process for general work requests. This allows maintenance personnel to prioritize needs, as well as providing written documentation of the maintenance work that has been completed and the work that still needs to be addressed.

12. The circular arrangement of halls and stairs that greet visitors to the Commons could be made more accessible by improved maps and signage at the entrance.

The architecture of the main campus building does make it difficult to navigate or go directly from one location to the next if there is an unfamiliarity with the building. Maps and signage are now in place at every entrance to the College to help visitors and new students find classrooms, meeting locations, and College functions. As the Library was remodeled in 2008 and 2009 and a new entrance door to it was added in the front entrance hallway, navigation and traffic flow in the building was improved as well. By adding the 2nd doorway to the Library, students, staff, and visitors are able to walk directly through the Library to gain access to academic classrooms in the green pod as well as those in the newest addition to the main building opened for the 2002-2003 academic year.

13. CCCC needs to detail the importance and utility of student outcomes assessment in its catalog, course syllabi, Student Handbook and web page.

The 2010-2011 College Catalog and 2010–2011 Student Handbook each contain some information on a ssessment of student learning. All course syllabi, which are updated and revised each semester as classes are taught, contain information on department goals, course goals and assessment of those course goals. If the course is a general education course, the syllabi have the general education goals, the means of assessing those goals, and the student's role in assessment.

On the College website (www.cloud.edu) assessment information can be found under the Faculty/Staff link. A general statement on assessment is provided, with the importance of assessment to the College mission identified, as well as links to all assessment reports and newsletters, the assessment manual, Assessment Committee membership, and Committee meeting minutes.

As the assessment process has been revised during the 2009 and 2010 academic years, the new course and program matrices have been added to this same link on the College website, along with information about the new assessment process and faculty responsibilities to fulfill it.

14. CCCC might seriously consider the mandating of developmental courses for appropriate students.

Appropriate "cut-off" scores, based on national norms, are used in placement of students in classes, ranging from developmental math and English classes, to coursework that meets graduation requirements. If recent ACT scores are not available, all incoming students are COMPASS tested to identify any areas of need in English, math and reading. CCCC offers developmental coursework in Pre-Algebra, Introduction to Algebra, Elementary Algebra, Intermediate Algebra Supplement, Math Calculations, and Reducing Math Anxiety. Developmental courses are offered in Transitional English, Intermediate English, and English as a Second Language, College Study Strategies, Note Taking, Test Taking, Applied Vocabulary, Reading Comprehension, Reading, Grammar, Spelling, General Vocabulary, Writing Skills, Reading and Study Skills, Strategies for Academic Success. Many of these courses are taught through the Learning Skills Center. Students enrolling in online coursework are expected to complete a COMPASS test or provide ACT scores to determine appropriate placement. Placement cutoff scores are available in the Resource Room.

15. Six hours of release time for Division Chairpersons would facilitate their enlarged role in the student outcomes assessment process.

In June 2006, the College's organizational structure changed and CCCC division deans were moved from faculty contracts to administrative contracts. At that time, division chairs (now called deans) were given 12-month administrative contracts as opposed to the previous 9-month faculty contracts and included up to 6 credit hours of teaching. Their roles and responsibilities increased to include a wide variety of areas of departmental and division budgeting, implementation of the strategic plan, new program development, mentoring, evaluation, assessment oversight, and conflict resolution.

16. Students need to be systematically involved in the continued evolution of the outcomes assessment of general education.

Students are involved both directly and indirectly in the revisions and changes in general education assessment through meetings with their academic advisors each semester, and student evaluation of coursework each semester. As the process to revise general education outcomes begins in fall 2010, student forums will be held to gain their insight and ideas into not only the goals of general education for CCCC but also how those goals might be assessed. Students from both campuses participate as members of the Assessment Committee that meets each month.

17. CCCC needs to establish an annual operations budget for the sole purpose of operating and sustaining a comprehensive assessment program.

