

Systems Portfolio
Seward County Community College

6/5/2019

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1.1

The two-step process for aligning SCCC's common institutional outcomes to the mission, educational offerings, and degree levels is the responsibility of faculty and the Assessment Committee, with oversight by the Academic Affairs Council. The first step is determining common outcomes, as described in 1P1.2. In this step, faculty identify the knowledge and skills they expect any SCCC student to have upon graduation based on the

college's [mission, values, and institutional purposes](#). The second step is the annual review process for [institutional learning goals and outcomes](#). The Assessment Committee uses a variety of resources to evaluate alignment of common learning outcomes, including input from faculty content experts, analysis of curriculum maps and IDEA course evaluations at the course and program level, external accrediting body recommendations, advisory board recommendations, and national framework recommendations (National Institute for Learning Outcomes Assessment, AAC&U VALUE Initiative, Lumina DQP). Program outcomes reports as well as curriculum maps and IDEA course level data show which institutional outcomes are being emphasized at the course and program level. If alignment issues are found, a team of faculty investigates and brings recommendations for improvement to the Assessment Committee. If there is a recommendation for change in a learning outcome, the next step in the process involves faculty feedback on the change through meetings facilitated by the Assessment Committee. Once consensus is reached on the changes to be made, the recommendations go to Academic Affairs Council for approval. An example of this process at work is given in the next section. Over the past twenty-five years, all of the outcomes have had some type of revision, one was removed, and two were added.

The 2014 *Systems Analysis Feedback Report* recommended the college ensure all institutional outcomes were being assessed at the same level. At the time, the new diversity outcome was being assessed indirectly by surveys every two to three years. This prompted an Assessment Committee and faculty discussion of the importance of the outcome for student learning at SCCC. Faculty reported diversity to be of utmost importance and could provide examples of how inclusivity and civility were incorporated in their courses. A team of faculty took responsibility for updating the outcome and proposing [direct assessment methodologies](#) aligned with the college mission, courses, and degree levels. The proposals were vetted by the [Assessment Committee](#) and then reviewed by full-time and part-time faculty. Two external reviewers who had led workshops at SCCC on diversity issues provided input (Blane Harding, Dr. Terrell Strayhorn). Once the [outcome revision](#) was approved by faculty, the Assessment Committee, and Academic Affairs Council, [professional development activities](#) focused on assessment methods for the outcome.

Core Component 3.B.1

The Academic Affairs Council aligns SCCC general education program and degree requirements with the [college's mission, institutional purposes](#), degrees, and Kansas Board of Regents (KBOR) policy through an annual process, each spring reviewing the general education requirements and [courses](#) fulfilling the requirements by comparing them to KBOR policy and a list of statewide articulated transfer courses. Learning outcomes for the [statewide articulated courses](#) are reviewed every three years through a process facilitated by the [KBOR Transfer and Articulation Council](#). Faculty representatives from universities, community colleges, and technical colleges meet to review and approve [core outcomes for the transfer courses](#). In response to any revisions made at the state level, SCCC faculty make the changes in their courses and submit them to [Academic Affairs Council for approval](#).

In accordance with the [Kansas Board of Regents transfer policy](#), the SCCC core for transfer degrees consists of a minimum of forty-five credit hours of [general education](#). General education hours totaling less than forty-five are accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

Core Component 3.E.2

The claims SCCC makes about providing an enriched educational environment are stated in the [mission](#), [philosophy](#), and [institutional purposes/functions](#). SCCC's purpose is to provide the following higher education options that meet students and community members at their point of need, to accomplish the college mission:

- [ASSOCIATE DEGREE](#) course offerings for four degree tracks: [Associate of Applied Science](#), [Associate of Science](#), [Associate of Arts](#), or [Associate of General Studies](#). Also offered is an online Associate degree with courses provided through the [Edukan consortium](#), and Blendflex delivery is available for a few courses taught by full-time faculty.
- TRANSFER/GENERAL EDUCATION [course offerings](#) to enable students who wish to complete a

bachelor's degree at other colleges and universities to make a [seamless transition](#).

- [CAREER AND TECHNICAL EDUCATION](#) to meet the needs of a changing workforce.
- [CONCURRENT CLASSES](#) offered to high school students throughout the SCCC service area, allowing them to [earn college credits early](#).
- [DEVELOPMENTAL AND ADULT EDUCATION](#) to open access to higher education by identifying individual needs, appropriate courses, and tutoring.
- CONTINUING EDUCATION/COMMUNITY SERVICES, [including off-campus activities, adult basic education, continuing education, workforce development, use of facilities](#), and [cultural opportunities](#) for all ages.

1P1.2

Core Component 3.B.2

The SCCC [common learning outcomes](#) are grounded in the college's [general education philosophy](#). The common learning outcomes also address the core outcomes for general education courses identified through the [Kansas Board of Regents Transfer and Articulation](#) general education framework.

Core Component 4.B.4

SCCC has identified [three learning goals](#) for all students, which are assessed through [nine institutional outcomes](#). Common student learning outcomes at SCCC were formally identified for assessment purposes in 1995. The [Assessment Committee](#) facilitates the process for determining common student learning outcomes, with faculty having ultimate responsibility. Formal approval of the common student learning outcomes rests with the Academic Affairs Council. The following four-step process aligns the assessment of outcomes at the course, program, and institutional level.

Institution Level

At the institutional level, step one involves faculty identifying the knowledge and skills they expect any SCCC student to have upon completion of a degree or certificate. In step two, once reaching consensus, faculty teams assigned to the learning outcome then determine the specific skill sets and measures, usually communicated in the form of a rubric. In the third step, faculty review the skill sets and measures using a [tool](#) that evaluates clarity and understanding of the terminology. The fourth step involves faculty testing the assessment of knowledge, skills, and proposed measures on student artifacts and providing additional [feedback to the Assessment Committee](#). When faculty are comfortable with the expectations for knowledge, skills, and behaviors, the Assessment Committee approves the outcome and sends a recommendation to Academic Affairs Council. As described in 1P1.1, the Assessment Committee [reviews common institutional outcomes](#) annually and applies the process for determining common outcomes to address any need for significant changes discovered in the review process.

Program and Course Level

At the program level, faculty list the learning goals and institutional outcomes they emphasize in their programs of study. They next identify the skill sets appropriate for the degree level, determine assessment tools and measures, and then, using a [curriculum mapping tool](#), identify where the outcomes are introduced, reinforced, and assessed in each program course.

1P1.3

Core Components 3.B.2 and 4.B.1

The Assessment Committee is responsible for the three-step process that articulates the purpose, content, and level of achievement of the college's common student learning outcomes. The first step involves communicating on the [SCCC website](#) the common goals and outcomes for student learning. This information includes the purpose, knowledge and skill sets, and how to demonstrate achievement of the outcome. Additionally, each SCCC course syllabus, available to students and the public on the website, identifies the institutional outcomes addressed by the course and lists how the outcomes are assessed.

In the second step, levels of achievement for the common learning outcomes are reported annually using *Nuventive Improve* software and *Excel Scorecards*. The data includes results, benchmarks met or unmet, and improvements or revision for the next academic year. In the third step, achievement levels are reviewed annually and communicated through the Assessment web page. Currently, the college is migrating data from the scorecard spreadsheets to *Microsoft Power BI*, a data visualization and analysis tool.

1P1.4

Core Component 3.B.3

The process for identifying common learning outcomes emphasized at the program and course level is also the process SCCC faculty use to incorporate into the curriculum opportunities for all students to achieve the common learning goals and outcomes. Faculty first identify the learning goals and institutional outcomes they emphasize in their program of study. They then identify the skill sets appropriate for the degree level, determine assessment tools and measures, and use a [curriculum mapping tool](#) to identify where the outcomes are introduced, reinforced, and assessed in each program course.

Core Component 3.B.5

Conducting research or other scholarly activity is not the mission of the college. However, two undergraduate research programs positively impact student success and completion at both SCCC and the university level: [Kansas Bridges to the Future](#) and [Louis Stokes Alliance for Minority Participation \(SCCC undergraduate research\)](#). These programs align with the college's mission. Students in these programs have a 90% graduation rate at SCCC and partnering R1 institution [Kansas State University](#). Undergraduate research on campus, involving faculty and students from the energy and transportation programs, biology, chemistry, economics and agriculture, is currently being expanded into an interdisciplinary effort focused on [biofuels](#). Also, during assessment workshops in November, faculty learning community participants share with colleagues posters of original action research on teaching and learning (Faculty research poster examples [1](#), [2](#), [3](#), [4](#), [5](#)). Also, SCCC students engage in creative work in the award-winning publications *Telolith*, the annual student visual art and literature magazine, and *Crusader*, the student newspaper.

1P1.5

The Assessment Committee ensures that outcomes remain relevant and aligned with stakeholder needs through an annual review process described previously in 1P1.1. Reaffirmation of the relevance and alignment of common learning outcomes also takes place annually at the program level when faculty review all program outcomes and report results (see 1P2. 4).

Core Component 3.B.4

The SCCC educational experience recognizes the human and cultural diversity of the world in which students live and work. The [common learning goals and outcomes](#), [general education philosophy](#), and [college culture](#) prepare students for understanding one another, moving beyond simple acceptance to embracing and celebrating the rich dimensions of diversity. Strategies include providing opportunities for students and employees to [work as a team to learn](#), to [engage with the community](#), to [develop cultural awareness](#), and to [create opportunities for equal access and participation of historically underrepresented groups](#).

1P1. 6

Core Component 3.E.1

The five-step process for designing, aligning, and delivering co-curricular activities is a collaboration among student organizations, [Student Life](#), [athletics](#), [housing](#), student services departments, advising, [TRiO](#), and faculty. First, faculty, staff, and administration representatives from these groups design and align their co-curricular activities around five themes: leadership development, community service, self-advocacy, working in teams, and understanding others. The five themes serve as important areas for applying learning from the classroom and providing further knowledge and skill development to be a productive member of the community. This approach to co-curricular activities aligns with SCCC's mission (to provide opportunities to improve and enrich each student's life), with the common learning goals and outcomes, and with the Key Directions of the college's Strategic Plan.

Core Component 4.B.2

The second step of the process identifies common learning outcomes for co-curricular activities and aligns them with student learning goals and common learning outcomes for instruction. Each group mentioned above identifies specific learning outcomes for their respective areas ([Student Services](#), [Student Organizations](#)). The third step develops an assessment plan and appropriate measures for determining the success of the activity and student learning. The fourth step collects and submits the data, and the final step reviews the assessment data in order to modify activities to improve participation, student satisfaction, and student learning.

Previously, most of the data for co-curricular activities derived from student participation in community service and results from student satisfaction surveys. Data collection on student learning and a more robust analysis will begin with the 2018-19 academic year. Since the last portfolio, organizations, groups, and classes delivering co-curricular activities and their outcomes and measures have been added to *Nuventive Improve*, the database for tracking student learning outcomes. In this system, an email containing a link allowing direct entry of data into the database is sent to the person responsible for collecting the data. Annual reports showing results and alignment of co-curricular with curricular outcomes can be generated to guide improvement.

1P1.7

Core Component 4.B.2

The Assessment Committee is responsible for the five-step process used to select the tools, methods, and instruments for assessing the college's common learning goals and outcomes. The first step identifies direct and indirect tools already available. For example, in the process of defining the knowledge, skill sets, behaviors, and levels of attainment for common learning outcomes, typically a rubric is developed, which can be used across all instructional divisions, along with student surveys for course evaluation, student satisfaction, and student engagement that contain indirect data related to common learning outcomes.

The second step, a process within itself, is to select nationally-normed assessments to use for comparative data. Faculty review the assessments by taking the exams and [evaluating the questions](#) based on their expectations for student learning. Instructors then make a recommendation to the Assessment Committee and provide a rationale. The third step involves selecting methodologies for each outcome, which are then incorporated into the college [Assessment Plan](#). Faculty teams work with the Assessment Committee to develop methods that produce reliable and actionable data, can be triangulated, and are sustainable based on available financial and personnel resources. As an example, the [writing](#) and [oral communication](#) assessment methods include the collection of artifacts from students with more than thirty credit hours to be scored by teams of faculty. Writing and critical thinking methods also include pre-post assessments (entering first-time students and graduates) scored by content experts, along with a nationally-normed exam and indirect evidence from course (IDEA) and student engagement surveys (CCSSE), as shown in 1R1. The Assessment Committee also [determines which outcomes](#) will require faculty data submission at the [course level](#) each semester and uses the results for a quick view of rubric viability and student attainment level when a new rubric is introduced or when changes have been made. This allows the Assessment Committee to gauge usage and whether there is a need for a student

artifact norming session.

The fourth step of the selection process involves a faculty review of tools and methods to determine needed adjustments in artifact scoring processes and norming processes, as well as a review of the utility and reliability of the data for decision-making. The fifth step for selecting tools and methods is identifying performance targets, using national norms and comparative data from the National Community College Benchmark project to set targets for graduate assessments and surveys. Local assessments employ longitudinal data to develop a three-year baseline. The longitudinal data is important for identifying gaps in performance between different student populations based on gender, race/ethnicity, age, and full-time/part-time status. When developing the targets, faculty determine where they want students to be. Once the selection process is complete, the assessment plan is updated with the tools, methods (designated as direct or indirect), timeline, and frequency of use ([2000](#), [2010](#), [2018](#))

1P1.8

Core Components 4.B.1, 4.B.2 and 4.B.4

The Assessment Committee has primary responsibility for the processes used in assessing common learning outcomes. The model on which all SCCC assessment processes are based, the institutional Writing Assessment process, has been recognized nationally with a National Council of Instructional Administrators (NCIA) Exemplary Initiatives Competition Award. This flagship process provides a safe, stable platform for ramping up new assessment processes and improvement projects. As a result, faculty can comfortably implement change over time without feeling trapped in a repetitive change environment, and the college can sustain improvement on student performance and manage accountability aspects for the institutional, program, and course levels by aligning efforts with this core approach.

The five-step common learning outcomes assessment process begins with collection of data from course and program level, along with data from graduating students, and sharing of the results with all instructors the following year during August in-service and on Assessment Day in April. In the third step, faculty work collaboratively during Assessment Day to analyze the data and make recommendations for improvement goals to be addressed the following academic year ([2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#)). In step four, faculty identify the professional development and other support needed to address the [improvement goals](#). Examples include assignment design, peer review of assignments, and norming sessions using rubrics with student artifacts. Professional development takes place in August, November, January, and April. Individual assistance can be provided at any time by designated faculty content and assessment experts. In the final step, faculty make instructional and assessment changes, assess student learning, and start the cycle again.

Core Component 4.B.2

Some student organizations and student services work units have collected data for their own areas, but a collective effort for the entire co-curricular program was not put in place until 2018. The plan is to improve the process by having the Assessment Committee assume primary responsibility for collecting and compiling the data through the *Nuventive Improve* system used for curricular assessment. The committee will also facilitate the analysis and recommendations for improvement steps of the assessment process. The co-curricular data associated with the common learning outcomes will become part of the data set reviewed by faculty during Graduate Assessment Day. In April 2019, representatives from athletics, student services, and student life will join faculty in analysis of the data and identification of improvement goals. The intent is to make the assessment of common learning goals more holistic, taking into consideration the multiple learning experiences provided at SCCC and recognizing the opportunities for exploring collaboration between faculty and co-curricular groups.

1R1

SCCC annually collects longitudinal data for the college learning goals and institutional outcomes from

graduate assessment and artifact scoring in writing, oral communication, and critical thinking. Course level assessments for outcomes identified by the Assessment Committee take place each semester. The Assessment Committee, artifact scoring teams, faculty, and Office of Assessment and Research are involved in data collection. We use normed assessments to provide comparative data and to triangulate what we find at the course and program level. SCCC had instructional and content expert changes between 2015 and 2018, so student artifacts were not scored. Scoring of student artifacts has resumed Fall 2018.

Interpretation of Results

SCCC's means for CAAP and WorkKeys are comparable to national means. The CAAP assessment norms are based on a white population, which we factor into our evaluation. Based on research recommendations, nationally normed assessments should be used to monitor performance of minority students rather than be used to determine gaps in performance (Lakin, Elliott, & Liu, 2012; Liu and Roohr, 2013; Liu, Liu, and Roohr, 2017). Hispanic students perform at or above other student groups on CAAP writing and math and SCCC writing and critical thinking. Pre-post student artifact scores for writing and critical thinking have not met our benchmark, but show an effect size of 0.2 and 0.33 respectively. Information literacy results for CTE program students have met benchmarks, but the SAILS results for associate degree students have not. Faculty analysis of course level data in April 2018 also showed a drop in performance, and instructors have recommended assignment design and assignment evaluation assistance at the November Assessment Workshop. Math and reading are meeting targets.

[Reading](#)

Writing [1](#), [2](#)

[Oral Communication](#)

Critical Thinking [1](#), [2](#),

[Math](#)

[Information Literacy](#)

[Workplace Skills](#)

[Writing Artifact Scoring](#)

[Oral Communication Artifact Scoring](#)

III

Core Component 4.B.3

Since the last systems portfolio, faculty have been working on Critical Reading improvement, which resulted in a rubric redesign. Professional development was provided by instructional designers from the local high school on how to address the needs of English Language Learners. Data for Civic Engagement is primarily community service at this time and reported through co-curricular activities. Improvement plans are to capture student reflection in order to assess student learning. Assessment of student learning for the Diversity outcome has been completely revamped. The outcome was revised based on a new rubric which was approved by faculty in Fall 2017. Professional development on assignment design started in Spring 2018. The ETS Intercultural Competency and Diversity assessment was reviewed by the Assessment Committee and will be added as a graduate assessment in 2018-19. Based on analysis of graduate and course level data in April 2018, faculty recommended assignment design and assignment evaluation assistance for Information Literacy and a refresher for Writing at the November 2018 Assessment Workshop.

The Microsoft BI tool has improved the data availability and ability to drill down into assessment data. The

migration of assessment data to the BI tool is not complete, but is progressing. Our assessment database, Nuventive Improve, has added an LMS connection feature. We will be exploring development of course level assessment through our LMS (Canvas) with data migration to Nuventive Improve. This approach should provide increased reliability and validity for program and institutional assessment data while reducing the personnel hours required to collect the data.