Since the 2002-2003 academic year, CCCC annually includes budget lines for assessment to include supplemental salary for the Assessment Coordinator, funds to pay faculty for review of general education artifacts, funds for an outside evaluator of general education artifacts, and the funds for the purchase of assessment materials. With significant budget reductions in FY09 and FY10, the assessment budget was reduced, along with nearly all other budget line items, but it is anticipated the reductions will not negatively impact the process to revise the College's assessment process because most of the work is being done "in-house" using available College resources.

18. The Board of Trustees needs professional development in the importance of the assessment of student learning.

Since the 2001 site team visit, the College has made a concerted effort to keep the Board informed about the assessment process. As indicated previously in Challenge #2, page 8, the Board of Trustees has had opportunities to attend state, regional, and national assessment conferences in an effort to increase their understanding of assessment. The Assessment Coordinator provides a yearly report to the Trustees on the College's assessment plan, and trustees have access to all the assessment information posted on the College website.

19. CCCC would benefit from the addition of someone skilled in institutional research.

This suggestion was addressed in the information on "Institutional Research" in Suggestion #2.

20. College ads seeking to hire faculty should stipulate a master's degree as a minimum requirement.

Although College ads for faculty positions don't always state the requirement of a master's degree, they note a master's degree is preferred. In the general education and transfer areas especially, the College has made it a practice to consider for employment only those with master's degrees. If a faculty member is very close to completing a master's degree and is qualified, they are at times, given consideration for the faculty position. In the technical and vocational areas, work experience and industry licensing standards are seriously considered as evidence of ability and competence if the potential faculty member has not completed a master's degree.

21. CCCC should respond in a more timely way to the challenges presented in the 2001 NCA visitation report.

The College has worked diligently to meet the challenges presented in the 2001 visitation report. Leadership changes and challenges, internal "roadblocks" and budget constraints have all created barriers at times to meeting those 2001 challenges. Some have been easier to meet than others. Some continue to be ongoing challenges. The current College administration and Steering Committee are committed to addressing any challenges identified by the 2010 site team in as timely a fashion as possible.

Response to Suggestions 2003 HLC Site Team Focused Visit

CCCC has been responsive to the four suggestions of the 2003 focused visit on strategic planning. The responses are addressed below.

Suggestions for Institutional Improvement

1. The College should centralize data collection for effective utilization through an office of institutional research.

This suggestion has been addressed in Challenge #2, page 8, and Suggestion #19, above from the 2001 Site Team Report.

2. The College should diligently strive to have broad-based involvement in the implementation of the plan as it has in the development of the plan.

As identified in the CCCC 2009–2011 Strategic Plan, overall leadership for each priority area has been assigned to either the Vice President for Academic Affairs, the Dean of Enrollment Management, the Athletic Director, the Vice President for Administrative Services, or the President. Under this specified leadership, the implementation of the priorities and initiatives is spearheaded by standing College committees, strategic planning committees, individuals or groups of individuals on campus, student groups, or committees formed as needed for individual initiatives. As the Institutional Planning Team meets each semester and the mid-year and annual reports are compiled, committees and groups that have been integrally involved in the implementation of the initiatives provide progress reports, accomplishments, and work still to be completed. A broad base of College constituents has helped to develop, annually update, and implement the strategic plan

3. The initiatives including the Advancements and Objectives should be prioritized.

When discussions of revision of the strategic plan began, it was decided the plan needed to be focused in fewer priority areas. During the summer of 2008, the 11 strategic advancements, which had been part of the College's strategic plan since its inception in early 2001, were reduced and restructured into five new priority areas: Teaching and Learning; Students and Student Support; Resources; College Outreach, Advancement and Partnerships; and Accreditation. A number of initiatives within each priority area were identified to serve as benchmarks of progress in meeting the priorities. Because the strategic plan was designed to be a three-year plan, dates were included in many of the initiatives to provide direction for the order in which those initiatives should be addressed.

4. A briefing paper should be issued three or four times a year devoted to communicating to everyone the progress in implementing the strategic plan.

The current strategic plan, approved annually by the Board of Trustees, includes a timeline for reporting. A mid-year report is compiled and presented to the Board of Trustees in December and an annual report is compiled and presented in May. After presenting the information to the Board, the reports are then available to all College constituents. The mid-year and annual reports are emailed to all College staff and posted to the College website.

Appendix C

Steering Committee and Subcommittee

Cloud County Community College

Appendix C

Steering Committee Membership

Steering Committee Membership

Coordinator	**Kimberly Krull** Vice President for Academic Affairs	
	Nancy Zenger-Beneda Division Dean of Sciences and Business	
CRITERION ONE Co-Chairs	**Gloria Comfort** Title III Program Director	**Calvin Shope** Coordinator of Student Services & Military Affairs Liaison – Geary County Campus
CRITERION TWO Co-Chairs	**Robert Maxson** Vice President for Administrative Services	**Jennifer Schroeder** Library Director
CRITERION THREE Co-Chairs	**Brenda Edleston** Division Dean of Geary County Campus	**Josh Coltrain** Faculty, Agriculture – Concordia Campus
CRITERION FOUR Co-Chairs	**Lou Frohardt** Division Dean of Math, Applied Science and Community & Outreach Education	**Kimberly Muff** Faculty, English – Concordia Campus
CRITERION FIVE Co-Chairs	**Susan Sutton** Division Dean of Humanities and Social Sciences	**Patrick Sieben** Faculty, Music – Concordia Campus

Members

Anita Prichett	Student Representative – Geary County Campus
Antonio Stewart	Student Representative – Concordia Campus
Ashley Douglas	Director of Advisement and Retention Services
Chris Wilson	Director of Human Resources
Craig Lamb	Faculty, Science – Geary County Campus
Dan Gerber	Board of Trustees Member
Debra Monzon	Faculty, Physical Education – Concordia Campus
DelRay Capper	IT Director
Joel Figgs	Dean of Enrollment Management
Matthew Bechard	Athletic Director
Nancy Nading	Secretary of Community Education

Recording Secretary	
Kimberly Krull	Vice President for Academic Affairs

Consultant	
Dr. Mike Chipps	Mid-Plains Area Community College, North Platte, Nebraska

Review Committee

Brent Phillips	Faculty, English – Concordia Campus
Gloria Comfort	Title III Program Director
Jenny Acree	Director of Marketing
Nancy Zenger-Beneda	Division Dean of Sciences and Business
Patrick Sieben	Faculty, Music – Concordia Campus

Sub-Committee Membership

Criterion One:	**Gloria Comfort and Calvin Shope, Co-Chairs**
Betty Jo Turner	Student Representative – Concordia Campus
Everett Miller	Faculty, Music – Concordia Campus
Gail Kline	Secretary for Humanities Division
Karla McMillan	Library Assistant
Mark Whisler	Faculty, Mathematics – Concordia Campus
Marsha Doyenne	Board of Trustees Member
Mary LaBarge	Director of Accounting Services
Neil McGregor	Title III Curriculum Specialist- Criminal Justice
Pam Haden	Administrative Assistant to the Dean of Enrollment Management
Susan Greene	Faculty, Accounting – Concordia Campus
Todd Leif	Faculty, Science – Concordia Campus

Criterion Two:	**Robert Maxson and Jennifer Schroeder, Co-Chairs**
Amanda Strait	Vocational Technical Media Specialist/Institutional Advancement Associate
Antonio Stewart	Student Representative – Concordia Campus
Brent Phillips	Faculty, English – Concordia Campus
Chris Wilson	Director of Human Resources
Dee Dee Coppoc	Coordinator of Academic Advisement Services
Janet Eubanks	Director of Auxiliary Services
Joel Knarr	Database Specialist
Krista Bryant	Faculty, Nursing – Concordia Campus
Peter Pellegrin	Faculty, English – Geary County Campus

Criterion Three:	**Brenda Edleston and Josh Coltrain, Co-Chairs**
Annette Starr	Administrative Assistant to the Vice President for Academic Affairs
Beth Whisler	Faculty, Psychology and Education – Concordia Campus
Brent Phillips	Faculty, English – Concordia Campus
David Shirkey	Faculty, Mathematics – Concordia Campus
Dennis Smith	Faculty, Physical Science – Concordia Campus
Jana Buehler	Director of TRiO Student Support Services
John Chapin	Faculty, Radio Broadcasting – Concordia Campus
Shelly Farha	Faculty, Business – Concordia Campus
Todd Mobray	Faculty, Graphic Design – Concordia Campus