Sources

- 1P1 Rubric Evaluation Sheet
- 1P1.1 Diversity Assessment PD session April 2018
- 1P1.1 Diversity Rubric Faculty Feedback
- 1P1.1 Diversity_Rubric
- 1P1.1 KBOR TAAC_Operating_Procedures
- 1P1.2_CC4B4 Rubric Review Recommendations
- 1P1.3_CC3B2 Learning Goals on Web
- 1P1.3_CC3B24B1 Institutional Outcomes on Web
- 1P1.4_CC3B5 Crusader Awards
- 1P1.4_CC3B5 Biodiesel-Day-Agenda
- 1P1.4_CC3B5 GoodwinPLC1516
- 1P1.4_CC3B5 HannahPLC1415
- 1P1.4_CC3B5 HickmanPLC1314
- 1P1.4_CC3B5 KSU Bridges Students
- 1P1.4_CC3B5 LSAMP Students
- 1P1.4_CC3B5 UngerPLC1314
- 1P1.4_CC3B5 UnruhPLC1516
- 1P1.5_CC3B4 Underserved Pops
- 1P1.5_CC3B4 Working as a team to learn
- 1P1.6_CC3E1 Athletics Community Service
- 1P1.6_CC3E1 CoCurricular Activities Housing
- 1P1.6_CC3E1 CoCurricular Activities Student Life
- 1P1.6_CC3E1 CoCurricular Student Learning Outcomes
- 1P1.6_CC3E1 student organizations learning outcomes
- 1P1.6_CC3E1 TRIO
- 1P1.7_4B2 2010 Assessment Plan
- 1P1.7_4B2 Course Assessment Email
- 1P1.7_CC4B2 Course Level Results
- 1P1.7_CC4B2 ETS Test Eval
- 1P1.7_CC4B2 Institutional Assessment Plan
- 1P1.7_CC4B2 SCCC 2000 Assessment Plan
- 1P1.8_CC4B1 Assessment Committee Goals 2012-2019
- 1P1.8_CC4B4 2011 Analysis Workshop
- 1P1.8_CC4B4 2012 Analysis Workshop
- 1P1.8_CC4B4 2013 Analysis Workshop
- 1P1.8_CC4B4 2014 Analysis Workshop
- 1P1.8_CC4B4 2015 Analysis Workshop
- 1P1.8_CC4B4 2016 Analysis Workshop
- 1P1.8_CC4B4 2017 Analysis Workshop
- 1P1.8_CC4B4 2018 Analysis Workshop
- 1P1_CC3B2 General Education Philosophy Statement
- 1P1_3B1_3E2_AA_Degree_CheckSheet_AY1819
- 1P1_3B1_3E2_AAS_Degree_CheckSheet_AY1819
- 1P1_3B1_3E2_AGS_Degree_CheckSheet_AY1819

- 1P1_3B1_3E2_AS_Degree_CheckSheet_AY1819
- 1P1_3B1General_Ed_Course_Listing_AY1819.pdf
- 1P1_C3_2018_06_KBOR_Systemwide_Course_List
- 1P1_CC3B1 2017-18_KCOG_Report_AUG
- 1P1_CC3B1 AAC New courses-course changes 2013-2018
- 1P1_CC3B2 KBOR TransferandArticulationPolicy
- 1P1_CC3B2 KBOR TransferandArticulationPolicy
- 1P1_CC3B2 SCCC Gen Ed Philosophy.2
- 1P1_CC3B5 Kansas Humanities Council Hispanic Culture Project
- 1P1_CC3E Cultural Events and Symposia
- 1P1_CC3E2 3B2 SCCC Institutional Learning Goals and Outcomes.pdf
- 1P1_CC3E2 B and I Combined Course-Training 2012-2018
- 1P1_CC3E2 Edukan Who we are
- 1P1_CC3E2 HS_Student_Course_List_Credit_Hour_Generation_by_HS
- 1P1_CC3E2 HS_Student_Course_List_Credit_Hour_Generation_On_Campus
- 1P1_CC3E2 KBOR Program_Inventory_2018
- 1P1_CC4B1 Original Assessment Committee Charge 1995
- 1P1_CC4B1 SCCC Oral Communication Assessment Report 2006-12
- 1P1_CC4B1 SCCC Outcomes 2000-2018
- 1P1_CC4B1 SCCC WRITING ASSESS Report 2005-09
- 1P1_CC4B2 SCCC Oral Communication Assessment Report 2006-12
- 1P1_CC4B2 SCCC WRITING ASSESS Report 2005-09
- 1P1_CC4B4 Assessment Committee Scope
- 1P1_CC4B4 Assessment minutes--showing outcome review
- 1P1_Mission_Philosophy_Purpose_Vision_CoreValues
- 1P1_SCCC_Institutional_Learning_Outcomes_2018-2019
- 1P2 Curriculum Mapping All Programs(1)
- 1P2_4B2 2015-18 Student Service Learning
- 1P3.1 I and C Goals 2017 to 2020
- 1P3_1C2 Citizenship Flyer_Fall 2018_Combined_Type_In_Form
- 1P3_CC1C Diversity Inclusion Activities
- 1P3_CC1C1 Diveristy defintion and SLO
- 1P3_CC1C1&2 Discussion of various viewpoints
- 1P4.4_3B5 Student research poster
- 1P4.4_CC3B5 Bridges 2016
- 1P4_CC4A3 Articulation Agreements
- 1R1_Graduate_Assessments_CritThink
- 1R1_Graduate_Assessments_CT_PRE_POST
- 1R1_Graduate_Assessments_InfoLit
- 1R1_Graduate_Assessments_math
- 1R1_Graduate_Assessments_Read
- 1R1_Graduate_Assessments_Workplace Skills
- 1R1_Graduate_Assessments_Write
- 1R1_Graduate_Assessments_Writing_PRE_POST(2)
- 1R4_Concurrent_Enrollent_Success
- 1R4_Online_Enrollent_Success
- 1R4_Oral_Communication
- 2P1_CC3D2 Adult Ed Courses
- 2P1_CC3D2 List of Developmental Courses at SCCC
- 3P2_Hispanic Heritage employee posters 14 16
- 4P1_CC1D Public events & activities
- I&C Goals 2017 to 2020-2 (1)
- Include Me -- Team Members(1)

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2.1

Core Component 3.E.2

The four-step process for aligning program outcomes to the mission, educational offerings, and degree levels of SCCC is the responsibility of program faculty and the Assessment Committee. The first step is determining program outcomes, as described in 1P2.2. In this step, faculty identify the knowledge and skills they expect a student to have upon completion of the program.

In the second step of the alignment process, program faculty review the outcomes when performance data is submitted in May or anytime an external stakeholder, such as the Kansas Board of Regents, an accrediting agency, or advisory board, has recommended a change in the program. Curriculum maps and IDEA course level data are part of the review. [IDEA course level data](#) provides student ratings of progress on relevant common learning outcomes emphasized at the course level. [Curriculum maps](#) identify the courses where program outcomes are introduced, reinforced, and assessed.

In the third step of the alignment process, the Assessment Committee uses a rubric to [evaluate the learner outcomes, measures, performance results and plans for improvement](#) for each program outcome. This is part of the mandatory three-year program outcomes review cycle. Every three years, to ensure an in-depth evaluation takes place outside of the annual reporting and analysis of results, the Assessment Committee facilitates a program outcomes review required of all faculty and shares the results ([2011](#), [2014](#), [2017](#)) as a quality improvement service and an alignment check with SCCC common learning outcomes.

In the fourth step of the alignment process, each academic program undergoes a [full program review](#) every five years, with annual updates between full reviews. A [peer review team](#) from the Academic Affairs Council verifies alignment with the college mission and purposes, the program mission, courses and degree level. After the Academic Affairs Council approves the program review, the program outcomes and results are reported to the Board of Trustees ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)) as part of the program review process.

1P2.2

Core Component 4.B.4

As part of the formal program assessment process developed in [2000](#), the three-step process for determining program outcomes is the responsibility of program faculty, facilitated by the Assessment Committee. In the first step, faculty identify the knowledge, skills, and behaviors they expect a student to demonstrate upon completion of the program. For career and technical education programs, faculty consider four primary elements during the outcome development process:

1. The SCCC student learning goals and institutional outcomes
2. Kansas Board of Regents program alignment
3. Requirements from external accrediting agencies and industry credentialing organizations
4. Recommendations from local advisory boards

Most SCCC career and technical education programs have a [required course alignment](#) through the Kansas Board of Regents [Technical Education Authority \(Example\)](#). Programs also have [external accrediting agencies](#) or industry organizations responsible for credentialing that specify program outcomes for students. Advisory boards review and recommend student learning outcomes for all career and technical education programs to ensure alignment with serving industry needs.

Transfer program faculty consider three elements when determining program outcomes:

1. The SCCC student learning goals and institutional outcomes
2. Common outcomes for [statewide transfer courses](#) through the Kansas Board of Regents [Transfer and Articulation Council](#)
3. Recommendations from professional societies

For example, in the science program, the learning outcomes for science literacy are based on recommendations from the [Society for College Science Teachers](#).

In the second step of determining program outcomes, faculty, working with the Assessment Committee and division dean, [write the outcomes](#) in language that is learner-centered, specific, clear, and measurable. In the third step, faculty identify direct and indirect measures for assessing the knowledge, skill sets, or behaviors associated with the learning outcomes.

1P2.3

Core Component 4.B.1

Program faculty, with assistance from the Assessment Committee, are responsible for the three-step process that articulates the purpose, content, and level of achievement of program outcomes. The first step involves communication of program outcomes to internal and external stakeholders on the college website. The Program Assessment web page lists the outcomes and results for each program. Each [SCCC course syllabus](#) identifies the institutional outcomes addressed by the program courses and lists how the outcomes are assessed. Syllabi for all courses are available to students and the public on the college website. However, the server storing all syllabi failed recently, and the backup restore point predated many updates to the syllabi. This problem is currently being addressed.

The second step is the annual report of levels of achievement, using *Nuventive Improve* software. The [report](#) includes results, benchmarks met or unmet, and improvements or revision for the next academic year. In the third step, the Program Assessment web page communicates assessment results.

1P2.4

Program faculty ensure the outcomes remain relevant and aligned with stakeholder needs through the outcome determination process (1P2.2), the annual review process (1.P.1), and a formal program review process. Programs complete a thorough academic [program review](#) every five years and submit [annual updates](#) on improvement projects. The program review process evaluates results of program outcome assessments, identifies and addresses the needs of students and other stakeholders, and initiates the process for curriculum development. A [peer review team](#) from Academic Affairs Council determines if there is sufficient evidence of relevance and alignment of the outcomes with internal and external needs. 1P2.2 describes the various stakeholders that career and technical education program faculty and transfer program faculty consider when determining and reviewing the relevance and alignment of program outcomes.

Core Component 3.B.4

How the SCCC educational experience recognizes the human and cultural diversity of the world in which students live and work is described in 1P1.5. At the program and course level, strategies include providing opportunities for students and faculty to work together to learn, to engage with the community, to develop cultural awareness, and to facilitate equal access and participation of historically underrepresented groups.

1P2.5

The process for designing, aligning, and delivering co-curricular activities is described in 1P1.6. At the program level, [student organizations](#) and [community service associated with a course](#) bear primary responsibility for [co-curricular delivery](#). In the first step of this five-step process, faculty design and align their co-curricular activities around five themes: leadership development, community service, self-advocacy, working in teams, and understanding others. These themes were selected as important areas for application of learning from the classroom and the opportunity for further knowledge and skill development in how to be a productive member of the community. This approach to co-curricular activities is aligned with the SCCC mission (to provide opportunities to improve and enrich each student's life), with the common learning goals and outcomes, and with the Key Directions of the Strategic Plan.

Core Component 4.B.2

In the second step of the process, faculty and staff identify specific learning outcomes for their [student organizations](#) and [community service associated with a course](#). The third step is developing an assessment plan and appropriate measures for determining the success of the activity and the student learning taking place. The fourth step is collecting and submitting the data. The final step involves reviewing the assessment data in order to modify activities to improve participation, student satisfaction, and student learning.

In the past, most data for co-curricular activities derived from student participation in community service and results from student satisfaction surveys. Data collection on student learning and a more robust analysis will begin with the 2018-19 academic year. Since the last portfolio, the organizations, groups, and classes delivering co-curricular activities and their outcomes and measures have been added to *Nuventive Improve*, the database for tracking student learning outcomes.

1P2.6

Core Component 4.B.2

Program faculty are responsible for the four-step process used to select the tools, methods, and instruments for assessing program learning outcomes. In the first step, instructors identify direct and indirect tools already available. For example, to define the knowledge, skill sets, behaviors, and levels of attainment for the common learning outcomes, a rubric usable by all instructional divisions is developed. Also considered are student surveys for course evaluation, employer feedback, and employment indicators that contain indirect data related to program learning outcomes. The second step is to select industry credential exams, which in some programs can also be used for comparative data. The third step is to select methodologies for each outcome and incorporate them into the program assessment plan. The last step for selecting tools and methods is identifying performance targets. Setting targets for industry credential exams entails use of national norms and comparative data. Some programs have targets determined by their accrediting agency. For local assessments, longitudinal data determines a three-year baseline and is also important for identifying gaps in performance between different student populations based on gender, race/ethnicity, age, and full-time/part-time status. Once the selection process is complete, the [assessment plan](#) is updated with the tools, methods (designated as direct or indirect), timeline, and frequency of use.

1P2.7

Core Components 4.B.1, 4.B.2 and 4.B.4

Program faculty are responsible for the process used to assess [program learning outcomes](#). The process starts with the collection and compilation of data from the course level, followed by analysis of the data, identification of opportunities for improvement, and submission through an email link to the assessment database, *Nuventive Improve*. Some program outcomes are aligned with institutional outcomes, and the data feeds into institutional level reporting and analysis. Also part of the program review process are program outcome results and the actions taken based on this analysis.

Core Component 4.B.2

Currently, the process for assessing co-curricular learning outcomes at the program level is not fully developed. Some faculty that sponsor student organizations and co-curricular course outcomes have [collected data](#) at the course level, but a collective effort to submit data across all programs was not put in place until 2018. Having the Assessment Committee assume primary responsibility for collecting and compiling the data through the *Nuventive Improve* system used for curricular assessment will improve the process. The intent is to make the assessment of common learning goals more holistic, taking into consideration the multiple learning experiences SCCC provides.

Each year, faculty gather, report, and analyze program assessment results. Instructors use these results to recommend changes in instructional strategies, assessment tools, or other related processes. All programs are expected to utilize direct and indirect measures to assess each program outcome. Examples of direct measures include national board/certification exams, pre/post exams, capstone projects, or in-house common course assignments to assess program outcomes. Indirect measures include student satisfaction surveys, IDEA course evaluations, and focus groups.

1R2

Program assessment data is collected each year in May. Program directors and coordinators submit the data through a link emailed from the Nuventive Improve database. Twenty-six of twenty-nine programs are assessing program outcomes. The three programs that have not reported were recently developed for the energy sector and have had multiple instructor changes. Instructor issues and program direction have now stabilized. Program outcomes and assessment plans have been developed and reporting will take place in May 2019.

Program outcomes meeting internal targets have declined over the past year in Critical Thinking and Information Literacy, and over the past two years in Writing. The number of course level assessments reported also declined. At the analysis workshop in April, faculty identified a need to revisit assignment design, which hasn't been done in the last four years. It was also pointed out that several new faculty have come on board in the past three years, dean leadership has changed, and the Director of Assessment and Research position was not filled. Faculty noted that perhaps the previous emphasis on Writing, Critical Thinking, and Information Literacy assignments had declined.'

[OVERALL PROGRAM ASSESSMENT REPORT](#)

[ASSESSMENT PLAN REPORT](#)

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Core Component 4.B.3

Faculty recommended to the Assessment Committee that assignment design assistance for Writing, Critical Thinking, and Information Literacy be provided at the November 2018 workshop. Assistance will also be provided for assessing the first skill set in the Diversity rubric, which will be reported at the course level in 2018-19. Rubric scoring sessions will be provided for new faculty and as a refresher in November and January.

Identifying formal student learning outcomes and measures for co-curricular goals is a recent improvement in our process. Most data collected for co-curricular activities not connected to a course has been participation and student satisfaction in nature. Data collection on student learning and a more robust analysis will begin with the 2018-19 academic year. The organizations, groups, and classes delivering co-curricular activities and their outcomes and measures have been added to Nuventive Improve, our database for tracking student learning outcomes. The Assessment Committee will assume primary responsibility for compiling the data. The committee will also facilitate the analysis and recommendations for improvement steps of the assessment process. The co-curricular data associated with our common learning outcomes will become part of the data set reviewed by faculty during Graduate Assessment Day. In April 2019, representatives from athletics, student services, and student life will join faculty in analysis of the data and identification of improvement goals.

The Microsoft Power BI tool has improved the data availability and ability to drill down into assessment data. The migration of program assessment data to the BI tool has not taken place. Our assessment database, Nuventive Improve, has added an LMS connection feature. We will be exploring development of course level assessment through our LMS (Canvas) with data migration to Nuventive Improve, which should provide increased reliability and validity for program and institutional assessment data while reducing the personnel hours required to collect the data.

Sources

- 1P1.5_CC3B4 Working as a team to learn
- 1P1.6_CC3E1 CoCurricular Activities Student Life
- 1P1.6_CC3E1 student organizations learning outcomes

- 1P1_C3_2018_06_KBOR_Systemwide_Course_List
- 1P1_CC3B1 2017-18_KCOG_Report_AUG
- 1P1_CC3B2 2018_Systemwide Transfer Courses
- 1P1_CC3E Cultural Events and Symposia
- 1P2 Curriculum Mapping All Programs(1)
- 1P2 MT2206 Hematology and Coagulation Syllabus
- 1P2 Program Assessment Plan Report
- 1P2.5 Diversity service learning journal
- 1P2_4B2 2015-18 Student Service Learning
- 1P2_CC3E2 2017 Program Outcomes Review
- 1P2_CC3E2 12-18-12 Program Assessment Review
- 1P2_CC3E2 2014 Program Learning Outcomes Evaluation
- 1P2_CC3E2 Academic Program Review Template - 2017 Revisions
- 1P2_CC3E2 Assessment Committee Outcomes Review Summary Template
- 1P2_CC3E2 Program Outcomes Review Rubric
- 1P2_CC3E2 Program Review Panel Report Form 2017 Revision
- 1P2_CC4B4 ADN_Alignment_Map__2017
- 1P2_CC4B4 AlignedPrograms-Process_Flowchart
- 1P2_CC4B4 KBOR Program Alignment
- 1P2_CC4B4 Program Accreditation List
- 1P2_CC4B4 SCCC 2000 Assessment Plan
- 1P2_SCST Statement-on-Courses
- 1P2_Template_Program_Outcome_Form
- 1P3_CC1C2 Better together social media post
- 1P3_CC4A1 Annual Program Review Update Template
- 1P3_CC4A1 FY12 Board Approval of Program Changes Reviews
- 1P3_CC4A1 FY13 Board Approval of Program Changes Reviews
- 1P3_CC4A1 FY14 Board Approval of Program Changes Reviews
- 1P3_CC4A1 FY15 Board Approval of Program Changes Reviews
- 1P3_CC4A1 FY16 Board Approval of Program Changes Reviews
- 1P3_CC4A1 FY17 Board Approval of Program Changes Reviews
- 1R2 CoreIndicatorsResults
- 1R2_Instructional_Metrics
- 1R2_StudentLearningOutcome8_Civic
- All Program Reports(1)
- IDEA Learning Objectives Comparison
- Program Assessment Plan Report

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Core Component 1.C.1

[Diversity and inclusion](#) are addressed in the SCCC [Mission, Philosophy, Core Values, Purposes](#), expectations for [student learning](#), and [Strategic Plan](#). In fact, meeting the needs of a diverse community and diverse student population has been an integral part of the history of SCCC, from pioneering adult education services for Southeast Asian refugees in the 1980s to the transition to a minority-serving institution today ([1997](#), [2003](#), [2010](#), [Inclusivity Mover](#)). Specifically, SCCC strives to provide students and the community a safe and welcoming space for [interaction](#), [exchanging ideas](#), and [civic learning](#). Examples include accessibility services ([2P1](#) and [5P1](#)), [community forums](#) and [public events](#) ([4P1](#)), employee [professional development](#) and [recognition](#) ([3P3](#)), [student organizations](#) ([2P1](#)), and [community partnerships](#) ([2P5](#)). Through general education courses and programs of study, SCCC students consider different points of view, analyze arguments, and explore the impact of decisions on different groups and where they live. The college's role is to support and facilitate the [development of student critical thinking, collaboration, and self-reflection skills necessary for a better society](#). As a Hispanic-Serving Institution, [SCCC is dedicated to serving a Latinx population](#) that is growing

and historically underserved in higher education.

Demographics

During the 2016-17 year, the total student population of 2,587 was made up of the following:

- 60% Women
- 55% Underrepresented Minorities
- 72% Underrepresented Minorities (First-time Freshman)
- 27% less than 18 years old
- 46% age 18-23

Non-credit, unduplicated headcount – 886

A significant part of SCCC's organizational identity is that the college serves all students. However, being able to truly serve all students requires continuous learning at the individual and organizational level. The total experience of students at SCCC, which includes their interaction with faculty, staff, and administrative team members in multiple day-to-day settings, is an integral part of their learning. In 2017, an institutional team (Inclusivity and Civility Mover) took over the responsibility of coordinating [professional development for employees and the social justice work of the institution](#).

1P3.1

Core Component 1.C.2

SCCC cultivates a campus community that reflects the diversity of the larger world, providing [resources to support students with diverse personal history and needs](#) and offering educational experiences that immerse students in learning with and about others that are different from them.

The college's process for identifying student stakeholder groups and determining their educational needs consists of linked processes within enrollment management, instruction, counseling and advising, student services, and data governance. The Data Governance Team is not responsible for identifying student stakeholder groups, but they do play an important role in ensuring consistency in defining student groups within the data system.

Instructional Team currently has primary oversight of [identifying student stakeholders](#). The team members include the Vice President of Academic Affairs, Dean of Instruction, Dean of Allied Health, Dean of Industrial Technology and Community Education, Dean of Students, and the Outreach Director. Members of this team supervise all credit and non-credit instruction, community education, enrollment management and admissions, advising and counseling, and institutional research. In 2017, the Dean of Students, responsible for counseling, advising, and enrollment management, joined the Instructional Team. Making the dean a member has led to collaborative planning and a more strategic process for identifying stakeholder groups and determining their needs.

Examples of data used to determine student stakeholder groups include demographic trends and projections for the SCCC service area. Additional data sources include enrollment trends, admissions form data (first generation, single parent, hours working per week), program enrollment and completion, student interest data from recruitment contacts, and information from high school outreach coordinators (typically counselors and principals). In addition, a formal discussion with high school principals and counselors is held each semester to find out what courses and programs are needed. The college disaggregates all data for analysis based on student characteristics such as race/ethnicity, gender, age, first-generation status, language spoken at home, financial aid, and family and work responsibilities ([Enrollment Management Plan](#)). Analysis of this data fuels employee understanding that within the student population, a working single parent, a low-income Latinx male, and a female refugee from Somalia will each experience SCCC in different ways.

Once the Instructional Team identifies student stakeholder groups and assesses academic program needs, a dean and faculty from the specific academic area work together to [address the need](#). As an example, SCCC has seen a recent shift from full-time to part-time enrollment, currently with a significant number of adults with some college and no degree. In response, the college is implementing a new course delivery model ([Blendflex](#)) that addresses a student's preference for face-to-face instruction while providing the flexibility of both hybrid and full online options in the same course with the same instructor. Other examples include a [dual-language algebra course](#) for transitioning adult education and other English Language Learners to college-level course work. Recently, twelve stackable credential options for industrial technology programs have been added, allowing a student to complete a credential should life circumstances prevent completion of a full certificate or AAS degree ([Academic Transformation Mover](#)).

1P3.2

Core Component 1.C.2

SCCC's process for identifying other key stakeholder groups and determining their needs is also linked to processes within enrollment management, instruction, counseling and advising, and data governance, as described in 1P3.1. Specific to 1P3.2 is the inclusion of additional information collected through advisory board meetings, business and industry contacts, alumni, transfer institutions, and participation in community organizations/events. Along with Instructional Team, the Director of Business and Industry is involved in this process. Once stakeholder groups are identified and needs are assessed, an appropriate team is identified to address the need. As an example, in 2018 the Industrial Technology faculty and Business and Industry office collaborated on development of a [registered plumbing apprenticeship program](#) to meet the needs of a regional employer. HVAC and Process Technology faculty also developed a twelve credit hour, online industrial maintenance program requested by an industry advisory board. Similar programs have recently been developed in Fire Science and Phlebotomy based on requests from school districts. SCCC's service area high schools have found these options to be viable for their students in achieving industry credentials and meeting state accreditation requirements. Also, the Blendflex course delivery model provides dual credit courses to rural schools lacking faculty that meet qualifications. The [Adult Education program](#) provides literacy, ESL, and GED in English and Spanish, and Business and Industry provides [community education in English and Spanish](#), [contract training](#), and [citizenship courses](#).

1P3.3

A new academic program, certificate, or modification originates from the process for identifying stakeholder needs described in 1P3.1 and 1P3.2. When a need is identified, the [Kansas Board of Regents program development process](#) acts as a guide to determine feasibility. Faculty develop a proposal in coordination with their dean and the Vice President of Academic Affairs. Instructional Team reviews the proposal for alignment with the college mission, strategic plan, and strategic goals. If the program meets expectations for workforce needs and enrollment potential, and resources are available, it is approved for full curriculum development. Academic Affairs Council reviews and approves all programs and courses before they are sent to the SCCC Board of Trustees ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)) and then to the Kansas Board of Regents for final approval. Career and Technical Education programs must have program changes approved by their advisory board prior to being submitted to the [Academic Affairs Council](#). Course sequences, learning outcomes, and syllabi are also reviewed for alignment with institutional outcomes. New program proposals submitted to the Kansas Board of Regents are published for a comment period from other community colleges in the state. If there are no objections, the proposal moves to the Kansas Post-secondary Technical Education Authority. Proposals recommended for approval by the Authority are forwarded to the Kansas Board of Regents for final approval.

A new course or course modification originates from one of the academic or career and technical education divisions in response to stakeholder needs. Following [Academic Affairs Council policy and guidelines](#), a faculty member develops the new course proposal or course modification proposal in coordination with the respective dean. The Academic Affairs Council must approve all new courses and course modifications. In the case of

CTE courses, the advisory board must approve the proposed changes before consideration by the Academic Affairs Council. The Council's role is to assure the course aligns with the college mission and purposes and meets the criteria for a college course. The Council scrutinizes syllabi for student learning outcomes, alignment with institutional outcomes, assessment planning, and compliance criteria, such as number of credit hours awarded. Following [Academic Affairs Council approval](#), courses are sent to the [Kansas Board of Regents](#) for final approval and addition to the master course list.

Core Component 1.C.2

SCCC faculty attend to diverse learners by adapting course content and instructional methodology. Programs document their practices and design processes through the program review process described in 1P1.4. Faculty have identified the elements of culturally responsive teaching practice as follows: establishing mutual respect, communicating clear expectations, engaging students and providing appropriate academic challenge, adapting instruction to student needs, fairly assessing student learning, and preparing students to be lifelong learners.

Furthermore, faculty learning communities provide an important element addressing diverse learners. Instructional design approaches used by participants in the learning communities include Creating Significant Learning Experiences (L. Dee Fink) and Universal Design for Learning (UDL). Math and science faculty began [adapting instructional modules](#) for English Language Learners (ELL) in the fall 2013 semester with the help of an ELL instructional design specialist. The college provides dual language instruction through the GED program, the Adult Basic Education to Post-secondary transition program ([Accelerating Opportunity-Kansas](#)), and a [college algebra preparatory course](#).

As an example of SCCC's focus on diverse learners, in 2016, student success data showed the success rates of Hispanic males was lower than other demographic groups. To address the needs of these students, the Retention Committee created a student engagement pilot project called "Familia." This pilot project had a 90% retention and completion rate.

1P3.4

In the SCCC process for selecting the tools, methods, and instruments used to assess the currency and effectiveness of academic programs, Academic Affairs Council is responsible for the program improvement process and the Instructional Team is responsible for evaluation of program viability. Faculty have been involved in the development and review of both processes. In the first of three steps, the key processes for student learning and addressing student and stakeholder needs are identified, using the HLC criteria for accreditation, AQIP processes, advisory board recommendations, and program accreditation requirements as a guide. In 2009, division chairs and the dean of instruction (now vice president of academic affairs) completed a process review, clarifying the purpose of program review, barriers to successful completion of a review, how to reduce the completion time and rejection rate, how to improve data availability and consistency, and how the review process could be used as a tool to teach continuous quality improvement.

The second step is the selection of data sets to be used across all programs, guided by state level core indicators and reporting requirements, HLC criteria for accreditation evidence, comparative data projects (e.g. National Community College Benchmark Project), and AQIP results. Programs and departments use a variety of external agencies and program data to ensure their curricula and courses are up-to-date and effective, including advisory boards, graduate/employer follow-up surveys, national certification pass rates, transfer student success rates, articulation agreements with high schools and university transfer programs, and certification and accreditation agencies.

The final step is evaluation and improvement of the process. The current program review process was evaluated and updated in 2015 after the first programs to use the 2009 process had completed the five-year cycle.

1P3.5

The process for reviewing the viability of courses is embedded in the [program review process](#) and is governed

by [Academic Affairs Council policy](#). All courses scheduled to be taught are reviewed in the preceding semester by program faculty. Recently, [course review](#) has been improved by adding an evaluation by peers to the process. This is the same process used for online courses and for courses taught through the online consortium, [Edukan](#).

Core Component 4.A.1

[Academic Program Review](#) (APR) evaluates programs for quality on a five-year cycle, and although some indicators of feasibility are considered, APR is not used for ongoing identification of at-risk programs. APR involves an extensive self-study by the program faculty, detailed [review by a peer review team](#), Academic Affairs Council, followed by Board of Trustees approval. APR is valuable because of the continuous improvement focus by program faculty and the broad understanding by stakeholders of the nature of the program, its strengths, and opportunities for improvement.

[Program Feasibility and Potential Review](#) (PFPR) is separate from APR because the purposes and processes are fundamentally different. The purpose of PFPR is to responsibly identify at-risk programs and allow timely decision-making. The goal of PFPR is to ensure the best use of SCCC's resources in support of the college's mission. PFPR is conducted annually on all instructional programs. The combination of academic and administrative program review strengthens the decision process of administration and the Board of Trustees when evaluating short and long-term program viability and resource allocation. Both processes were developed with faculty input.

The program review process addresses core AQIP processes for student learning and identifying and meeting student and stakeholder needs. A four-to five-person panel from Academic Affairs Council completes a [strengths and opportunities peer review of processes](#), results, and improvements. Program faculty also develop two to three action projects addressing improvement of the core processes. After peer review and a recommendation for approval, the program review is submitted to [Academic Affairs Council](#) and then to the SCCC Board of Trustees (2012, 2013, 2014, 2015, 2016, 2017). Programs submit an [annual update](#) to Academic Affairs Council and the SCCC Board of Trustees on the status of the action projects over the five-year review cycle. The Office of Assessment and Research provides data for the review. All programs have completed a review cycle using the revised program review process. [Program Reviews, Program Annual Updates](#)

The process for reviewing the viability of programs, previously called the Administrative Review process, is focused on efficiency and productivity. The Administrative Review of programs uses comparative data from the Kansas Higher Education Data System and the National Community College Cost and Productivity Project. In 2015, the [Program Feasibility and Potential Review process](#) (PFPR) was developed to replace the Administrative Review process. The purpose of Program Feasibility and Potential Review is to be a responsible, well-informed process that will identify at-risk programs and allow timely decision-making. The goal is to ensure the best use of college resources in support of SCCC's mission. The process is conducted annually on all instructional programs within the institution.

Initial program feasibility discussions can begin in Instructional Team, during program review, in Executive Team, or in advisory committees. The formal review process is the responsibility of Instructional Team (vice president of academic affairs, deans, division chairs, director of outreach). Programs requiring a full review are identified using multiple metrics such as cost of instruction, enrollment (typically based on five-year trend information), completion, alignment with mission, and changes in accreditation. Additional data (quantitative and qualitative) may be identified and reviewed, followed by prioritization of programs which require action. Actions include continuance, revitalization, discontinuance, or suspension. Instructional Team makes a recommendation to Executive Team and finally to the Board of Trustees for final action (2012, 2013, 2014, 2015, 2016, 2017).

1R3

Results for meeting student and stakeholder needs since the last portfolio are listed below:

- Seven dual credit programs eligible for tuition paid by the state have been added.
- Seven Accelerating Opportunity Kansas (AOK) Adult Education Transition Programs have been added. They include Diesel Technology, Automotive Technology, Autobody, CNA/CMA, Phlebotomy, Welding, and Machining.
- Six new programs have been added since 2012 based on industry requests. They include Corrosion Technology, Process Technology, Natural Gas Compressor Technology, Food Science, Sustainable Agriculture, and Health Information Technology.
- Twelve stackable credential options have been added to industrial technology programs.
- Twelve Kansas State Department of Education Statewide Articulation Agreements requested by our high school partners have been added. They include Education, Engineering, Biomedical, Biochemistry, Business Finance, Marketing, AV Communications, Web and Digital Communications, Mobile Equipment Maintenance, Construction and design, Manufacturing, and Health Science.
- Plumbing Apprenticeship
- The Blendflex course delivery model was developed and implemented over the past two years to meet the needs of working students, students with children, adult students, and high schools without a qualified instructor. In 2017-18, seven Blendflex courses were developed, including College Algebra, English Composition I, English Composition II, Economics, Introduction to Process Technology, Engines 1, and Principles of Quality. Four sections of College Algebra were offered to high schools and on-campus students, four sections of English Comp I and II, and two sections of economics.
- Courses and an articulation agreement for the ICCAE Intelligence and National Security Studies degree at Kansas University were added.
- Dual language introductory algebra for adult education students was piloted in 2017.

Short-term programs requested by our industry and high school partners are below:

- Industrial Maintenance Stand Alone Parent Program (SAPP) – 12 credit hour program through Process Technology, Computer Information Systems, and Machine Tool Technology programs--developed in response to industry request, to be offered in Blendflex format in FY19 for adult students and for high school dual credit. The courses will also apply to existing programs in Industrial Technology and CIS.
- Fire Science SAPP – 10 credit hour program offered as dual credit using a Liberal USD480 instructor in partnership with the city fire department. Fifty-five USD480 students have signed up; eighteen will be admitted to the yearlong program. We will also offer the program through our Resident Firefighter partnership with Seward County Fire Department.
- Phlebotomy SAAP – 12 credit hour program offered as a dual credit pathway for Medical Laboratory Technology.
- Central Sterile and Processing Distribution SAPP – 12 credit hours, developed in response to an advisory board recommendation for regional hospitals.
- Southwest Energy Institute non-credit quarterly training – we have changed the delivery model from an annual conference and vendor show to specific quarterly training and associated vendors hosted on our campus.

Adult Education

Adult education serves over 500 students, the third largest site in Kansas. Since 2015, the program has been one of the top three in the state for meeting student learning targets.

[Adult Education Performance](#)

Program Feasibility and Potential

Results from the Program Feasibility and Potential data were used to discontinue three programs and place six programs on revitalization since 2016. Net revenue is the first indicator evaluated, followed by labor market demand, enrollment, completion, and negative impact on underserved populations. Other quantitative and qualitative factors may be considered. Discontinued programs include Medical Assistant, Health Information

Management, and an Associate in Applied Science program in Food Science. Programs moving off of revitalization include Medical Laboratory Technology, Respiratory Therapy, Process Technology, and Natural Gas Compressor Technology. Programs currently on revitalization include Machining, Criminal Justice, and Physical Science.

[Program Feasibility and Potential Data 2017](#)

[Program Feasibility and Potential Data 2018](#)

Program Review Data

Analysis of program review data takes place at the program level. We do not have a process for aggregating the data analysis and action project results at this time.

[Program Review Course Success and Completion Data](#)

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The Business and Industry Director now coordinates all industry partnerships, internships, and apprenticeships in collaboration with the deans and faculty in Career and Technical Education Programs. This change has increased the number of industry partnerships and student opportunities and gives industries one person to communicate with and assist in connecting with faculty and students.

Meta-major pathways were added in Allied Health, Industrial Technology, and Engineering to improve advising and to assist students in making a program and career choice.

Blendflex and online delivery will continue for general education courses to address student and high school needs for qualified instructors. Blendflex delivery has also been requested in our Career and Technical Education programs.

We plan to develop a process to aggregate program review action project results. We had planned to provide annual data updates to programs for inclusion in their annual reports, but the technology and human resources were not available. The Power BI tool should make that possible.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4.1

Core Component 4.A.4

Determining Preparation Requirements

[Student preparation and course prerequisites](#) are the same across all modalities and locations, including [concurrent \(dual credit\) courses in high schools](#) and courses offered through the [Edukan online consortium](#). Faculty determine course and program preparation requirements through multiple processes. First is the selection of placement tools and measures. SCCC has selected ACT, Accuplacer, SAT, and TABE, based on the tools most frequently used by the high schools and students the college serves and to meet the data needs of programs. For example, TABE is used when a more in-depth diagnostic analysis of specific student skills is required, such as placement in adult education, some technical programs requiring specific math skills (e.g. geometry), and certification courses, such as Certified Nursing Assistant (CNA), requiring a minimum reading

level.

To determine placement scores, SCCC uses placement analysis reports for ACT and Accuplacer, which predict course success based on placement score and high school GPA. The college submits student data to ACT and receives a placement accuracy report. In addition, a Kansas Board of Regents working group consisting of community college, technical college, and university representatives makes placement recommendations based on statewide Accuplacer score data. The group has also made suggestions for multiple measures which are evaluated as part of the decision process at SCCC. The analysis process also includes [SCCC course success data compared to placement score](#) and student's high school grades in courses such as Algebra II and English.

Math and English Faculty review course placement scores every three years. Curriculum mapping of course outcomes in developmental course sequences combined with student success data informs institutional placement policy changes. Data analysis and [recommendations](#) are shared with all faculty for a period of comment. Finally, a recommendation is sent to [Academic Affairs Council](#) for approval.

In addition to the process described above, Career and Technical Education programs (CTE) may use accrediting agency requirements, regulatory boards, and industry recommendations to determine preparation required of students. For example, the college's Allied Health programs utilize national accreditation and/or State Board requirements to establish program admission criteria. Advisory boards can make student skills and program curricular recommendations, which can impact student preparation requirements. For example, the Corrosion Technology advisory board recommended an intermediate algebra level for math.

In 2014, the Systems Appraisal Team recommended that SCCC further review and consider which assessment tools (or combination of tools) provide the best indicators of student success in specific programs and courses. In response, the college expanded the use of multiple measures in 2015, added co-requisite course placement for English Composition I in 2017, and in 2018 will be implementing an [Adult Education co-teaching model in Industrial Technology programs](#) for math, writing, and reading based on TABE diagnostics. The Industrial Technology project is supported by a Jobs for the Future Grant (see 1P5.2). As an example of multiple measures, [math placement can include a placement exam score, the student's grade in a high school Algebra II course \(grade of B is the threshold\), and a skills exam the first week of class](#). A student meeting any of the measures becomes eligible to enroll in College Algebra.

Communicating Preparation Requirements

SCCC uses multiple means to communicate the preparation required of students: the recruitment process, college website, college catalog, program webpages, syllabi, application materials for programs with a separate admissions process, and the advising and enrollment process.

1P4.2

Core Component 4.A.4

Defining Rigor and Expectations for Student Learning

SCCC defines *academic rigor* as inherent in courses that require students to think critically, apply knowledge to different contexts, reflect on their work as learners, and evaluate their learning process. Rigorous courses have clear expectations for learning, and feedback to students is aligned with the expectations. These qualities for academic rigor and expectations for student learning are derived from the [SCCC learning goals](#), the [expectations for effective teaching](#), and the [expectations for student performance](#).

Core Components 4.A.4 and 3.A.3

Evaluating and Ensuring Program Rigor and Quality

The process for evaluating and ensuring program rigor involves three steps. First, [faculty define expectations](#)

[for effective teaching](#), and students (specifically, the Student Government Association) [determine expectations for being an SCCC college student](#). Second, Instructional Team and faculty select evaluation tools and measures: [a classroom observation tool](#), IDEA course evaluation tool, course review rubric, and program and course approval processes to evaluate and ensure rigor and quality. General education courses that have multiple sections each semester and are taught by adjuncts and dual credit faculty utilize common final exams which are checked for appropriate grading and final grade determination. Deans also review final grade distributions per instructor. Third, deans and lead instructors review evaluation results.