Criterion Four:	**Lou Frohardt and Kimberly Muff, Co-Chairs**
Ashley Douglas	Director of Advisement and Retention Services
Cathy Forshee	Faculty, Economics – Concordia Campus
Chad Eshbaugh	Head Men's Basketball Coach
Colleen Villa	Coordinator of Concurrent Education
Debra Monzon	Faculty, Physical Education – Concordia Campus
Gary Shaffer	Title III Instructional Technology Specialist
Josh Cook	Head Volleyball Coach
Tim Warkentin	Faculty, Math– Concordia Campus
Tyrone Hughbanks	Faculty, Biology – Concordia Campus

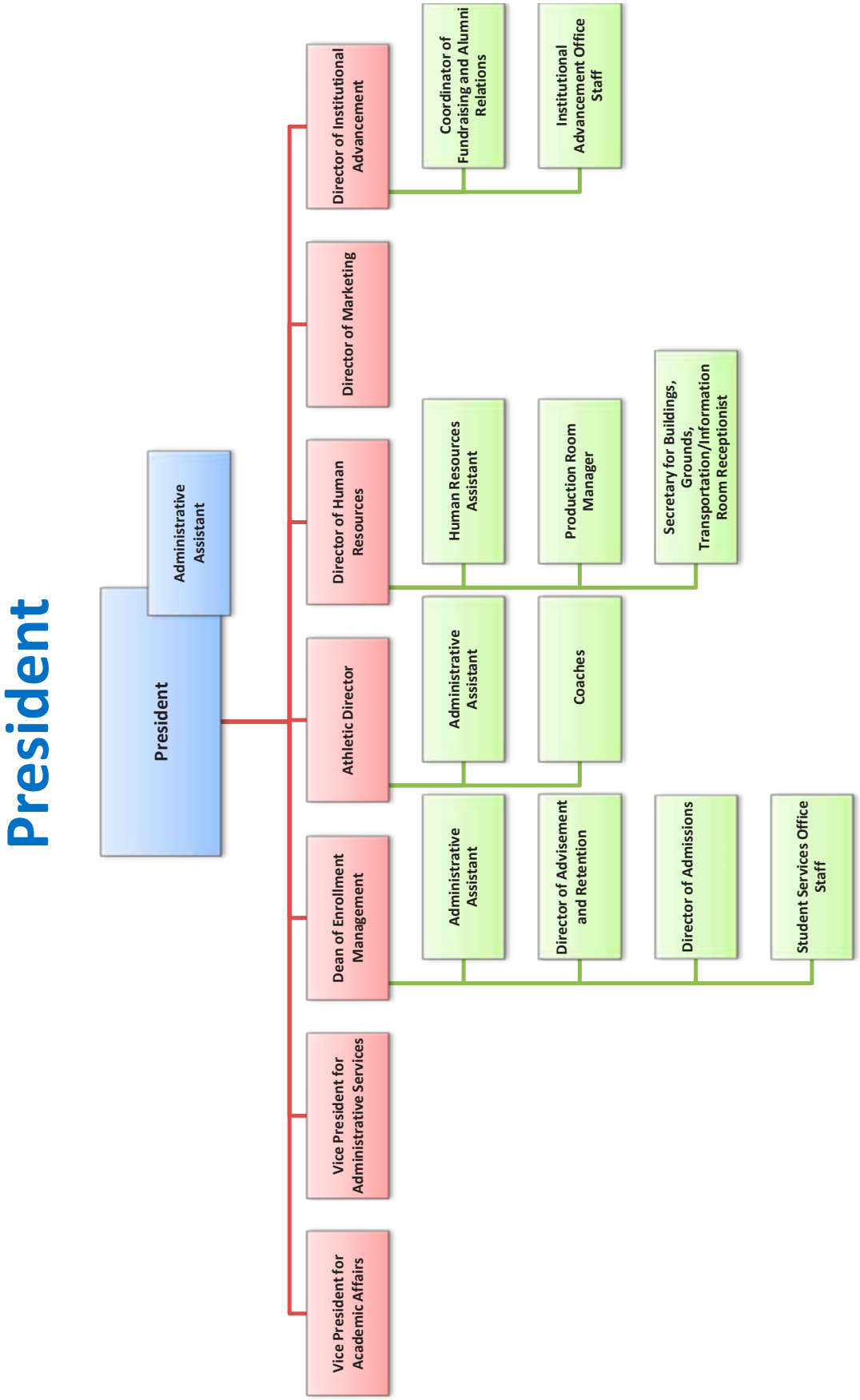
Criterion Five:	**Susan Sutton and Patrick Sieben, Co-Chairs**
Brenda Hanson	Director of the Career Center
Carleen Nordell	Director of Student Activities, Dance and Cheer Coach
Deana Betts	Coordinator of Fund Raising and Alumni Relations
Holly Andrews	Coordinator of Outreach Instruction
Jenny Acree	Director of Marketing
Joel Figgs	Dean of Enrollment Management
Lucas Brown	Faculty, English – Concordia Campus
Marcia Pounds	Secretary for Buildings, Grounds and Transportation
Nick Jones	Faculty, Graphic Design – Concordia Campus
Susan Cantine-Maxson	Faculty, Public Speaking – Concordia Campus

Appendix D
Organizational Charts

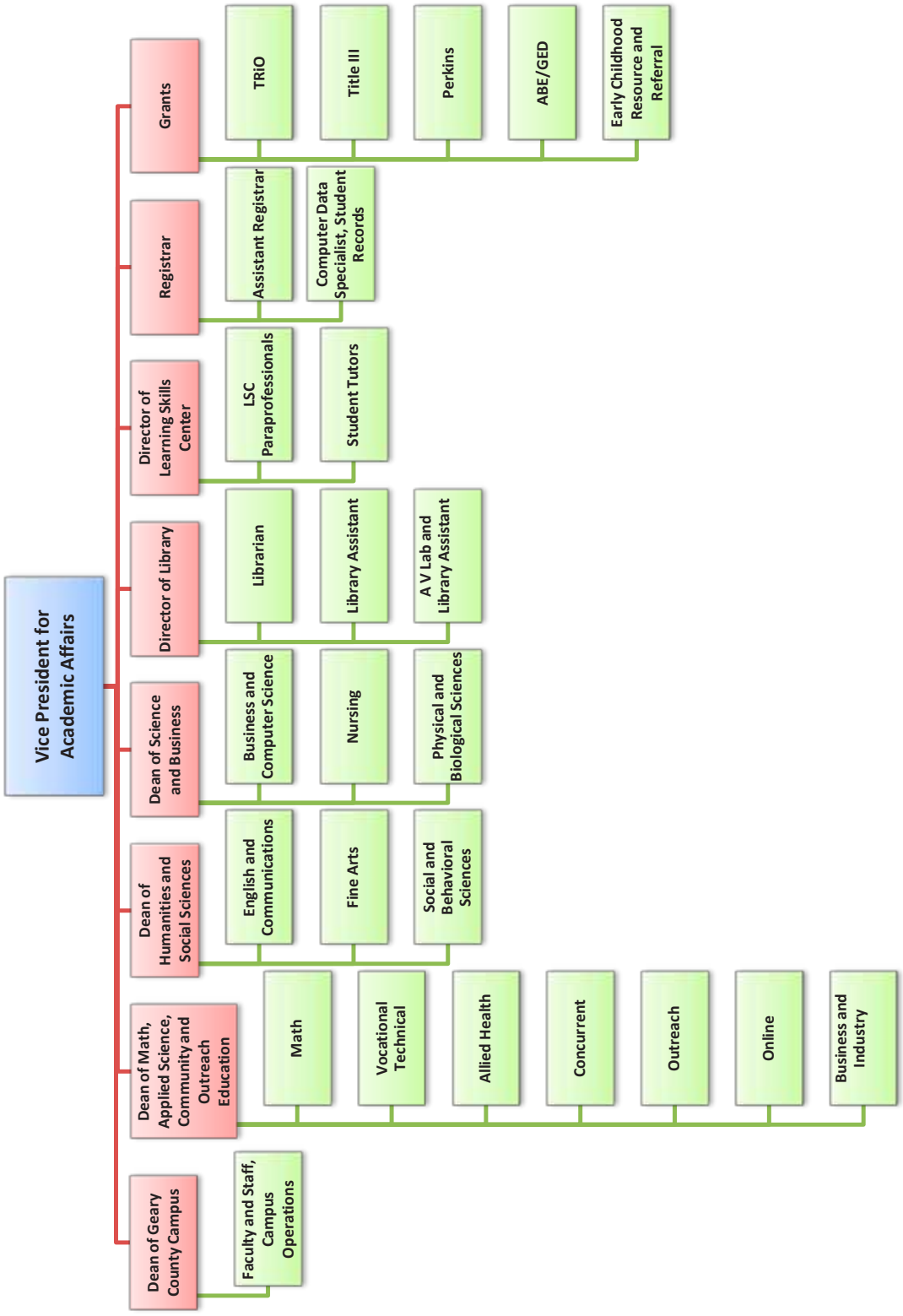
Cloud County Community College

Appendix D

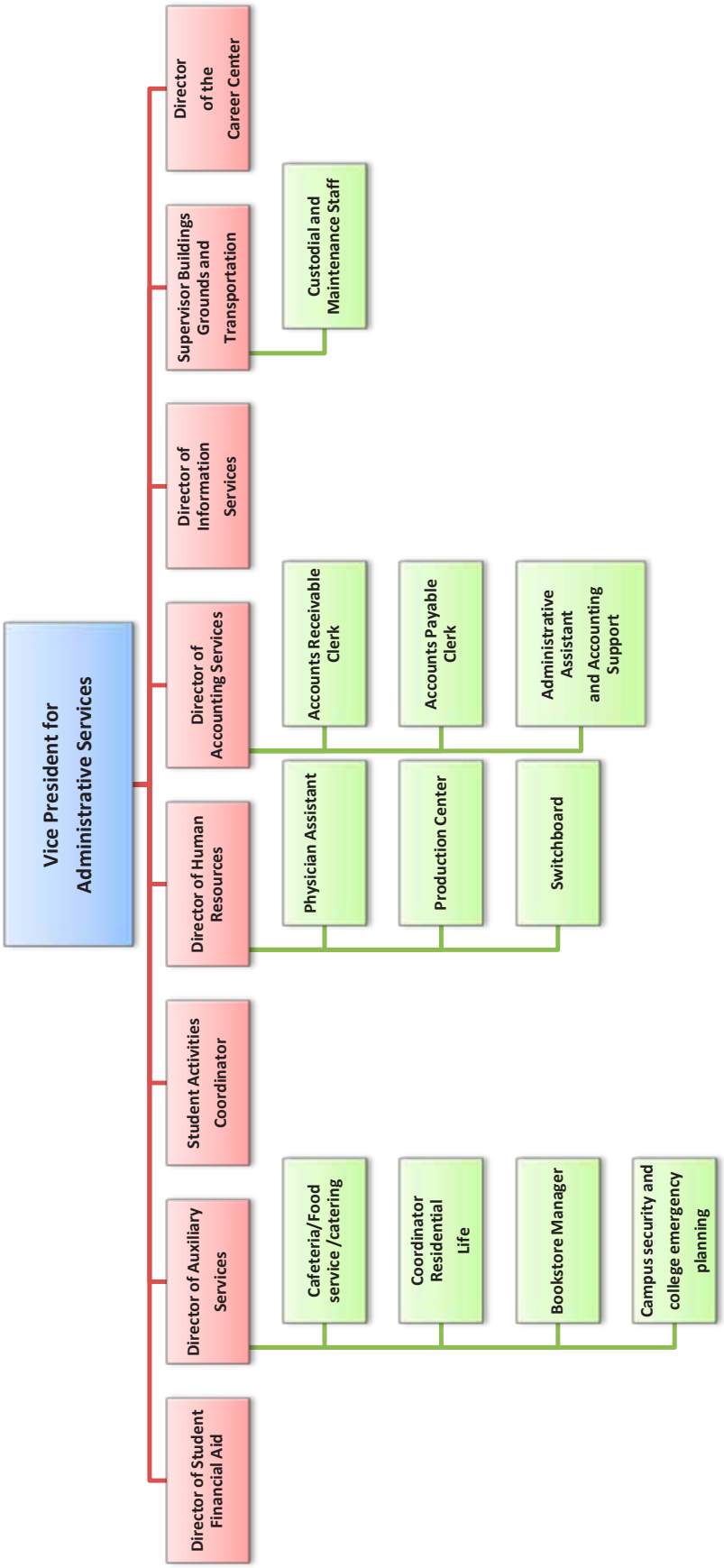
Organizational Structure



Vice President for Academic Affairs



Vice President for Administrative Services



Appendix E
Board of Trustees

Cloud County Community College

Appendix E

Board of Trustees

Gregory Askren

Master Trooper, Kansas Highway Patrol
Ames, KS 66901

- Cloud County Community College Board of Trustees member
- Member of the Clyde Community Development Resource Council
- Member of the Kansas Crossroads Rural Conservation & Development Committee
- Past President of the Concordia Lions Club
- Past North Central Region Coordinator for the Kansas Law Enforcement Torch Run
- Current member of the International Law Enforcement Torch Run Committee and Auctioneer for the International Conferences
- Past City Councilman for the City of Elkhart
- Past Secretary/Treasurer for the 5-State Peace Officers Association

David Clemons

Owner, D and G Services
Concordia, KS 66901

- Vice Chair of the Board of Trustees of Cloud County Community College
- Republican Valley 4-H leader (past)
- Optimist Club (past secretary/treasurer, currently member only)

Marsha Doyenne

Owner, Essentials and Fabric Essentials
Concordia, KS 66901