The [faculty performance review process](#) includes verification of academic rigor and quality through class observation and evaluation of expectations for effective teaching. In the past, the [classroom observation tool](#) employed paper and pencil with no way to efficiently aggregate the data. In Fall 2018, the college will begin using a [web-based observation tool \(eWalk\)](#) that will provide aggregated data, filtering, and export features to support analysis institutionally, by division, program, course, location, and delivery modality. Email will provide formative feedback to faculty in real time. Edukan also uses a [course observation tool](#). Currently, all faculty are required to provide a [course map](#) for documentation of course quality and credit hour compliance. The course map shows instructional activities, assignments, and assessments for each class and lab meeting time (or weekly for online courses). Online courses also provide a [course audit](#) for credit hour compliance. SCCC has been approved by the Kansas Board of Regents for membership to the [State Authorization Reciprocity Agreement](#).

Evaluation of Edukan consortium course rigor is threefold: a [peer review process for courses](#), [faculty evaluation](#) by the EduKan Learning Manager, and [student evaluation of courses](#). Members of the consortium Chief Academic Officers Council review the evaluations.

Access to Learning Resources

Students taking courses through all modalities have access to the SCCC Writing Center, Math Resource Center, library, and online tutoring. All modalities and locations have access to learning resources of the same quality. For example, to address the required lab component in science classes, all classroom instructors have access to lab facilities, and online instructors use virtual labs or combine virtual labs with hands-on kits. The same is true for an Edukan consortium course.

Faculty Qualifications

Faculty qualification standards for programs, including dual credit, are set by the Kansas Board of Regents in alignment with the Higher Learning Commission. SCCC [faculty credential guidelines](#) follow the HLC and KBOR standards. Program accrediting agencies can also set faculty qualification which may be higher than HLC and KBOR standards. SCCC has been approved for the [concurrent faculty extension](#) through 2022. In the faculty qualifications review process, lead faculty, deans, and the Vice President of Academic Affairs [evaluate full-time and part-time faculty credentials](#). The Director of Outreach tracks concurrent faculty credentials and professional development plans. Concurrent faculty credentials are also [reported to the Kansas Board of Regents](#). Full-time and part-time faculty credential evaluations are housed in the Vice President of Academic Affairs office. The [Chief Academic Officers Council reviews and approves Edukan faculty credentials](#) following HLC and KBOR standards. ([SCCC Faculty List](#))

Concurrent Courses and Programs (Dual Credit)

Based on Kansas Board of Regents policy, a Concurrent Enrollment Partnership (CEP) is an agreement between SCCC and area school districts. The partnership offers college-level learning in classes taught for college credit during the normal school day by approved high school teachers. On an annual basis, [KBOR policy](#) requires a [CEP Memorandum of Understanding](#) between the school district and SCCC addressing granting of credit, transfer of courses, class sizes, curriculum/content, faculty qualifications, performance evaluation, compensation, student eligibility, and accountability/assessment standards. Ensuring concurrent course equivalency to the higher education curriculum is a collaborative effort between the Director of

Outreach, deans, lead instructors in the discipline, outreach site directors, and high school principals/counselors. According to the CEP Memorandum of Understanding, all courses use the same syllabi, and concurrent enrollment faculty meet with lead faculty each fall during adjunct in-service to discuss program assessment plans, assignments, and assessing student work. The Director of Outreach makes classroom visitations and consults with deans and lead faculty to resolve any issues. Common assignments and assessment tools assist in evaluating course quality in dual credit courses.

Core Component 3.A.1

As described in 1P3.3, the program and course design processes have multiple levels of oversight and approval to ensure quality and appropriate levels of performance. Advisory boards, [Academic Affairs Council](#), SCCC Board of Trustees, and Kansas Board of Regents (KBOR) represent the flow of courses and programs through the approval process. Syllabi are scrutinized for learning outcomes, alignment with KBOR [Transfer and Articulation outcomes, alignment with program accrediting agencies and industry certifications](#), assessment planning, and compliance criteria, such as number of credit hours awarded and time expectations outside of class.

The program review process described in 1P3.4 addresses currency of courses and programs. In the review, faculty describe the process they use to keep their courses and programs current and competitive with other institutions. Faculty participate in the annual [KBOR Transfer and Articulation Council Core Outcomes Group](#) meeting where instructors from community colleges, technical colleges, and universities review and update [courses for statewide transfer](#). CTE programs must be approved for [curriculum alignment](#) through the KBOR Technical Education Authority ([Nursing example](#)), and transfer programs must demonstrate alignment with KBOR general education requirements. SCCC requires transfer programs to align with the top transfer institutions selected by students. External accrediting agencies and state boards are also involved in ensuring courses and programs are current and require appropriate levels of performance (e.g. Nursing, Cosmetology).

Core Component 3.A.3

Consistency in program learning goals across the course delivery system is the responsibility of faculty program coordinators and lead instructors, deans, and the Director of Outreach. All modes of delivery and all locations use the same syllabi, texts, student learning outcomes, and expectations for teaching. Each program has a faculty member designated as a point of contact for adjunct instructors and for instructional partnerships with other colleges. Lead instructors meet with adjunct faculty in August to review course changes, assessment processes, and assignments. To assure consistency in quality and learning goals for Edukan courses, SCCC is represented by the Vice President of Academic Affairs on the Chief Academic Officers Council and by two other representatives on the consortium's [Assessment](#) and [Curriculum committees](#). All courses for the consortium are approved through each institution's [course approval process](#).

1P4.3

Core Component 4.A.2

SCCC Academic Affairs Council policy and processes direct the awarding of credit through [Prior Learning Assessment](#), following [guidelines established by the Kansas Board of Regents](#). Examples include credit by examination (CLEP, AP, DANTES/DSST), SCCC proficiency exams, military training course evaluation, and [international transcript analysis](#). The colleges and universities under the Kansas Board of Regents have established [common CLEP and AP exam scores](#). Handbooks, such as the *Guide to the Evaluation of Educational Experiences in the Armed Services*, are used to determine credit awarded. [Articulation agreements with the Army](#) have been developed to award college credit for Military Operational Specialty (MOS) training through the Kansas Board of Regents. International transcripts are reviewed by an external evaluation service.

Core Component 4.A.3

The SCCC Registrar evaluates all student academic records to ensure appropriate documentation in the Student

Information System and grants transfer credit according to SCCC and Kansas Board of Regents policy. Statewide articulation agreements cover [general education](#) and [technical courses](#) from Kansas institutions. The dean and faculty from the discipline of the course under consideration evaluate transfer credit from outside of Kansas, and the Registrar uses their decision and justification to award credit. ([Articulation Agreements](#))

1P4.4

Core Component 4.A.5

The SCCC process for selecting, implementing, and maintaining specialized accreditations is based on whether accreditation is required for offering a degree. Program coordinators are responsible for maintaining accreditation. Specialized accreditations are primarily in career and technical education (CTE) programs. A listing is provided below.

Program	Accreditation
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Nursing	Accreditation Commission for Education in Nursing (ACEN)
Respiratory Therapy	Commission on Accreditation for Respiratory Care (COARC)
Surgical Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Cosmetology	Kansas Board of Cosmetology

1P4.5 Assessing the level of outcomes attainment by graduates at all levels

Core Component 4.A.6

SCCC's graduate assessment model comprises assessment of institutional student learning outcomes (see also 1P1.8), certification exam pass rates, graduate/employer follow-up surveys, program assessments, industry credential exams, and transfer success reports. Institutional level graduate assessments for transfer degrees, applied science degrees, and certificates occur annually in the spring semester. In the past, comparative assessments included the Collegiate Assessment of Academic Progress (CAAP), which is no longer available. The college now uses the ETS Proficiency Profile. WorkKeys National Career Readiness exams have been used for certificate students. Typically, over 95% of approximately 350 graduates participate in assessments on Graduate Assessment Day in April. The results for the assessments are shared with full-time and part-time faculty in August to assist with further refinement of the learning improvement goals set in the previous April. Faculty revisit the results the following April to determine learning improvement goals for the next year. Graduates taking courses through the Edukan consortium take the ETS Proficiency Profile, and the college compiles the results for an Edukan assessment report.

Core Component 3.A.2

[SCCC learning goals](#) for associate degrees and certificates are specified in [syllabi](#), program assessment

documents, the college website, and the [college catalog](#). The goals are evaluated during the program and course development processes described in 1P3.3, reviewed during the program review process described in 1P3.4, and [reviewed by the Assessment Committee](#), where constructive feedback is given to faculty on learning outcomes and results. The college differentiates between associated degree and certificate-level learning goals based on the requirements of program certification and accreditation agencies, the [Kansas Board of Regents \(KBOR\) degree requirements](#), the [KBOR Career and Technical Education curriculum alignment process](#), and the [KBOR Core Outcomes Project](#). The [Core Outcomes Project](#) annually brings together faculty from Kansas public community colleges, technical colleges, the six regent universities, and Washburn University for the purpose of developing core outcomes and competencies for undergraduate transfer courses.

Core Component 4.A.6

All degree and certificate programs provide evidence of preparation for employment or advanced study through the program review process described in Core Component 4.A.1. The Kansas Higher Education Data System provides Labor Department data for employment numbers in [Career and Technical Education programs](#). SCCC also has [transfer data](#) from institutions participating in the National Student Clearinghouse, but at this time there is no way to determine if the student took one course or was a graduate. [Employer satisfaction](#) and graduate follow-up surveys are used as indirect measures of graduate success in the program review process. Graduate follow up data was reported to the [Kansas Board of Regents](#) through 2016 and is no longer required.

1P4.6

Instructional Team, faculty, and Academic Affairs Council are involved in assessing program rigor. They have selected a classroom observation tool, IDEA course evaluation tool, course review rubric, and program and course approval processes to evaluate and ensure rigor and quality. Assessment of institutional student learning outcomes, certification exam pass rates, graduate/employer follow-up surveys, program assessments, industry credential exams, and transfer success reports make up SCCC's graduate assessment model. In the past, comparative assessments included the Collegiate Assessment of Academic Progress (CAAP), which is no longer available. The college now uses the ETS Proficiency Profile. WorkKeys National Career Readiness exams have been used for certificate students. Kansas Career and Technical Education Core Indicators also provide comparative data for program rigor.

1R4

Graduate Assessment Data

Longitudinal data for the SCCC learning goals and institutional outcomes is collected annually for graduate assessment and artifact scoring in Writing, Oral Communication, and Critical Thinking. Course level assessments for outcomes identified by the Assessment Committee take place each semester. The Assessment Committee, artifact scoring teams, faculty, and Office of Assessment and Research are involved in data collection. We use normed assessments to provide comparative data and to triangulate what we find at the course and program level. SCCC had instructional and content expert changes between 2015 and 2018, so student artifacts were not scored. Scoring of student artifacts has resumed Fall 2018.

SCCC means for CAAP and WorkKeys are comparable to national means. The CAAP assessment norms are based on a white population, which we factor into our evaluation. Based on research recommendations, nationally-normed assessments should be used to monitor performance of minority students rather than be used to determine gaps in performance (Lakin, Elliott, & Liu, 2012; Liu and Roohr, 2013; Liu, Liu, and Roohr, 2017). Hispanic students perform at or above other student groups on CAAP writing and math and SCCC Writing and Critical Thinking. Pre-post student artifact scores for Writing and Critical Thinking have not met our benchmark, but show an effect size of 0.2 and 0.33, respectively. Information Literacy results for CTE program students have met benchmarks, but the SAILS results for associate degree students have not. Faculty analysis of course level data in April 2018 also showed a drop in performance, and instructors have recommended assignment design and assignment evaluation assistance at the November Assessment Workshop.

Math and Reading are meeting targets.

[CRITICAL THINKING GRADUATE ASSESSMENT RESULTS](#)

[WRITING GRADUATE ASSESSMENT RESULTS](#)

[MATHEMATICS GRADUATE ASSESSMENT RESULTS](#)

[READING GRADUATE ASSESSMENT RESULTS](#)

[INFORMATION LITERACY GRADUATE ASSESSMENT RESULTS](#)

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[ORAL COMMUNICATION ARTIFACT OVERALL RESULTS](#)

[WRITING PRE AND POST ARTIFACT RESULT](#)

[CRITICAL THINKING PRE AND POST ARTIFACT RESULTS](#)

Employer Follow Up and Core Indicators for CTE Programs

Employer follow-up data shows that overall, 79% of SCCC CTE program completers are employed or continuing their education. Our state targets have ranged from 75% to 77% since 2012. Data collection by the Kansas Board Regents through the Department of Labor has improved the data quality. We have struggled in some programs over the past three years meeting the credential achievement target with our dual credit students in the Industrial Technology programs. Working with their dean, faculty have made instructional adjustments, are adding a diagnostic tool for reading, math, and writing, and will be receiving assistance through team teaching with an adult education instructor. In the Auto Body program, a curriculum change to I-CAR was made, and a student success program was added, resulting in 88% retention and program completion last year. Skill attainment and retention targets have been consistently met. Non-traditional gender participation and completion targets have been a challenge over the last four years. SCCC was successful in securing a grant for marketing to females in Industrial Technology and Computer Information Systems and males in Allied Health careers. The grant also supported gender bias training for faculty in FY18. One of our industry partners will be providing training for our female students on how to survive in a male-dominated work culture.

[CTE CORE INDICATORS](#)

[EMPLOYER FOLLOW UP](#)

Credit for Prior Learning

Credit for Prior Learning increases are associated with CLEP testing, which has increased from eighteen credit hours awarded in 2012-13 to 401 credit hours awarded in 2017-18. A staffed Testing Center was added in 2013, which has made it more convenient for students to take the CLEP exam.

Concurrent Enrollment

Concurrent enrollment success rates in general education courses are at 94%, which is not unexpected for this population. Students must meet SCCC course placement guidelines as high school students. SCCC faculty teaching Blendflex courses to high school students have had high success rates, as well.

[CONCURRENT ENROLLMENT SUCCESS](#)

Since the last systems portfolio, faculty have been working on Critical Reading improvement, which resulted in a rubric redesign. Professional development was provided by instructional designers from the local high school on how to address the needs of English Language Learners. Data for civic engagement is primarily community service at this time and reported through co-curricular activities. Improvement plans are to capture student reflection in order to assess student learning. Assessment of student learning for the Diversity outcome has been completely revamped. The outcome was revised based on a new rubric approved by faculty in Fall 2017. Professional development on assignment design started in Spring 2018. The ETS Intercultural Competency and Diversity assessment was reviewed by the Assessment Committee and will be added as a graduate assessment in 2018-19. Based on analysis of graduate and course level data in April 2018, faculty recommended assignment design and assignment evaluation assistance for Information Literacy and a refresher for Writing at the November 2018 Assessment Workshop.

The Microsoft BI tool has improved the data availability and ability to drill down into assessment data. The migration of assessment data to the BI tool is not complete, but is progressing. Our assessment database, Nuventive Improve, has added an LMS connection feature. We will be exploring development of course level assessment through our LMS (Canvas) with data migration to Nuventive Improve. This approach should provide increased reliability and validity for program and institutional assessment data while reducing the personnel hours required to collect the data.

The college expanded the use of multiple measures in 2015, added co-requisite course placement for English Composition I in 2017, and in 2018 will be implementing an Adult Education co-teaching model in Industrial Technology programs for math, writing, and reading based on TABE diagnostics. As an example of multiple measures, math placement can include a placement exam score, the student's grade in a high school Algebra II course (grade of B is the threshold), and a skills exam the first week of class. A student meeting any of the measures becomes eligible to enroll in College Algebra.

A faculty classroom observation tool (eWalk) is being implemented Fall 2018, which replaces a paper/pencil process. The eWalk tool is accessed from a mobile phone, provides real time feedback to faculty, and will provide instructional data across all sites and delivery modalities.

A formal Credit for Prior Learning process was developed and implemented. Articulation agreements with credit for Military Operational Specialty (MOS) training have been added.

Working with their dean, Industrial Technology faculty have made instructional adjustments, are adding a diagnostic tool for reading, math, and writing, and will be receiving assistance in student academic skill development through team teaching with an Adult Education instructor. In the Auto Body program, a curriculum change to I-CAR was made, and a student success program was added, resulting in 88% retention and program completion last year.

SCCC was successful in securing a grant for marketing to females in Industrial Technology and Computer Information Systems and males in Allied Health careers. The grant also supported gender bias training for faculty in FY18. One of our industry partners will be providing training for our female students on how to survive in a male-dominated work culture.

All faculty across all locations and modalities will be submitting course maps this fall as part of a course quality and credit hour documentation process.

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- 1P4_CC4A5 CAAHEP Surg Tech Letter of Accreditation
- 1P4_CC4A5 Comso Board License
- 1P4_CC4A5 MLT Accreditation
- 1P4_CC4A5 NR Accreditation
- 1P4_CC4A5 RT accreditation
- 1P4_CC4A6 AY2017_KTIP_Report
- 1P4_HLC Concurrent Faculty Extension
- 1R1 Credit for Prior Learning
- 1R2 CoreIndicatorsResults
- 1R2 K-TIP Reports AY12-17
- 1R4_Concurrent_Enrollent_Success
- 1R4_Critical_Thinking_Pre_Post_Results

- 1R4_EmploymentStatus
- 1R4_Graduate_Assessments_CritThink
- 1R4_Graduate_Assessments_InfoLit
- 1R4_Graduate_Assessments_math
- 1R4_Graduate_Assessments_Read
- 1R4_Graduate_Assessments_WPS
- 1R4_Graduate_Assessments_Write
- 1R4_Oral_Communication
- 1R4_Writing_Pre_Post_Results
- 2018-2019 catalog
- 2018-2019 catalog (page number 12)
- 2018-2019 catalog (page number 31)
- 2P1.7_CC3D1 Credit for Prior Learning Policy
- 2P1_CC3D2 AAC minutes placement score data 2012-2018
- 2P1_CC3D2 Multiple Measure Placement for Math
- 2P1_CC3D2 Seward JFF Feedback Memo
- 2P5.4 Employer Survey Data Allied Health
- 3P1_3C2Credential Evaluation Summary
- 3P1_CC3E2 Faculty Degree List
- 3P1_EDUKAN Faculty Hiring Process
- 3P2_3.C.3Performance Evaluation for Faculty
- 3P2_CC3C3 EDUKAN FACULTY PERFORMANCE EVALUATION PROCESS
- 3P2_ewalkthrough_flyer
- 4R1_Institutional_Effectiveness_FallEnroll_Grad_Trans_Retention_DistanceLearn - Copy
- 4R1_Institutional_Effectiveness_FallEnroll_Grad_Trans_Retention_DistanceLearn - Copy (page number 2)
- Advising Placement Matrix
- EDUKAN-End-of-Course-Survey - 1710

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5.1 Ensuring freedom of expression and the integrity of research and scholarly practice.

Core Component 2.D

According to the SCCC Board of Trustees [Institutional Integrity Policy](#), “Experimentation and originality are integral to the process of educational achievement; they should be more than encouraged--they should be sponsored.” Faculty, staff, and students are expected to support the SCCC mission, vision, purposes, and values in the work they do. The policy framework supports creative expression and the pursuit of truth in teaching and learning.

In July of 2018, the Board of Trustees revised [Board Policy 415](#), which addresses freedom of expression and right to assemble. Policy 415 currently states “rights to free speech and peaceful assembly are to be afforded and protected by the College. The College acknowledges the right of students and others to assemble in groups on the College campus for peaceful rallies, demonstrations, and gatherings.”

Core Component 2.E.1

Research is not a part of the college's mission; however, undergraduate research at SCCC and partnerships with universities do at times involve human subject research. If a request for human subject research is received, it must comply with Protection of Human Subjects (45 CFR part 46). The SCCC [Institutional Review Board](#) (IRB) advocates for the rights and welfare of human research participants and promotes quality research by fostering an institutional culture embodying the highest ethical standards. The IRB assists faculty and staff in protecting individuals who participate in human subject research. All research projects involving human subjects must be submitted to the IRB for review.