- Cloud County Community College Board of Trustees member
- Professional Musician
- CloudCorp board member
- Chamber of Commerce member (winner of the 2006 Business Person of the Year Award)
- Concordia Music Club member
- Started the annual Benefit concert for the Community Resource Council

Dr. Daniel Gerber

CCCC Director of Human Resources, retired
Concordia, KS 66901

- CCCC Board of Trustees, Past-Chair
- CCCC representative to the Kansas Association of Community College Trustees
- Kiwanis member
- Local Board member of AARP
- United Methodist Church, numerous assignments

Roger Koester

Owner, Koester Farms, Inc.
Concordia, KS 66901

- Chairman of the Board of Trustees of Cloud County Community College
- Member of CloudCorp Board of Directors
- Served on Cloud County Fair Board
- Attends Concordia Baptist Church

Charles Lowers

Service Manager, Mid-America Truck and Equipment
Concordia, KS 66901

- Past Chairman of the Board of Trustees of Cloud County Community College
- Original member of Concordia Board of Zoning Appeals, still a member today
- Member of the American Legion
- Involved with Scouts, PTA school functions and other civic organizations

Appendix F

2001–2010

Facilities Changes

Cloud County Community College

Appendix F

Physical Facilities Changes From 2001–2010

June 2001–May 2002	
Student laundry facility renovation	$110,000
SUBTOTAL	**$110,000**
June 2002–May 2003	
No facilities projects were completed	
June 2003–May 2004	
Sidewalk and driveway repair	$3,500
Remodeling and carpeting of Building C at GCC	$8,000
SUBTOTAL	**$11,500**
June 2004–May 2005	
Renovation of softball field initiated	most donated
June 2005–May 2006	
Renovation of housing units 5 and 11	$206,000
Remodel of rooms 209 and 210 to TRiO office space and expansion of LSC	$76,314.01
Resurface parking lot #2	$9,970.12
Renovation of softball field continued; irrigation installed, grass planted	
windscreens, polycap and metal fascia installed, infield grog in place	$4,500
SUBTOTAL	**$296,784.13**
June 2006–May 2007	
Renovation of housing units 6 and 7	$454,000
Remodel of radio station, graphic design classroom/lab, ABE/GED classroom	
and office space completed	$57,960
Improve drainage under parking lot #3 and replace surface	$184,322.86
Building exterior point and tuck	$37,033
Remodel women's locker room	$23,420.77
Reroof campus housing units	$41,100
Replaced student crosswalks on Campus Drive with brick walkways	$6,500
Renovation of softball field continues with steps poured	donated
Campus beautification projects and development of border gardens, tree planting	