Students involved in undergraduate research are enrolled in a course that provides training on responsible conduct of research. Faculty that mentor undergraduate research students or are involved with grants requiring the reporting of student data receive certification in Responsible Conduct of Research-Basic and Human Subjects Research through the Collaborative Institutional Training Initiative (CITI Program). Currently, the [faculty research mentor](#) for the NIIH Bridges to the Future program and one [administrator working](#) with the National Science Foundation Louis Stokes Alliance for Minority Participation have completed the training. Funding has been allocated for undergraduate research students to complete the Conduct of Research-Basic training in Fall 2018.

Core Component 2.E.3

The [Board policy](#) for institutional integrity states “Among those involved in the art and science of teaching, it is imperative that both teachers and leaders demonstrate a strong commitment to democratic principles, ethical behavior, and all activities being governed by these rules, regulations and policies of the institution. Employees acting in violation of the rules, regulations, and policies of the institution are subject to disciplinary action or termination through due process as set forth in K.S.A. 72-5439.”

1P5.2

Core Component 2.E.2

SCCC addresses ethical use of information resources through three methodologies. Initially, First Year Seminar students participate in a training session led by [library personnel](#) that covers resources, search techniques, and ethical use. Second, faculty provide class policies as well as examples of ethical information use and incorporate the [Information Literacy student learning outcome rubric](#) to communicate ethical use expectations. Third, the college [Honor Code and Cheating Policy](#) identifies examples of unethical use of information resources.

[SCCC Role of a College Student](#)

Core Component 2.E.3

SCCC faculty and administration are committed to the belief that strong moral values build an atmosphere of trust between faculty and students, enhance academic standards, build character, and develop better citizens. If a student is caught cheating in a class, and if that infraction is the first offense, the instructor will have the right to determine appropriate punishment, as set forth in the class policies. The matter will be reported in writing to the Vice President of Academic Affairs and the Vice President of Student Services, who will keep records of infractions. The student, faculty member, and division dean sign the [report form](#). The Vice President of Student Services sends a [letter](#) to the student describing the policy, process, and outcomes if there is an additional infraction.

If the student is guilty of a second offense, the matter will be reported again to the Vice President of Academic Affairs and Vice President of Student Services, who will appoint an Academic Integrity Committee, composed of themselves and the deans, who will review any written data and interview appropriate informational sources. The student's right to due process will be affirmed. The accused student is sent a [letter](#) from the Vice President of Student Services describing the right to appear before the committee to provide an explanation. The VPSS also makes personal contact with the student to answer questions. If the committee determines that the student is guilty of cheating, then the committee will determine an appropriate punishment.

[Academic Integrity Violations](#)

The [SCCC Student Handbook](#) provides clear expectations for student behavior and actions. The handbook contains a Student Code of Conduct and the process for responding to violations of the code in the Living Center, classroom, campus activities, and student organizations.

[Judicial Board](#), [Incident Reports](#), [Discipline Letter](#), [Athletics Discipline Policy](#)

1P5.3

Core Component 2.E.2

The SCCC Assessment Committee has provided training to faculty on ethical use of information and on tools and techniques for detecting plagiarism. Faculty have also received training on designing rigorous writing assignments. The Vice President of Academic Affairs has provided training on the Honor Code and Cheating Policy, how the process works, and how the process is used to educate students who have been reported. In addition, all instructors are encouraged to require students to submit written work to the online plagiarism detection service *Turnitin.com*, to which the college subscribes.

Core Component 2.E.3

1P5.1, Core Component 2.E.3 describes the [Board of Trustees Institutional Integrity Policy](#) that addresses ethical practice for faculty as well as the consequences for violation of the policy.

1P5.4

SCCC tracks violations of the Honor Code and Cheating Policy as well as violations of the Student Code of Conduct. The college also tracks professional development for faculty, student training on ethical use of information, and performance of graduates on information literacy assessments, which include an ethical use component.

1R5

The increase in academic integrity violations coincides with additional training for faculty on how to report and handle first offenses and how to use Turnitin.com to check plagiarism. Faculty are now more aware of how the process works, how the violations have been handled administratively, and the importance of reporting first offenses.

[Academic Integrity Violations](#)

1I5

Improvements for this section include additional training for faculty on reporting academic integrity violations, development of college-wide expectations for the role of a college student, funding for undergraduate research students to achieve Responsible Conduct of Research certification through CITI, and a revised IRB process for the college.

Sources

- 1P5 IRB Policy and Procedure Form 2018
- 1P5_CC2E1 Admin CITI HSR Cert
- 1P5_CC2E1 Admin CITI RCR Cert
- 1P5_CC2E1 Myron Perry CITI
- 1P5_CC2E2 Information Literacy Instruction

- 1P5_CC2E3 academic integrity letter
- 1P5_CC2E3 Academic Integrity Violation Form
- 1P5_CC2E3 Academic Integrity Violations
- 1P5_CC2E3 Athletics Discipline Policy
- 1P5_CC2E3 Honor Code and Cheating Policy
- 1P5_CC2E3 letter.academic integrity.notice of hearing
- 1P5_CC2E3 Role of a College Student at SCCC
- 1P5_Rubric_Information_Literacy
- 1P5_Student_Judicial_Board_Incidentreports
- 1P5_Student_Judicial_Board_J-Board Overview
- 1P5_Student_Judicial_Board_sampledisciplineletter
- 415 Free Speech and Peaceful Assembly
- 4P4_CC2A Board Policy 112_Institutional_Integrity
- Student Handbook 2018-2019

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1.1

Core Component 3.D.1

Multiple areas of the college are responsible for identifying underprepared and at-risk students. This process takes place throughout a student's time at SCCC. Key components include admissions, advising, course placement, student self-reporting, the At-Risk reporting process, and the Early Alert process. Counselors, academic advisers, and instructors work with individual students to identify academic support needs during the [admissions, placement, enrollment](#), and follow-up [advising processes](#).

The At-Risk reporting process is an email alert that can be used by any employee at SCCC who sees an indication that a student may be having difficulty. The alert goes to the At-Risk team, led by a mental health counselor. Students who are reported to the team receive an immediate follow-up to determine support needs. Faculty also use the [Early Alert process](#) to report students having academic difficulty. Students are reported in the fourth week of the semester and receive a follow-up communication from the college that describes the academic issue and directs the student to contact the reporting instructor and academic adviser for assistance. The Edukan Consortium uses a [similar process](#).

Core Component 3.D.1

SCCC provides a comprehensive set of services to meet the needs of students. ([List of Services](#), [Student Success Center](#)). In 2009 the college received Hispanic-Serving Institution status, and by 2017 the first-time, full-time student cohort was 72% minority (61% in 2012). Bilingual support is available in the student services offices and Student Success Center. Most of the student services offices and centers, including Financial Aid, Business Office, Admissions, Registrar, Testing Center, Student Success Center, and the library, are located on the north end of the Hobble Academic Building. The Math Resource Center is housed in the library. The offices, centers, and library surround an open corridor where the college information desk, Student Support Services (TRiO), and Developmental Education offices are located, providing a central location for students to access services.

2P1.2

Core Component 3.D.2

Students are assigned to a degree area based on their stated interest when registering for an [All Saints Day](#). The division deans find appropriate faculty for each All Saints advising date, and the Dean of Students works with undecided students and students that do not yet qualify for Allied Health programs based on initial placement test scores. In advance, faculty receive information, including test scores and active holds on a student file. Students are required to have [placement testing](#) for all programs completed prior to participation in All Saints Days.

Preparatory instruction is provided in [math, English, and reading](#) from [Adult Education](#) Level 1 through English Composition I and College Algebra co-requisite courses. Developmental education course sequences and student success in developmental courses have been the focus of action projects since 2006. The most recent changes have been the addition of [co-requisite courses](#) in English Composition and College Algebra, and a [dual language, team-taught algebra course](#) for transitioning adult education students who speak Spanish as their primary language. In 2018-19, a team-teaching model pairing an adult education instructor with an industrial technology instructor will be used to integrate reading, writing, and math instruction in the industrial technology courses. This approach is based on an [Accelerating Opportunity model](#) from Jobs for the Future and is supported by grant funding from the organization and the Kansas Board of Regents.

2P1.3

Core Component 3.C.5

Faculty members are required to hold at least five office hours per week as part of their contract. Faculty members are also expected to post door schedules ([1](#), [2](#), [3](#)) that list their office hours, campus hours, and class

hours so students know when they will be available. Availability information, along with other ways to contact the instructor (phone, email, Learning Management System), is provided as part of the class policies.

2P1.4

SCCC determines the learning support needs of students through satisfaction surveys, course evaluations, and [dinners with students](#) hosted by the Board of Trustees each semester. Faculty, advisory boards, and external accreditation agencies (1P4) also determine learning support needs. Once the needs are identified, recommendations for improvement are submitted as part of the program or department annual goals (4P2) and budget process (5P2). A section of the [program review](#) (1P3.5) focuses on the learning support needs of students.

The college determines learning support needs of faculty through a process linked to assessment of student learning, the performance evaluation, and the budget process. Faculty establish student [learning improvement goals](#) annually in April during a data analysis and program assessment session (1P1.8). Assessment Committee representatives from each of the divisions receive recommendations from faculty on learning support needs for meeting the goals. The Assessment Committee then [develops programming](#) to address the needs through quarterly assessment workshops. During the [performance evaluation process](#) (3P1), supervisors and faculty members identify the learning support needs of faculty. In part of the process, faculty set professional goals and identify the strategies and resources needed to meet the goals, which are then worked into the program budget.

Core Component 3.D.3

Seward County Community College has historically utilized a faculty advising model that assigns advisers based on major, as determined by student program selection. This system began to change with the introduction of staff members into the [Student Success Center](#), which now houses offices for the Dean of Students, two advising coordinators, a part time on-call mental health counselor, and a sexual assault liaison. In 2015, the college moved to a faculty and staff advising model. The Student Success Center houses staff with primary responsibilities for advising students from all areas as needed, advising [Edukan Consortium](#) students, and providing training for faculty advisers. Dual credit advising is provided by the Outreach Director, deans, and staff advisers. This office is also a resource center for academic advising, career advising, counseling, disability services, transfer advising and articulation agreements, and can offer assistance for Spanish-speaking students or families.

Students in the [TRiO program](#) have a Student Support Services adviser. A faculty program adviser is also assigned when the student selects a program. The dual advising process ensures that students are receiving the appropriate information and services within a program of study that matches their needs, interests, and abilities. The [Advising Manual](#) and [Advising Processes](#) documents describe in detail how the college delivers advising services. SCCC also has dual advising agreements with Wichita State University, Fort Hays State University, and Kansas State University Global Campus.

Core Component 3.D.4

SCCC operates on a [three-year rotation for computers](#), and the IT department has an annual plan for infrastructure and software upgrades. All classrooms are equipped with instructional technology, as are laboratories that have separate instructor stations. Laboratories that require connectivity have computers at each lab station and connection to the college network. Instrumentation, simulators, lab bench equipment, sound and lighting systems, and industrial equipment are up to date and maintained. Video conference technology and the Canvas learning management system support Blendflex, online, and multi-site face-to-face instruction.

A separate line item in the budget provides for [capital improvements](#) each year. The request process includes a justification, reviewed by Instructional Team, which then recommends approval by the Executive Team. All programs with external accrediting agencies meet the infrastructure and resource requirements. Examples include Allied Health programs and the Cosmetology program. In addition to capital outlay funds, [Carl Perkins Grant funds](#) support equipment and technology upgrades for eligible career and technical education programs.

SCCC also uses grant programs, funding from the SCCC Foundation, and funding from business and industry partners to address large-scale needs, such as equipment, classroom/laboratory construction, addition of services and personnel, and large renovation projects. Since the last systems portfolio, new classrooms and labs have been added for Corrosion Technology, Process Technology, Natural Gas Compressor Technology, and Biology. The Microbiology and Physics labs underwent a full renovation and equipment upgrade. Two new greenhouses, an agriculture storage shed, and high value crop production equipment have been added. Allied Health labs and the Process Technology lab have added \$400,000 and \$30,000 of simulation units, respectively. The funding for these projects was a combination of two large Hispanic-Serving Institution grants (Title V and STEM), the SCCC Foundation, and the college's industry partners. A recent [Certificate of Participation bond](#) was used for infrastructure improvements, instructional technology for [Blendflex](#) course delivery, and replacement of the lights and sound system in the SCCC Showcase Theater. A [facilities plan](#) provides long-term direction for expansion and repurposing of the [physical plant](#) to meet the needs of students and faculty. A [new Allied Health building](#) is scheduled to be completed in July 2019, and a Champions Center athletic facility is in the fundraising and planning stage.

Core Component 3.D.5

The SCCC Institutional Review Board (IRB) advocates for the rights and welfare of human research participants and promotes quality research by fostering an institutional culture embodying the highest ethical standards. The IRB assists faculty and staff in protecting individuals who participate in human subject research. All research projects involving human subjects must be submitted to the [IRB for review](#).

Students involved in undergraduate research are enrolled in a course that provides training in responsible conduct of research. Faculty that mentor undergraduate research students or are involved with grants requiring the reporting of student data receive certification in Responsible Conduct of Research-Basic and Human Subjects Research through the Collaborative Institutional Training Initiative (CITI Program). Currently, the faculty research mentor for the [NIH Bridges to the Future program](#) and one administrator working with the National Science Foundation [Louis Stokes Alliance for Minority Participation](#) have completed the training (1, 2). Funding has been allocated for undergraduate research students to complete the Conduct of Research-Basic training in fall 2018.

SCCC addresses ethical use of information resources through three methodologies. Initially, First Year Seminar students participate in a [training session led by library personnel](#) covering resources, search techniques, and ethical use. Second, faculty provide class policies as well as examples of ethical information use and incorporate the [Information Literacy student learning outcome rubric](#) to communicate ethical use expectations. Third, the college [Honor Code and Cheating Policy](#) identifies examples of unethical use of information resources.

2P1.5

The process for determining new student groups to target for educational offerings and services is described in 1P3.1. The Instructional Team has primary responsibility for the process, and the Dean of Students is a member of the team, bringing enrollment management, retention, and student services to the discussion and decision-making.

2P1.6

The process for meeting changing student needs starts with and depends on building relationships with students. The academic [program review process](#) requires programs to identify how they build relationships with students. Advising is always an important component. The [advising process](#) is designed to get to know students and help them identify their goals as well as their needs. The college also uses student success data to identify needs (2P2). Often the analysis of this data points to specific groups that can be targeted for specific assistance. Recently, the needs of Hispanic males are being addressed in the Auto Body Program due to low success rates. A program designed by Student Success Center staff was implemented in Fall 2017 [resulting in 88% retention](#)

[and completion](#). Student satisfaction surveys and the Community College Survey of Student Engagement (CCSSE) are also used to determine changing needs and to address them. As an example, students rated the importance of tutoring low on the CCSSE, yet faculty frequently referred students for tutoring. Follow-up focus groups with students found a stigma attached to tutoring. In response, the names of the Writing and Math Resource Centers reflect the effort to remove the tutoring stigma. Likewise, English Composition I instructors require all students to use an online tutoring service to which the college subscribes (formerly Smarthinking.com, currently Tutor.com, affiliated with the Canvas Learning Management System) to get feedback on essay drafts, which has helped, as well. The 2018 CCSSE results showed that SCCC students have accessed academic support services at a higher rate when compared to the CCSSE cohort and the Hispanic Student Success cohort. The results can be found in 2R1.

2P1.7

Core Component 3.D.1

SCCC uses data from the admissions process, placement scores, high school transcripts, ACT demographic reports, and advising interviews to identify [student subgroups](#). The application for admission asks students to select the subgroups that best describe them. Additional data is compiled by ACT based on demographic questions on the exam. [Advising interviews](#) provide the most in-depth and robust information for identifying applicable subgroups, needs, and which support services will be most beneficial. Some student subgroups qualify for specific support programs, such as TRiO, the National Institutes of Health Bridges to the Future program, the National Science Foundation Louis Stokes Alliance for Minority Participation, and the College Assistance Migrant Program.

Core Component 3.D.1

Based on the process described above, a list of [student subgroups](#) has been developed and action taken to provide support services. For example, the Registrar's office provides all veterans' services, and a [student organization](#) for veterans and first responders formed in 2014. The college also updated and improved the [Credit for Prior Learning Policies](#) to meet the needs of military personnel looking to complete their education. [Articulation agreements](#) give credit to military personnel for their training toward specific programs, such as Surgical Technology and Diesel Technology. International students have one point of contact to assist them with the paperwork and regulations in the Registrar's office. [Student Life provides activities](#) throughout the year for students living in the residence hall, and [student organizations](#) provide connection points for students with similar interests and identities. Online tutoring, [library and database services](#), [accessibility services](#), [advising](#), and [career services](#) are provided for online students and students in outreach communities. Commuters, online learners, and outreach students may also receive [Writing Center and Math Resource Center](#) services via video conference.

2P1.8

Core Component 3.D.2

SCCC's [non-academic support services](#) are based on four key components. First is engaging students in meaningful interactions with faculty, advisers, and other students. Second is helping students develop as college students. Third is assisting students in clarifying their academic and career goals, and fourth is providing support services that help them overcome life challenges. The non-academic support services addressing the key components above include [All Saints Days](#), [Student Life activities](#), [student organizations](#), [advising and career counseling](#), [student success courses](#), and [personal support services](#). In addition to advising and counseling services, the [Student Success Center](#) provides personal support services, such as mental health and domestic violence assistance, as well as access to emergency funds, personal supplies, and food through the Dean of Students. The library will be opening a family space for the children of students using the facility.

SCCC's approach to deploying non-academic support services is based on recommendations from the

Community College Research Center, Columbia University (Karp and Stacy, 2013). The recommendations include sustaining support across the student's entire college experience, requiring student success courses and advising, proactive use of an [Early Alert System](#), and personalized support based on student need and skills in navigating the college system. SCCC has found the following policies important to student success: requiring membership in a student organization for all scholarship and tuition benefit recipients, requiring [First Year Seminar](#) and Concepts of Health and Wellness courses for associate degree students, and requiring instructor approval for enrollment in the next-level math course if the midterm grade is a C or below. The college is also exploring use of advising holds and an online degree check tool in the Student Information System.

2P1.9

Core Component 3.C.6

Each position at SCCC has a Position Analysis that describes the qualifications required, based on accepted practice in higher education. Details of the complete process for hiring full-time and part-time employees can be found in 3P1. A screening committee assigned to each position vacancy has primary responsibility for implementing and managing the hiring process. The process includes establishing a committee, evaluating applications, reviewing interview questions and process, conducting reference checks, rating the candidates via a rating scale, and making the hiring recommendation to administration. Contracts and letters of appointment are offered pending the completion of a background check. If the background check is clear, the offer of employment is confirmed. [Student Services Staff Credentials](#)

The Board of Trustees has developed specific policies supporting professional development opportunities for full-time and part-time faculty and staff. [Board policy 605](#)(Professional Development Grant) for full-time employees and [Board policy 612](#)(Sabbatical Leave Policy) for full-time professional employees address support for the ongoing development of faculty, staff, and administration. [Departmental budgets](#) also have funding for professional development and job-related training, such as federal compliance. Local opportunities available include technology, student suicide prevention, Title IX, inclusivity, FERPA, and data security.

2P1.10

Core Component 3.D.2

Non-academic support services are communicated through the SCCC website, [Student Handbook](#), and [Academic Catalog](#). Resident Assistants in student housing are made aware of available services as part of their training so they can communicate that information when needs arise. Information is also shared during [All Saints Days](#), student housing orientation, Welcome Day, and First Year Seminar.

2P1.11

Surveys, focus groups, and personal interaction with students are the primary tools and methods SCCC uses for assessing student needs. The Ruffalo Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement serve as comparative data tools, used on a three-year rotation. In 2018 the college began using a student satisfaction survey with graduates to provide an annual set of internal data of interest. Student focus groups meet with the Board of Trustees each semester. And, as previously noted, the program review process requires faculty to describe their process for assessing student needs and to provide data from the process.