Welcome Center landscaping	$4,500
SUBTOTAL	**$808,836.63**
June 2007–May 2008	
Continued campus beautification	$1,500
Remodel old cafeteria into OK Conference Room and Testing Center	$75,980
Remodel and build out of WET facility	$83,916
Master Facilities Plan completed	$54,300
Renovation of housing unit #2	$40,000
Renovation of softball field continued with press box construction, dugouts painted	$2,000
Renovation and remodeling of Information Center	$9,800
Converted 5 classrooms to SMART technology	$22,500
New sidewalk from apartment #7 to parking lot	$8,400
SUBTOTAL	$298,396.00
June 2008–May 2009	
Purchase and remodel of LaBarge Honors House	$120,000
Purchase and remodel of Hillside Apartments	$125,000
Remodel of CE building to student housing unit #15	$384,489
Remodel student union area into CE, Director of Marketing, Student Housing, Student Activities Office	$109,900
Renovation of Thunderville	$12,500
Replacement of exterior gym and Thunderville doors	$28,000
Carpet replaced at GCC	$45,700
Remodel of housing unit #11	$3,000
Resurfaced student housing parking with asphalt overlay	$18,000
Remodel fitness center	$55,000
Repaint and furnish academic affairs and business office	$200
Repaint Institutional Advancement	$200
Provide new library entrance, security and hallway windows	$30,000
Remodel first floor men's and women's bathrooms	$55,000

Updating Cook Theatre	$3,400
Renovation of softball field completed with sidewalk construction	$2,000
Converted 7 classrooms to SMART technology (3 on GCC, 4 on Concordia campus)	$31,500
Continued campus beautification	$2,300
SUBTOTAL	**$1,026,189**
June 2009–May 2010	
Renovation of library and addition of coffee bar	$60,380
Renovation of Poet's Grove	$12,000
Remodel nursing classroom and lab	$76,160
Remodel room 233	$57,200
Remodel housing units 10, 12, 13, 14	$84,360
Expanded student housing parking	$3,400
Remodel chemistry classroom and lab	$82,214
Replace production hallway, southwest entry, CE and northeast entry exterior doors	$22,800
Remodel TRiO and LSC for additional office space	$7,315
Install windows above the gym	$2,500
Remodel bookstore and storage space	$6,800
Construction and commissioning of Cloud Power Wind Farm	$1,284,000
Plans developed for HVAC project	$100,000
Construction of Thunder Heights initiated	$2,389,000
Converted 9 classrooms to SMART technology (1 on GCC, 8 on Concordia campus)	$40,500
Continued campus beautification	$1,500
SUBTOTAL	**$4,230,129**
June 2010–present	
First phase of HVAC replacement initiated in Library, Business, President's Institutional Advancement Office, Yellow Pod Center and Student Services	$3,900,000 (all phases)
Replace gym lighting	$25,000 (est.)
Finish carpet replacement at GCC	$12,000 (est.)
Remodel Bookstore, new restroom, Admissions and Registrar's offices	$62,079

Renovation of Physical and Biological Sciences classroom/lab/office space	$113,200
Remodel Room 207 into computer based math classroom	$18,000
Construction of Thunder Heights completed	(see cost above)
Finish conversion of classrooms to SMART technology (3 on Concordia campus	
3 on GCC)	$27,000
ATM/Mail Station	$9,437
Cafeteria Remodel	$40,000 (est.)
3 sets of bathrooms remodeled	$152,000
SUBTOTAL	**$458,716**
TOTAL WITHOUT HVAC	**$7,240,550.80**
HVAC	**$3,900,000.00**
TOTAL WITH HVAC	**$11,140,552.00**