2P1.12

SCCC tracks the following on a regular basis: student satisfaction data, program review, learning support usage (online tutoring), student success data in developmental and gateway courses, and data from the Early Alert System. The Noel Levitz Student Satisfaction Inventory and the Community College Survey for Student Engagement (CCSSE) provide an institutional-level view and peer comparison for academic support services.

2R1

Ruffalo Noel Levitz Student Satisfaction Data is collected every three years on an alternating schedule with the Community College Survey of Student Engagement. Number of participants ranges from 380 to 420, which is about 25% of the degree-seeking student population. Overall, the data for meeting student needs has been consistent and at or above national results, and the gap analysis is lower. Peer comparison is limited because our peer colleges either do not report or are inconsistent with reporting results. Spring 2018 data shows a drop in overall satisfaction with the college experience, which we are investigating at this time. Within the retention section of Category 2 we note a drop in retention associated with enforcement of a policy that limits enrollment to students who have paid their bill in full or are on a payment plan. Some issues with awarding of scholarships and tuition grants in a timely manner have also come up, all of which may be impacting student satisfaction. In contrast, an SCCC survey given to 118 graduates (38%) showed 96% were satisfied with their experience. Overall, student success has been consistently high comparatively, but we are concerned with the enrollee success rates in English Composition II, which will be an improvement focus.

[NCCBP SUPPORT SERVICES](#)

[NCCBP SUMMARY RESULTS SUPPORT SERVICES](#)

[GRADUATE SATISFACTION SURVEY 2018](#)

[NCCBP STUDENT SUCCESS ACADEMIC](#)

[NCCBP STUDENT SUCCESS DISTANCE LEARNING](#)

[NCCBP DEV STUDENT SUCCESS](#)

[NCCBP STUDENTS TESTING IN DEV](#)

[MATH WRITING UTILIZATION](#)

2I1

Improvements include the expansion of services and available bi-lingual support through the Student Success Center. SCCC has also added a Math Resource Center and Writing Center with both faculty and peer tutor assistance. Online tutoring services offer bilingual assistance in Spanish. Facilities in the Industrial Technology, agriculture, and science areas have been upgraded, and a new Allied Health building is projected for completion in July 2019, which will enhance the student experience and better meet their needs.

Sources

- 1P1.4_CC3B5 KSU Bridges Students
- 1P1.4_CC3B5 LSAMP Students
- 1P1_CC3E2 Articulation Agreements
- 1P1_CC3E2 Edukan Who we are
- 1P1_CC4B4 Learning improvement goals 2009-2018
- 1P3 Dual Language Math Forward Magazine CMYK
- 1P3 Dual Language Math Forward Magazine CMYK (page number 8)
- 1P3 Dual Language Math Forward Magazine CMYK (page number 10)
- 1P3.1 Blendflex Top 10
- 1P3_CC1C2 Student Organizations
- 1P3_CC4A1 Academic Program Review Template - 2017 Revisions

- 1P4_CC4A2 May_2018_Kansas_Credit_for_Prior_Learning_Guidelines
- 1P5 IRB Policy and Procedure Form 2018
- 1P5_CC2E1 Myron Perry CITI
- 1P5_CC2E2 Information Literacy Instruction
- 1P5_CC2E3 Honor Code and Cheating Policy
- 1P5_CC2E3 Role of a College Student at SCCC
- 1P5_Rubric_Information_Literacy
- 2P1 112 Capital Outlay Fund FY2018 Initial Request
- 2P1 Perkins APPENDIX_M_-_FY19BreakdownofExpenses
- 2P1 SCCC Developmental Education Courses
- 2P1.2_CC3D2 AQIP Action Project Update Developmental Education
- 2P1.4 StudentBoardDinners
- 2P1.4_CC3D4 Space Listing and maps for HCL report 2018
- 2P1.7_CC3D1 Credit for Prior Learning Policy
- 2P1.7_CC3D1 MRC and Writing Center
- 2P1_CC3C5 ABPS 17-18 Door Schedules
- 2P1_CC3C5 HSBS 17-18
- 2P1_CC3C5 MSPE 1718 Door Schedules
- 2P1_CC3C6 student services professional development budget
- 2P1_CC3C6 Student Services Staff Qualifications
- 2P1_CC3D1 Academic and Student Support Services
- 2P1_CC3D1 Edukan Early Alert Process
- 2P1_CC3D1 Housing Events
- 2P1_CC3D1 List of support services
- 2P1_CC3D1 SCCC Early Alert Process
- 2P1_CC3D1 SCCC Student Subgroups
- 2P1_CC3D1 Student Handbook 2018-2019
- 2P1_CC3D1 Student Life Recap 4 year
- 2P1_CC3D1 Student Success Center
- 2P1_CC3D2 Adult Ed Courses
- 2P1_CC3D2 All Saints Clubs and Athletics information for folders[1]
- 2P1_CC3D2 All Saints Day Process
- 2P1_CC3D2 Multiple Measure Placement for Math
- 2P1_CC3D2 Seward JFF Feedback Memo
- 2P1_CC3D2 Student Orientation Process
- 2P1_CC3D2&3Academic Advising Processes for HLC
- 2P1_CC3D2&3Advising forms 2018
- 2P1_CC3D2&3Advising Manual 2017
- 2P1_CC3D2&3Advising Manual 2017 (page number 7)
- 2P1_CC3D2&3Advising Syllabus plus FYS advising assignments 2018(1)
- 2P1_CC3D2&3Degree audit forms 2018
- 2P1_CC3D4 Computer Replacement Schedule
- 2P1_CC3D5 1st Year Seminar
- 2P2.4_CC4C1 ABCR_Cohort_Retention_Performance
- 2P2.7_CC3D1 Library Resources
- 2P2_CC4CTRIO Documentation of campus services
- 2R1 2017-18 EDUKAN Early Alert Report
- 2R1 Graduate Satisfaction Survey 2018
- 2R1_Academic_Support_Services_TutorLabUtilization
- 2R1_DEV_STUDENT_SUCCESS_DEV_GATEWAY_COURES
- 2R1_NCCBP_NL_CCSSE_SUMMARY_RESULTS_SUPPORT_SERVICES
- 2R1_NCCBP_NL_SATISFACTION_CCSSE_ENGAGEMENT_SUMMARY_RESULTS_SUPPORT_SERVICES
- 2R1_Number_Percent_Students_Test_1_2_3_Developmental

- 2R1_STUDENT_SUCCESS_CORE_ACADEMIC_AND_COLLEGE_LEVEL_COURSES
- 2R1_STUDENT_SUCCESS_ONLINE_DISTANCE_LEARNING_COURSES
- 3P1_CC3C6 Performance Evaluation for Faculty
- 4P2.2_CC5C3 Allocation of COP Series 2018 Proceeds_7-2018
- 4P3.4 AdultEducation
- 5P2 SCCC Facilities Master Plan
- 605 Professional Development Grant
- 612 Sabbatical Leave
- Advising Placement Matrix

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2.1

Core Components 4.C.2 and 4.C.4

The Office of Assessment and Research collects retention, persistence, and completion data and makes it available to the Retention Committee and academic programs for review. The [collection processes](#) are well documented and reflect good practice. [Data Collection Calendar](#)

2P2.2

Core Components 4.C.1 and 4.C.4

The Retention Committee uses peer comparison data and a three-year baseline to set goals based on the following measures:

- Retention performance: The fall-to-fall retention rate as reported to IPEDS;

- Persistence performance: National Community College Benchmark Project (NCCBP);
- Completion performance: Annual Completion rate as reported to IPEDS;
- Graduation rate: Cohort completion in 150% time as reported to IPEDS.

Peer institution selection was based on a threshold methodology which emphasizes a formal, systematic approach to data and administrator input (Teeter & Brinkman, 2003). A preliminary data set with variables used to construct a community college classification system (Merisotis & Shed, 2003) was employed for initial discussion and for setting threshold values. Administrative Council then identified additional variables to be used in the supporting analyses for the second screening process. Final peer institution determination involved descriptive statistical and graphical methods typically used with the threshold procedure, such as the median, range, and comparison within the 25th-75th quartiles. Jurisdictional group selection (Kansas Board of Regents Two-Year Colleges) was based on twelve-month enrollment only and used the same threshold as that used for peer group determination.

Peer Institutions

Garden City Community College (KS)

Dodge City Community College (KS)

Clarendon College (TX)

Frank Phillips College (TX)

Otero Junior College (CO)

Trinidad State Junior College (CO)

Lamar Community College (CO)

2P2.3

Student data is disaggregated by demographic group and compared to peer colleges. If [analysis](#) shows a decrease in retention, the [committee develops strategies](#) to investigate the cause. Typical strategies include internal surveys, focus groups, and institutional research studies. In 2013, SCCC received the Ruffalo Noel Levitz Retention Excellence Award.

[Retention Committee Scope and Purpose](#)

[Retention Plan](#)

[Retention Analysis Plan](#)

2P2.4

Core Component 4.C.1

The Retention Committee's [annual goals](#) address improvements in services and strategies that make up the retention plan. Primarily through focus groups, the committee obtains qualitative data to determine the needs of the specific group(s). Following identification of needs, the committee meets to determine a plan of action, including other committees and/or individuals, as needed. For example, during the 2016 year, the retention rate of Hispanic males ages 18-24 was lower when compared to other demographics. The Retention Committee met with the Hispanic American Leadership Organization (HALO) and asked members to complete a survey as to why they thought their peers dropped out of college. Focus groups of Hispanic males were organized to analyze the results of the survey and to examine issues that might be surfacing with these students. In fall 2016, a pilot program was developed in one of the Industrial Technology programs that increased retention rates to 88%.

Another example involves the analysis of a downward trend in overall retention over the couple of years (see 2R2). The decrease started after enforcement of financial holds in 2014, which may be linked to the decline. Further exploration has shown process improvements are also needed in awarding of scholarships and tuition grants. Additional analysis and strategies for improvement are part of the [Retention Committee and Enrollment Management Committee goals for FY19](#).

2P2.5

Core Component 4.C.4

[Tools and methods](#) to assess retention, persistence, and completion are selected based on the availability of common data sets for peer comparison. Internal data sets and methods are selected to assess the [retention plan](#). The plan identifies the key components for retention, and tools and measures are selected for each of the components. The core data sets for student retention, persistence, and completion are IPEDS, the National Community College Benchmark Project, National Student Clearinghouse, and the Kansas Higher Education Data System. A new measure for student persistence calculated by the Kansas Higher Education Data System (KHEDS) is the [Student Success Index](#). This index measures the retention, persistence, and completion of students throughout the higher education system in Kansas. The Retention Committee also utilizes the Community College Survey for Student Engagement (CCSSE) and Ruffalo Noel Levitz Student Satisfaction Inventory as [indirect measures](#) for the effectiveness of retention strategies. The college chose the Community College Survey of Student Engagement (CCSSE) for its emphasis on teaching practice as an indicator of retention and academic success. This comparative data from CCSSE provides student perceptions of engagement, academic challenge, student effort, and support for learners

2R2

Retention rates have been on a decline for the past couple of years. However, they are still higher than our peers. In 2014, a financial hold policy was enforced, preventing enrollment in the next semester until the bill was paid or a payment plan was in place. Our research shows an increase in students with past-due accounts over the past three years. The retention rate for students in the AY2017 cohort with past-due accounts is 39% while students with no past-due account are retained at 65%. There are certainly many factors involved in retention, but paying for college has consistently been a concern for our students based on surveys and focus groups.

Graduation rates for SCCC students are consistently higher than our regional peers and community colleges in Kansas. Our two-year completion rate is above the 90th percentile among colleges in the National Community College Benchmark Project. As a Hispanic-Serving Institution, it is important to note our graduation rate for Hispanic students is six percent higher than our peers and 13% higher than comparable-sized community colleges in Kansas.

[Overall Retention Analysis](#)

[Retention Peer Comparison](#)

[Completion Peer Comparison](#)

[NCCBP Retention and Completion](#)

2I2

Core Component 4.C.3

In response to the drop in retention, we have added additional financial aid and bilingual advising staff to specifically address counseling of first-generation students and families. We have also revised our student and parent orientation to improve communication of the financial responsibilities and financial aid opportunities. Further exploration has shown process improvements are also needed in awarding of scholarships and tuition

grants. Additional analysis and strategies for improvement are part of the Retention Committee and Enrollment Management Committee goals for FY19. Key strategies include immediate follow-up with students who receive academic performance alerts, improving academic advising services, offering greater access to tutoring and mentoring services, increasing career services, and quicker turn-around in communicating available financial resources.

[Retention Initiatives](#)

Sources

- 2P2 Retention Analysis Plan
- 2P2 Retention Committee Scope and Purpose
- 2P2 Retention Minutes Data Analysis
- 2P2 SCCC Retention Plan
- 2P2.1 KBOR_IPEDS_Institutional_Collection_Calendar
- 2P2.1 Process for Compile_Manage_Retention_Measures_Committee_Reporting
- 2P2_Campus Climate Apr 2016
- 2P2_campus climate results 2016
- 2P2_CC4C Documentation of campus services
- 2P2_CC4C1 Retention and Completion Goals
- 2P2_CC4CTRIO Documentation of campus services
- 2P2_Retention Initiatives May 2018
- 2R1_NCCBP_NL_SATISFACTION_CCSSE_ENGAGEMENT_SUMMARY_RESULTS_SUPPORT_SERVICES
- 2R2_FinancialAid_Monitor_Status_Awards
- 2R2_IPEDS_Grad_Transfer_Rates_With_Peer_Comparisons
- 2R2_IPEDS_Retention_Peer_Comparison
- 2R2_NCCBP_Form2_Completion_Transfer
- 2R2_Overall_Retention_Analysis
- 2R2_STUDENT RETENTION_DEVELOPMENTAL_GATEWAY_COLLEGE_LEVEL_COURSES
- 2R2Kansas Board of Regents Student Success Index

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3.1

Key external stakeholders are the external groups served through the [purposes of the college](#). Stakeholders are further defined as groups sending students to SCCC, groups receiving SCCC graduates, and groups providing services or supplies to the college (See 2P5). Key stakeholders include higher education institutions, service area communities and school districts, employers, alumni, and vendors.

2P3.2

The process for determining new external stakeholders is described in 1P3.2.

2P3.3

When key stakeholder needs are identified, a specific college department or team is responsible for addressing the need, typically through the development of credit or non-credit courses and programs. As an example, [three energy programs](#), Corrosion Technology, Process Technology, and Natural Gas Compressor Technology, were added in 2013 based on external stakeholder needs. Natural Gas Compressor Technology was first developed as

a non-credit training program but then, based on industry needs, was converted to a credit program. As another example, the Southwest Energy Institute has served the oil and natural gas industry for decades in western Kansas, eastern Colorado, and northwest Texas and Oklahoma. As the oil and gas industry shifted operations, the college responded by modifying its former trade show and training approach to entail quarterly [training sessions](#) determined by industry representatives on the Institute board. SCCC's service area high schools have been required by the Kansas State Department of Education to have [articulation agreements](#) with community and technical college CTE programs. To improve the quality of the agreements and to reduce confusion on the part of principals, counselors, and students, SCCC developed statewide articulation agreements that any high school in Kansas can use.

2P3.4

The most effective method for SCCC has been regular personal contact with key stakeholders, although some surveys have been used.

2P3.5

In the past, SCCC used formal community surveys but abandoned the practice because of low response rates. A more reliable source of data has been attained through regular personal contact with external stakeholders. For example, the college has hosted alumni events in areas where alumni are concentrated. Over the past two years the SCCC President has hosted events in Dallas, Chicago, Denver, and Kansas City. The Vice President of Academic Affairs and the Director of Outreach visit all service area high schools each semester with the specific agenda to determine if needs are being met. College employees are members of community organizations and receive feedback on whether the college is meeting community needs. The Business and Industry office utilizes satisfaction surveys for contract training and to determine, in general, if employers' needs are being met.

2R3

This is an area needing improvement. We have relied on face-to-face communication and don't have a good set of quantitative and qualitative measures. Business and Industry satisfaction survey results for training (1,470 responses) show that needs are being met and, comparatively, market penetration and percentage of high school students enrolling at SCCC their first year have been consistent.

[Business and Industry Satisfaction](#)

[Market Penetration](#)

[High School Enrollment First Year](#)

2I3

We plan to implement a satisfaction survey and qualitative data capture tool to improve data collection for assessing whether stakeholder needs are being met. We will also improve data reporting for market penetration and set internal targets.

Sources

- 2P3 Engery Program Brochures
- 2P3 SC Articulation Agreements
- 2P3 SEI Short Courses
- 2R3_BI_Satisfaction_Surveys_Results
- 2R3_NCCBP_BI_NON_CREDIT_FISCAL
- 2R3_NCCBP_MARKET_PENETRATION

- 2R3HS_GRADS_SPRING_WHO_ENROLL_COLLEGE_FALL_SAME_YEAR
- 4P1_CC1B3 SCCC Purpose Statement

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4.1

SCCC has many ways to collect student complaints in order to resolve issues, make improvements, or address matters to move forward and many different methods and instruments to evaluate complaint resolutions. Focus groups are commonly used for hearing from students on how the college can address an issue or make improvements to better the college experience. Each spring a group of approximately twenty housing students, half first-year and half second, are asked to meet to discuss housing policies, rules, and consequences to determine if they are fair and equitable and meet the needs of the student body and general campus safety.

Each semester the Board of Trustees hosts a [dinner for students](#) selected to represent as many student groups as possible. The Board asks questions to learn what the students are satisfied with at the college and to learn about any concerns, which are then brought to the college administration to be addressed. Providing the most common means of communication, administrators, faculty, and staff have an open-door policy with students and other stakeholders to hear concerns or complaints.

[Board of Trustees Policy 421](#) addresses student complaint procedures. Any student or stakeholder has the opportunity to file a [formal, written complaint](#). [Formal complaints](#) are given to the appropriate department or

vice president for follow-up and resolution, after which they are saved, tracked, and noted in a database with the Vice President of Student Services. Any student or stakeholder can go the SCCC website to file a complaint using the [online complaint form](#). Complaints submitted in this manner are all directed to the Vice President of Student Services, who relays the complaint to the appropriate vice president to investigate and resolve. SCCC is also a member of the State Authorization Reciprocity Agreement (SARA), which provides for a complaint process for distance learning students that may be filed through the Kansas Board of Regents.

2P4.2

[Board of Trustees Policy 203](#) designates a standing agenda item for comments from stakeholders, hearings, and petitions. The process for [filing a written complaint](#) to the Board is explained on the SCCC website. Employee complaints are addressed through a [formal grievance process](#). SARA also provides a complaint process for out-of-state entities through KBOR.

2P4.3

Very few formal complaints are filed at SCCC. Informal complaints are generally passed to the appropriate vice president to determine action. If college budget is involved, the Executive Team determines appropriate action. As an example, in 2016 informal complaints from [Board-student dinners](#) focused on the condition and cost of laundry facilities in student housing. After deciding to explore external vendors rather than try to handle laundry facilities in-house, Executive Team accepted proposals and took a recommendation to the Board, including no charge for usage, which the Board approved.

Student surveys also assist in improving the understanding of the complaint process. From the [campus climate survey](#), the college learned that students didn't know where to report sexual misconduct. The Safety and Security Team and Liberal Area Rape Victims Center developed a media campaign for the campus to make students more aware of how and where to report sexual misconduct. When a student satisfaction survey in 2018 showed that students weren't really sure of the process, the college developed an on-line form for filing and sent a letter outlining the process to all students before the start of classes. The process was then discussed at the new student orientation program in the fall and in First Year Seminar.

2P4.4

[SCCC's written complaint process](#), [student complaint process](#), and [employee grievance process](#) describe who will respond to a complaint and the time frame for the response.

2P4.5

SCCC uses different methods and instruments to evaluate complaint resolutions. Complaint resolution is tracked using a [form](#), and once resolved, added to a database. Normed surveys that provide indirect, comparative data include the Ruffalo Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. In-house surveys are also used to address specific topics, such as the process for reporting sexual assault. SCCC has no formal process for evaluating key stakeholder complaint resolution.

2R4

The majority of student complaints at SCCC are informal, which we do not track, except for complaints received through the Board of Trustees dinners with students. Follow up tracking for informal complaints is verbal. SCCC results show very few formal complaints filed.

[Board/Student Dinners](#)

[Formal Complaints](#)

2I4

From the campus climate survey, the college learned that students didn't know where to report sexual misconduct. The Safety and Security Team and Liberal Area Rape Victims Center developed a media campaign for the campus to make students more aware of how and where to report sexual misconduct. When a student satisfaction survey for graduates in 2018 showed that students weren't really sure how to go about filing a complaint, the college developed an on-line form for filing and sent a letter outlining the process to all students before the start of classes. The process was then discussed at the new student orientation program in the fall and in First Year Seminar. SCCC plans to improve follow-up tracking of informal student complaints starting with the Board/student dinners each semester.

Sources

- 2P1.4 StudentBoardDinners
- 2P2_campus climate results 2016
- 2P4 SCCC Complaint Process
- 2P4 student complaint record tracking
- 421-Student-Complaint-Procedures
- 4P3_CC5B1 203 By Laws
- 4P3_CC5B1 203 By Laws (page number 3)
- Employee Grievance Procedure
- STUDENT COMPLAINT Form_Downloadable_R1

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5.1

SCCC identifies partners for collaboration based on the [purposes of the college](#). Partners are further defined as groups that send students to the college, groups that receive college graduates, and groups providing services or supplies. SCCC's partners include higher education institutions, service area communities and school districts, employers, alumni, and vendors.

2P5.2

Building Relationships with Organizations that Provide Students to SCCC

SCCC creates and prioritizes relationships with organizations in the college service area in accord with the Strategic Plan, Strategic Goals, existing performance and accreditation expectations, and the needs of area students. For example, the college has fourteen statewide articulation agreements with service area high schools based on the career pathways they have identified with the Kansas State Department of Education. The SCCC Director of Outreach manages courses and services in eleven different communities through a network of outreach site coordinators, campus deans, and campus lead faculty. In addition, formalized agreements with the

high schools follow Kansas Board of Regents guidelines for [concurrent enrollment partnerships](#). High school students may also attend classes on the SCCC campus. Most are in CTE programs and take advantage of a state program that pays their tuition. SCCC made the decision to waive all fees for the CTE courses that qualify for state-supported tuition for high school students.

As another example of relationship building to meet student needs, the college provides access to advanced courses with typically low enrollment or courses in disciplines where it is difficult to recruit and hire qualified faculty. In the Mathematics Program, an agreement is in place to share faculty teaching responsibilities in order to offer Calculus III and Differential Equations to students at SCCC, Garden City Community College, Dodge City Community College, and Pratt Community College. Similar agreements based on student need have resulted in providing entire programs through partnerships with other institutions. Examples include Respiratory Therapy, Surgical Technology, Medical Laboratory Technology, and Health Information Management. Current discussions involve Fire Science and Criminal Justice, along with agriculture and energy programs.

Building Relationships with Organizations that Depend on SCCC Students

The college has developed relationships with institutions that receive SCCC students through articulation agreements, transfer equivalencies, collaborating on course delivery, and collaborating on existing or new programs. Through the Kansas Board of Regents Core Outcomes Project, general education courses for all Kansas institutions are aligned and articulated. All Regents Universities in Kansas recognize and accept a KBOR Transfer Articulation Agreement for the college's associate of arts degree. SCCC participation in the [KBOR Core Outcomes Project](#) assures transfer of all general education courses within the project. In addition, KBOR emphasizes development of program-level articulation agreements between community colleges and universities, which has resulted in [degree- and program-specific agreements](#) with transfer institutions. For example, as part of a recent science, technology, engineering, and mathematics (STEM) initiative, the college has added articulation agreements with universities for programs in food science, sustainable agriculture, and engineering. Agreements already in place include business, agriculture, technology, nursing, and education degree programs.

SCCC has successful grant partnerships with universities that support student matriculation and success for underserved populations. The college partners with Kansas State University, which supports students in achieving a bachelor's degree in STEM programs, in the [NIH Bridges to the Future](#) program and [Louis Stokes Alliance for Minority Participation](#). Students participating in the Bridges program have a 90% graduation rate at SCCC and KSU. In another partnership, with the [Kansas Consortium-Intelligence Community Center for Academic Excellence](#) (ICCAE) at Kansas University, students from underserved populations have an opportunity to earn a degree in Intelligence and National Security Studies (INSS). Courses are offered through SCCC and KU, where students finish the degree. The program is funded by the Defense Intelligence Agency. In collaboration with Fort Hays State University, a bachelor's degree program in [social work](#) is being offered for students who want to continue studies while living and working in the area, and it promises quality-of-life improvements for community members as well.

SCCC's Allied Health programs have working relationships with hospital clinical sites, and, in some cases, employers provide financial aid to students who commit to returning as employees upon completion of their degree. Other programs have developed relationships with employers to provide internships for students and fiscal support. SCCC participates in the [Kansas Board of Regents Employer Engagement Initiative](#) to identify and recognize those partners who invest their resources in the state's post-secondary programs ([Allied Health](#), [Business](#), [Industrial Tech](#)). The college maintains strong relationships with the oil and natural gas industry through involvement in the [Southwest Energy Institute](#), Petroleum Industry Education Committee, the Measurement and Pipeline Institute, the Gas Compressor Institute, National Association of Corrosion Engineers, and affiliation with the Energy Training Council. SCCC's Business and Industry office is an active partner in providing industry-friendly continuing education programming.

2P5.3

A competitive bid policy, purchasing policies and procedures, and government regulations determine how the college develops relationships with external organizations providing services. Agreements that include financial commitments require Board approval. Most service-oriented activities are in-house, with the exception of food services and some technology services. Services are reviewed at the vice president level on the anniversary date of the agreement or when issues warrant a review and change.

Building Relationships with External Agencies and the Community

SCCC supports faculty, staff, and administrators willing to innovate as they develop personal, professional, organizational, and community opportunities for improvement through partnerships. Creation and prioritization of these relationships typically stems from the Strategic Plan, Strategic Goals, and the needs of students and stakeholders. Strategies are then developed through the institutional planning processes. For example, [Key Direction #5 of the Strategic Plan](#) emphasizes broadening community, education, and business and industry collaboration. Strategies and measures for building relationships are tracked through the strategic goals process (see 5P2.2).

Development Foundation and Alumni

The SCCC Development Foundation builds and maintains relationships with donors and alumni through annual campaigns, special events, and gift solicitations. The Alumni Association maintains an online community where alumni can stay connected with one another and the college.

Service Area Communities and School Districts

The college builds relationships in outreach communities and their school districts in many different ways, starting as early as [grade school](#). Students are invited to come to campus for Kids' College in the summer, 5th grade Allied Health tours, 8th grade college tours, athletic clinics, career days, and regional science fairs. The [regional science fair](#) hosted at SCCC is the largest in the state of Kansas. The annual [Poetry Coffeehouse](#) features a poetry contest for area high school students who, along with SCCC students and area residents, read their original works at a public gathering. High school bands are selected to play at college home basketball games. Faculty and staff represent the college at local community and school events, such as county fairs, high school athletic events, performing arts, and awards ceremonies. All of the college's athletic events are free through business buy-out sponsors, and area school district teams are formally recognized when they attend events.

In addition to the activities listed above, many student organizations and groups commit to community service projects, such as reading programs in elementary schools, Big Brothers/Big Sisters, Kids Inc, Stepping Stone Shelter, and resume/job interview preparation through the Colvin Adult Learning Center. In partnership with the Rotary Club, the student organization for entrepreneurial leadership (ENACTUS) is preparing a new space for eBoutique, which offers female clients interview skills, clothing, accessories, makeovers through the Cosmetology program, and resume writing assistance. The new space is located adjacent to the Kansas Workforce Center office.

2P5.3

The college uses very few formalized evaluation tools to collect data for assessing partnership effectiveness. CTE programs use the Kansas Board of Regents Employer Engagement Initiative, which [provides criteria for evaluating partnership effectiveness](#). Business and Industry uses some survey tools. Partnerships are evaluated informally based on whether there are benefits for students, employees, and the college and whether the intended outcomes for the partnership are being met. These are not documented formally.

2P5.4

Key Direction # 5 goals, KBOR employer engagement initiative data, high school enrollments, and Business

and Industry advisory board survey results are the primary sources of data that are evaluated on a regular basis.

2R5

One of the SCCC Strategic Goals was for every CTE program to develop five champion level partnerships by 2020 based on Kansas Board of Regents Employer Engagement criteria. Eighteen out of twenty-four programs have met the benchmark. The high school student head count target of 750 and credit hour generation of 8,000 was met in 2016 and 2017. Business and Industry satisfaction survey results show that training partnerships have been effective.

[Industrial Technology Champion Level](#)

[Allied Health Champion Level](#)

[Agriculture, Business, and Personal Services Champion Level](#)

[Business and Industry Satisfaction](#)

[High School Enrollment](#)

2I5

Planned improvements for partnerships include developing Industry Recognized Apprenticeship Programs. We have had initial discussions with the National Institute for Metalworking Skills. We will continue with our employer engagement initiative to improve the level of support of our CTE programs. From a data perspective, institutional level tracking of student success with our grant partnerships is a need.

Sources

- 1P1.4_CC3B5 KSU Bridges Students
- 1P1.4_CC3B5 LSAMP Students
- 1P1_CC3B1 2017-18_KCOG_Report_AUG
- 1P4.2 CEP Agreements with High Schools
- 1P4_CC4A3 Articulation Agreements
- 2P5 KBOR Employer Engagement
- 2P5 SEI-Revised-Postcard
- 2P5.2 Evidence Doc Intelligence 06.01.18
- 2P5.2 Evidence Doc Social Work program 11.13.17
- 2P5.3 Evidence Doc PVE career fair 05.03.18
- 2P5.3 Evidence Doc Regional Science fair 03.14.17
- 2P5.3 Poetry Coffeehouse
- 2P5.4 ABPS Employer Engagement
- 2P5.4 Allied Health Employer Engagement
- 2P5.4 Industrial Technology Employer Engagement Champion Level
- 2R3_BI_Satisfaction_Surveys_Results
- 2R5_HS_CRHR_Generation_With_Unduplicated_HC
- 4P1_CC1B3 SCCC Purpose Statement
- 4P2_CC5C3 2016_FIVE_KEY_DIRECTIONS

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1.1

SCCC follows all applicable state and federal guidelines in its recruiting and hiring processes, guided by [Board Policy 614](#). The college advertises administrative, exempt staff, and faculty positions on a regional and national level and non-exempt and adjunct at a local level. Each educational division assists in the recruitment of adjunct faculty to teach specific courses. The Director of Outreach and site coordinators assist with recruiting adjunct and concurrent enrollment instructors. Local area newspapers and professional and career websites serve as recruitment sources. The college's website posts open positions and provides a complete job description

and application process. All published ads include the college's nondiscrimination statement. The college also provides information to university career/job placement offices to inform current graduates of position openings. The Human Resources office provides all guidelines and assistance for the screening committee process. When advertising open positions, the Marketing & Public Relations office assists in [drafting a consistent narrative](#) about the community, the college, and the opportunities.

The Human Resources section on the SCCC website details the complete [process for hiring](#) full-time and part-time employees. A [search committee](#) assigned to each position vacancy has primary responsibility for implementing and managing the hiring process. The committee is responsible for evaluating applications received by HR using a paper review to measure the application against the requirements and qualifications of the position. Committee members then begin reviewing interview questions, conducting interviews, either through video conference and/or face-to-face, and reference checks, rating the candidates via a rating scale, and through committee discussion, making the hiring recommendation to the appropriate administrator or to the Board of Trustees. Student representatives may serve on search committees related to administrative, student services, coaching, and faculty positions. The interview process for administrative positions also includes open forums with all employees and the community.

Once a candidate is selected for employment, the appropriate administrator consults with the President prior to calling and offering the position. Contracts and letters of appointment are offered pending the submission of a background check, and once the background check is clear, the offer of employment is confirmed. After the position is filled, all applications and paper review materials are returned to the HR office.

For full-time faculty positions, a teaching demonstration on a topic selected by the committee is part of the interview process. Other positions, such as coaching and clerical staff, require a live demonstration of skills. One of the achievements of the [Employee Continuity action project](#) was the development of a job skills assessment process for clerical hires. The process ensures applicants are qualified and comfortable with skills needed for their positions.

After a job offer is accepted, the HR office completes a [pre-arrival checklist](#), which includes employment paperwork and meeting with the IT and Maintenance departments to make sure a work space/office is prepared for the employee.

The objective of the SCCC [onboarding](#) process is to assist new employees in identifying with the culture of the college, to help create a positive attitude, to encourage socialization and team building, to help avoid misunderstandings and model good behavior, and to relieve new employees' anxiety and set expectations. An advantage of the onboarding process is to reduce the likelihood of employees choosing to leave their positions early in their career because of not understanding the expectations of the job.

Within the first week, the new employee is introduced to the other department members and receives a review of a normal day of employment, job functions, and expectations for the job. The employee completes an initial [new employee orientation](#) providing an overview of the college, and a subsequent six-week training session focuses on campus tours, institutional mission, institutional policies, and understanding the culture of SCCC and higher education in general. The new employee completes this training as a cohort with other new employees to create camaraderie and team building.

Within the next thirty to sixty days, new employees will have regular meetings with their supervisors for questions, clarification of responsibilities, and review of additional campus procedures. After the first ninety days of employment in the fall and spring semester, the supervisor completes an employee performance evaluation.

Core Component 3.C.6

Staff positions providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, go through a [position analysis](#) before the hiring process begins. This analysis

includes job requirements, educational level, years of experience needed, and position expectations. The Vice President of Student Services, Dean of Students, and department directors review and revise the position analysis when responsibilities change and when a position becomes open. The position analysis data is input into *Compease*, a job evaluation and compensation software system which generates a job description and establishes a compensation range based on comparison to similar jobs in SCCC's sector and region. This assures the person hired is [appropriately qualified](#) and the salary reflects current market conditions. Supervisors review the job description annually with staff during the [performance evaluation](#) process.

Some training takes place at the supervisory level. New hires meet with their supervisors weekly or monthly, depending on the position, which gives the employee the opportunity to ask questions and clarify responsibilities. For example, in order to make the transition for a new hire easier, Financial Aid, the Registrar, Admissions, and other student support service departments have [documented processes](#) for the functions carried out in their respective departments. The college also provides all employees with access to online training for the Enterprise Resource Planning System, Ellucian Banner.

Throughout their employment with SCCC, staff members receive ongoing professional development, with training provided in different venues, depending upon the department and the special skills that might be needed. Here are some examples of professional development opportunities:

1. New staff participate in a [new employee orientation](#). At the first meeting, new employees complete a survey to assess the training needs of the group. The makeup of the group and the survey results determine the topics and length of the training, averaging six weeks but adjusted as needed.
2. New faculty and staff who will provide academic advising participate in Advising Scholars. This professional learning community focuses on college processes, understanding student populations and student development, interpersonal relationships, and advising as teaching. The curriculum is based on recommendations from the National Academic Advising Association (NACADA).
3. Professional development at SCCC is a [decentralized process](#) with activities offered on campus throughout the year. Institutional committees, project teams, and departments evaluate needs and schedule professional development activities. The Talent Development Team is responsible for designing and scheduling professional development activities at the start of each semester. To ensure that the sessions are inclusive, all faculty and staff are notified by email. Talent Development collects the feedback and identifies activities from this information. After each in-service, [surveys](#) measure effectiveness of sessions attended and give faculty and staff another opportunity to suggest topics for additional professional development. [Employee participation](#) in professional development activities is tracked through Banner and used as evidence of meeting professional development needs in program and department review processes.
4. The Assessment Committee has primary responsibility for faculty professional development. Each year instructors set goals for improving and assessing student learning and [identify professional development needs](#). The committee provides professional development for all faculty, typically four times per year – August, November, January, and April. Scoring student artifacts on assessment teams is also considered professional development and occurs throughout the year for writing, public speaking, and critical thinking. Faculty and advisors also have professional learning community opportunities. Other work units responsible for meeting professional development needs include the Maintenance department, which holds monthly safety training, the [Inclusivity and Civility Team](#), Student Services, and Human Resources.
5. During the annual [performance evaluations](#), staff can request what training or professional development activities they would like to participate in throughout the next year. This is done primarily for two reasons: to help the supervisor support this individual in seeking the training, and to assist with the budgeting process in securing funds for the professional development needs.

As part of annual budget preparations, all departments must include the costs of the professional development needs of their department. In FY19, a process improvement will strengthen the evidence for professional development needs being met and return on investment. Currently, career and technical education staff submit a professional development request to their supervisor which includes an expense estimate and what will be

addressed at the training. Upon completing the training, employees submit an overview of what was learned and how it will be applied in their work. This process has been very effective and will be expanded to the entire campus.

3P1.2

Core Component 3.C.1

The specific credentials, skills, and values for faculty at SCCC are based on the position analysis and job description. Review of job descriptions involves both supervisors and faculty. Through a process facilitated by the Assessment Committee, faculty identified expectations for effective teaching practice. In 2017, faculty and Instructional Team approved a [revised faculty job description](#) implementing the effective teaching practice expectations.

Core Component 3.C.2

The SCCC faculty [hiring guidelines and credential](#) review process meet HLC's Assumed Practice B.2, and the college is approved for the concurrent faculty extension. For each concurrent instructor applicant, the Director of Outreach initiates a [credential review](#) process, including verification and approval of a professional development plan for concurrent faculty not meeting Assumed Practice B.2. Full-time faculty, deans, and the Vice President of Academic Affairs are involved in the review process. All full-time faculty applicants undergo the same credential review process. The college completed a review of all [full-time and part-time faculty](#) using the revised credential review process and form during the 2017-18 academic year.

The Edukan online consortium follows the same process. The Learning Manager initiates the credential review as part of the [faculty hiring process](#). The online consortium hires adjunct faculty only. If the instructor meets the requirement of a master's degree with eighteen graduate hours in the discipline, transcripts and the application are submitted to the Edukan Chief Academic Officers Council for [review and approval](#).

3P1.3

Core Component 3.C.1

SCCC full-time faculty teach 83.72% of the total credit hours and 80.37% of the sections offered. Compared to other community colleges participating in the National Community College Benchmark Project, the college ranks in the top 96th percentile for full-time faculty teaching courses. SCCC's [faculty-to-student ratio](#) is 13:1, and over 95% of course sections have fewer than thirty students. The low faculty-student ratio is responsible in part for a [higher expenditure per student](#), but measurements of [student satisfaction](#), [student success](#), and [meeting student needs](#) demonstrate the number of faculty appropriate for the college's primarily [first-generation](#) and underserved student population.

Seventy-seven percent of full-time faculty serve on committees, sponsor student organizations, participate in mover groups and/or are a part of learning communities. Full-time instructors also work with adjuncts on assessment of student learning and curriculum alignment.

3P1.4

To ensure that SCCC has sufficient numbers of staff to provide student support services processes are in place, students complete surveys every three years, with the Ruffalo Noel Levitz Student Satisfaction Survey alternating with the Community College Student Engagement Survey. SCCC looks at the results of these surveys to evaluate how satisfied students are with the student services they receive.

The [Mathematics Resource Center \(MRC\) and the Writing Center](#) offer students assistance in mathematics courses and English courses, respectively. The MRC opened in the spring of 2014 and has a full-time director, along with student assistants, to help any students that are struggling in their [mathematics courses](#). The Writing

Center opened in the fall of 2014 and also has a full-time director to assist students with [writing assignments for any course](#). SCCC also provides online tutoring services for on-campus and online students.

The college is committed to providing excellent student support services to the students served. To provide input for continuous quality improvements, Student Services staff participate on the Retention, Enrollment Management, and Scholarship committees, as well as Academic Affairs Council, Student At-Risk Team, Student Government, and Instructional Team.

Student Services directors also discuss staffing patterns when conducting annual performance reviews. As a recent example, during the Director of Financial Aid's performance review, an indication of additional duties regarding federal loans surfaced. The director suggested the increased work load necessitated hiring a loan specialist. After researching, the Financial Aid office wrote a proposal to justify hiring a loan specialist to better meet the needs of the student body. Proposal approval allowed creation of the new position.

3P1.5

The National Community College Benchmark Project faculty and staff ratios, faculty load, and employee turnover rate are measures used for 3P1. Indirect measures include Ruffalo Noel Levitz Student Satisfaction Data and the Community College Survey of Student Engagement.

3R1

The National Community College Benchmark Project faculty and staff ratios, faculty load, and class size show that SCCC has the human resources to meet student and operational needs. Faculty ratios are well below the median. Addition of counseling and advising staff has reduced the ratio by 413 students, although this measure does not include faculty advisers. Employee turnover rates are up, primarily because of coaching changes and retirement. We have had difficulty in filling the foundation director, instructional designer, and diesel technology instructor positions. Indirect measures of student satisfaction with the Ruffalo Noel Levitz Student Satisfaction Survey have dropped in overall satisfaction and are being investigated. An internal survey of graduates has shown satisfaction with their overall experience. CCSSE student engagement is at or above the small college benchmark.

[NCCBP Staffing](#)

[NCCBP Student Satisfaction](#)

[CCSSE 2018 Results](#)

3I1

SCCC has updated hiring processes and added an additional employee to assist in keeping position searches on track. Human Resources plans to employ a process to track the efficiency and productivity within the hiring process, such as number of applications processed and time for search completion. The HR department does not have an efficient process for tracking employee credentials, which will be another area to improve. The hiring guidelines and credential review process for faculty were updated and all full-time and part-time credentials have been reviewed using the updated process. The Assessment Committee and faculty identified effective teaching practices which were then built into faculty job descriptions.

Sources

- 1P1.8_CC4B1 Assessment Committee Goals 2012-2019
- 1P4 Edukan Faculty Approvals

- 2P1.7_CC3D1 MRC and Writing Center
- 2P1_CC3C6 Student Services Staff Qualifications
- 3P1 Position Analysis Faculty 2018
- 3P1.3_CC3C1 Enrollee Success Rate NCCBP
- 3P1.3_CC3C1 First Generation
- 3P1.3_CC3C1 Instructional Cost Per Student
- 3P1.3_CC3C1 Support For Learners CCSSE
- 3P1_3C1Faculty_Load_NCCBP_Data
- 3P1_3C2Credential Evaluation Summary
- 3P1_3C2SCCC Faculty Credential and Hiring Guidelines
- 3P1_3C6 EMPLOYEE_PD_PARTICIPATION_BANNER_2012-2018
- 3P1_3C6_Process_Documentation_Student_Support_Services
- 3P1_3C6_Professional_Development_Process_Diagram
- 3P1_3C6New_Employee_Orientation.2017
- 3P1_3C6Performance Evaluation for Admin & Staff
- 3P1_3C6Position Analysis
- 3P1_BackgroundCheck
- 3P1_Board Policy 614
- 3P1_CC3E2 Faculty Degree List
- 3P1_College_Profile_Updated_2018_Marketing_NarrativeB
- 3P1_EDUKAN Faculty Hiring Process
- 3P1_Hiring and Rehiring of Part_time Staff Process
- 3P1_Hiring Process Flow Chart
- 3P1_HR Candidate brochure-Marketing narrative A
- 3P1_loan_specialist_auto_instructor_ex_20160913
- 3P1_loan_specialist_auto_instructor_ex_20160913(2)
- 3P1_MRC Unduplicated HC by Term 2014-2017
- 3P1_Onboarding
- 3P1_PAF-Personnel-Action-Form
- 3P1_Process for Documenting Concurrent Instructor Credentials for KBOR
- 3P1_SCCC_Multiple_Openings_ex_20170517_Narrative_Marketing
- 3P1_SCCC_Multiple_Openings_ex_20170517_Narrative_Marketing(2)
- 3P1_Search-Committee-Checklist
- 3P1_StudentServicesRatio_NCCBP_Results
- 3P1_Writing Center Data Chart
- 3P1_Writing Center Usage Data - 2 S18
- 3P2.1 Employee Continuity Plan Version 2
- 3P2_3.C.3Sample of position announcement for faculty
- 3R1 CCSSEE Benchmarks 2018
- 3R1_NCCBP_FORM_16_18_19
- 3R1_NCCBP_NL_Satisfaction_CCSSE_Engagement_Summary
- 3R1_NCCBP_NL_Satisfaction_CCSSE_Engagement_Summary(2)
- I&C Goals 2017 to 2020-2 (1)
- Process_SCCC_TrackProfDevActivities
- Team_Dev_20170801_Survey
- Team_Dev_Jan_2018_Inservice

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2.1

SCCC's personnel evaluation system design is a four-step process that involves a team of representatives from all areas of campus. The first step of the process is attention to state statute, federal laws, and Board of Trustees policy ([Board policy 618 evaluation](#)) along with the [Institutional Values](#), [Key Directions](#), and [Strategic Goals](#). The second step is the development of processes for identification of [expectations for performance](#) and supporting employee development. The third step is the design of performance [evaluation processes](#) ([performance evaluation faculty](#)) and tools, and the fourth step is review of the processes within the system. When a revision takes place within the performance evaluation system, the first step of the

design process is repeated to ensure alignment with government and local policies as well as the Institutional Values, Key Directions and Strategic Goals.

Supervisors and employees have reviewed the evaluation tools and associated processes at least every five years, and in some cases, made revisions. For example, in 2007, the classroom [observation component](#) of the faculty performance evaluation process was redesigned in response to an institutional goal to improve assessment of student learning practice. In 2012, supervisors and staff recommended changes to the staff evaluation criteria and descriptors. This addressed an institutional goal to empower employees. At that time, there were separate evaluation tools for administrators, faculty, and staff.

In 2013, SCCC began to implement a new [position analysis](#) process which aligned with [employee continuity](#), use of technology, and improved data management [institutional goals](#). Upon full implementation in 2016, the evaluation tools proved not flexible enough to incorporate changes taking place in some positions. Employees and supervisors agreed that the tools did not accurately assess the responsibilities and expectations for performance. In April of 2017, an Express Mover Group consisting of representatives from across campus redesigned the [performance evaluation process](#) to meet the current and future demands on the system. The redesigned process focused on the essential functions and responsibilities in job descriptions which result from the [position analysis](#) process, defining employee goals and measures more clearly and aligning them with the Key Directions and Strategic Goals, where appropriate.

In fall 2018, Instructional Team will implement a formative classroom [observation tool](#) based on the expectations of [effective teaching](#) identified by faculty. The tool replaces a paper version and will increase consistency in support for full-time and adjunct faculty across all delivery modalities and locations and will strengthen the data used to improve instruction, aligning with Key Direction 2, Investing in Teaching, Learning, and Curriculum.

3P2.2

The process for soliciting input from faculty, staff, and administrators is built into the performance evaluation tool and involves three steps. First, the tool contains a self-[evaluation \(faculty evaluation\)](#) in which employees report on goal accomplishments, identify their strengths, and describe their performance for each of the essential functions and responsibilities from the job description. Employees also identify additional training, education, or experience that would support them in being successful and what opportunities exist for individual improvement, which are then used to set goals for the following year. Employees next provide input on the accuracy of the job description based on their experiences. If changes to the essential functions or responsibilities need to be made, the supervisor updates the [position analysis](#) and sends it to an executive level administrator for review. The position analysis is then sent to HR to update the data in the [Compease system](#). *Compease* updates then lead to generation of a revised job description, the third step of the process.

The process for communicating expectations to faculty, staff, and administrators involves four steps along the pathway from interested candidate to employee. First, advertisement of an open position highlights the essential [functions](#) and [responsibilities](#). Second, the interview process provides an opportunity for candidates to further explore the expectations for employment at SCCC. Third, the [onboarding process](#) involves a review with the supervisor of essential functions and responsibilities, defining the basis for later review and evaluation of performance between employee and supervisor. Fourth, supervisors communicate expectations both formatively (during day-to-day operations) and summatively (during the formal performance evaluation).

3P2.3

The process for alignment with institutional objectives is embedded in the design process for the performance evaluation system (See 3P1.1). Alignment takes place in steps 1, 3, and 4. 3P2.1 also contains several examples of evaluation system design changes that were based on improving alignment with institutional goals.

3P2.4

Core Component 3.C.3

SCCC's employee performance evaluation process begins with a self-evaluation and planning phase where the employee (faculty, staff, or administrator) reports goal accomplishments, identifies strengths, and describes performance for each of the essential functions and responsibilities from the job description (evaluation [forms 1, 2](#), job description samples for [faculty](#), [staff](#), [administration](#)). The planning phase also includes the identification of additional training, education, or experience that would support the employee in being successful. Employees are then asked what opportunities exist for individual improvement, which are used to set goals for the following year. Draft goals and measures for the year are shared with the supervisor. The supervisor can add goals to the performance evaluation to specify a work unit goal, institutional goal, or performance improvement goal. After the employee and supervisor have discussed and agreed to the goals, they are included as part of the performance evaluation for the following year. Any areas of concern are also included in the planning goals for the next year.

State statute [K.S.A. 72-9003 et seq.](#), Board of Trustees Policy [618](#), and the performance evaluation process determine the [frequency and timing](#) of performance evaluations. Faculty members are evaluated by the 60th day each semester during the first two years of employment ([Faculty evaluation checklist](#)). By February 15th the deans and Vice President of Academic Affairs make recommendations for continued employment to the President and then to the Board of Trustees. Faculty are evaluated once the third and fourth year, again with recommendations by February 15 to the President and to the Board for approval. After the fourth year, faculty are evaluated on a [three-year cycle](#).

Upon initial hiring, [staff are evaluated after ninety days](#) and then on an annual evaluation schedule. By December 1, supervisors submit their final evaluation to the appropriate administrator. By January 20th administrators will submit their recommendations to the President. Administrators are evaluated by the President on their 60th day each semester during the first two years of employment. By February 15, the President will submit recommendations to the Board of Trustees. After the second year of employment, administrators are evaluated annually. The [President is evaluated by the Board annually](#).

3P2.5

Employee Recognition System

The employee recognition system has been established by combining three formal recognition processes and two communication processes. First, the college recognizes employees [for years of service](#) in five-year increments at a ceremony held in May. The President's office provides certificates, plaques, and gifts, as well as retirement receptions. Second, the Student Government Association annually recognizes an [outstanding faculty](#) member and an [outstanding student](#) at commencement. Students nominate faculty, and faculty nominate students. Nominees must then submit an application ([faculty application](#), [student application](#)). A Student Government Association panel reviews the applications and then interviews the top candidates ([Selection Process and recipient lists](#)). In the third recognition process, two members of staff and faculty are selected as National Institute for Staff and Organizational Development (NISOD) [Excellence Award recipients](#) each year. They are then given the opportunity to attend the NISOD conference each May in Austin, Texas, to receive their award. The Talent Development Team oversees the [formal nomination](#) and [selection process](#). NISOD is a membership organization committed to promoting excellence in teaching, learning, and leadership at community and technical colleges.

Throughout the year the President and Executive Team communicate employee recognitions as warranted through email, a newsletter to the Board of Trustees, and monthly All-Team meetings. The college's Public Relations and Marketing department produces in-depth stories and news releases, and utilizes the college website, [social media](#), [Forward magazine](#), the *Connections* alumni newsletter, and [print media campaigns](#) for [employee recognition](#). Examples of print media campaigns include posters of SCCC employees, featured as

"[Saints like Louie](#)" (our mascot), located around campus to assist students and the community in recognizing college personnel and what they do. Another [print media campaign](#) featured Latina/o employees during National Hispanic Heritage Month. The online student newspaper, *Crusader*, also provides employee recognition stories.

Compensation and Benefits System

SCCC uses three processes to establish the compensation and benefits system: an annual review of the impact of salary and benefits on the budget, [faculty compensation and benefits negotiations](#), and comparative salary and wage gaps analysis. *Compease* and data from the Kansas Association of Community College Business Officers (KACCBO) are used to complete the analysis process.

Changing benefits involves a team of employees exploring options and making recommendations, followed by surveys and open meetings for all employees to have a voice in the change process. For example, health care costs had increased by 37% in FY2016. In response, an *ad hoc* team, including Board members, researched options, which resulted in employees picking up part of the cost. The team has continued to explore options through the Kansas Association of Community College Trustees and is in the process of developing a group with other community colleges that will reduce cost and minimize the year-to-year cost fluctuations caused by spikes in usage. In addition, the college now employs an insurance financial group to negotiate health insurance rates, resulting in a savings of several thousand dollars that can be passed on to employees.

In the salary and wage gaps review process, *Compease* determines compensation for non-instructional positions, based on level of responsibility and regional pay ranges for similar jobs. The initial target was to have all employees at 80% of the *Compease* salary midpoint. Using KACCBO and *Compease* information, fifty wage adjustments were made in FY2013 and FY2014. The Board of Trustees authorized the annual funds to make the wage adjustments for non-instructional employees. At this time, all non-instructional employees are at or above the 80% of midpoint target. The Board has also authorized funds over a five-year period to bring faculty onto the salary schedule negotiated in FY17. The salary schedule and additional funding will close wage gaps that have occurred over the past several years because of inconsistency in starting salary levels.

Reflecting the Board of Trustees' commitment to attracting and retaining quality personnel, [SCCC provides benefits as a significant part of the total compensation package](#). Employee benefits include allowances for leave, assistance with medical/dental expenses, income protection due to disability, tuition waiver, and retirement benefits. Additional employee benefits include the following:

1. Employee Assistance Program, called New Directions, provides mental health, financial planning, and legal assistance services to all employees and immediate family members.
2. Employee and immediate family have free admittance to sporting events with an SCCC photo identification card.
3. Employee and immediate family have tuition benefits and tuition credit benefits and admittance to the swimming pool during designated "open swim" hours posted on the SCCC website, the Wellness Center, and at the pool.
4. Voluntary deductions may be taken out of employee pay, such as savings, savings bonds, and tax-sheltered annuities, arranged through Human Resources.
5. Institutional match of \$1200 for contribution to a tax-sheltered annuity
6. Professional development grants ([Board Policy 605](#) and usage data 1, 2)
7. [Sabbatical Policy 612](#)
8. Early Retirement Package ([Board policy 606](#))

3P2.6

SCCC was selected as one of the "[Most Promising Places to Work in Community Colleges](#)" by *Diverse: Issues in Higher Education Magazine* in 2015, 2016, and 2017. The selection was based on the extent to which an

institution integrates diversity and inclusion in various aspects of the workplace. Promising practices identified at SCCC include recognition of the good work of faculty and staff, commitment to meeting the needs of the community, and investment in the development of faculty and staff.

The college's system for promoting employee satisfaction and engagement has five processes. The first process is recognition of faculty and staff, described in 3P2 above. Second is investment in the development of faculty and staff, described in 3P3. Third is a commitment to meeting the needs of students and the community, described in 2P1 and 2P3. The fourth process is providing opportunities for employee engagement at the institutional level, such as identifying college values and direction through strategic planning and institutional goals, described in 4P1 and 4P2. Fifth is determining the level of employee satisfaction through surveys, focus groups, and open communication between leaders and employees. Processes for employee engagement at the institutional level and determining employee satisfaction are described in the next two sections.

Opportunities for Engagement

Beginning in 2015, SCCC made a change in how college personnel refer to one another. Rather than using labels such as "faculty," "staff," or "employees," all conversations are framed in terms of the SCCC Team. The intent is to focus on what employees have in common rather than differences in rank or responsibility. A simple three-step process took effect to engage all SCCC team members in defining themselves and their college priorities. First is providing a way for all team members to express their ideas and opinions. As an example, all team members were surveyed to identify the core values that drive everything they do. In the second step, the Executive Team or a team of employees analyzed the data and presented common themes. [Responses from more than 250 team members](#) (over 90% of employees) resulted in the following five Core Values: *Trust*, *Valuing Others*, *Quality*, *Integrity*, and *Student Success*. The third step in the process shared the results with all team members for confirmation before presentation to the Board of Trustees for approval. The same process is used for determining strategic planning components, the [Key Directions](#), [Strategic Goals](#), and [Movers](#), and is also used in institution-wide decisions, such as the change in health benefit premiums described in the Compensation and Benefits section above. Team members are also free to choose a Mover group, such as Safety and Security, Community Engagement, and Inclusivity and Civility, to participate in (See 4P1 and 4P2).

Determining the Level of Employee Satisfaction

The process for determining the level of employee satisfaction involves three steps. The first step is data collection. The college uses the Modern Think Higher Education Insight Survey for nationally-normed data on employee satisfaction with work climate, supervisors and effectiveness of administration (See 3R2). When employees leave the institution, the data from an exit interview is shared with the Executive Team and supervisor. In Academic Affairs, faculty satisfaction with the effectiveness of deans is part of an annual review, and the IT department uses a satisfaction survey tool ([2017](#), [2018](#)) to assess employee satisfaction with their services (5P3). Surveys or focus groups determine satisfaction with policy or process changes. Deans, directors, and executive level administrators check in with employees on a regular basis to show support and to find out how things are going. This informal data collection is an important part of determining employee satisfaction, valuing people, and maintaining awareness of the day-to-day work climate. Supervisors can determine when to push and when to pull back based on this information.

The second step in the process is review of the data, and the third step is taking action to improve the employee experience and processes. For example, The Board of Trustees and Executive Team addressed a long-standing grievance connected to the December-January holiday break, when hourly-wage team members had to use personal leave time to be paid during the gap between semester time and paid holidays. Starting in 2015, the Trustees approved an across-the-board paid holiday for those days, relieving economic stress and personal resentment among team members who had struggled to make ends meet and have time with their families during the break.

The Talent Development Team has responsibility for identifying and [implementing programs in addition to](#)

[professional development](#) to improve employee satisfaction and quality of life. These range from better practices in everyday tasks to stand-alone, special events. Examples are listed below.

1. All team members enjoy free access to the SCCC pool and Wellness Center. Some fees apply to special classes offered to the public. However, the goal is to make physical exercise simple and accessible.
2. When the Agriculture department is producing fresh vegetables for the dining service — which is the case nine months of the year — a farmer’s market offers healthy, homegrown produce to employees.
3. The Cosmetology program offers low-cost haircuts, pedicures, and manicures to the public, as well as facials and makeovers, for a low cost. These monthly specials are advertised first through “SCCC-All” emails encouraging members to take some time for personal care, get to know students, and sit down and relax for a minimal charge.
4. Upgrade of food services in the Industrial Technology building – Louie's Place.
5. [Healthy Campus initiative](#) – Improved variety in the cafeteria and Louie's place, healthy snack vending machines, walking programs (1, 2), and a campus trail system connected to the city bike and walking trail system.

It is also important to note the caring culture at the college. When a member of the SCCC Team encounters unexpected life events, the other members reach out in support, whether it is sending a card, flowers, providing food, hosting a memorial service, or providing monetary assistance during times of need. For instance, recently when an employee lost her home in a fire, her supervisor coordinated the college’s response, which included a website for donations. Within a week, \$1,500 came in. College employees also were invited to donate items of clothing for members of the family.

3P2.7

SCCC uses *The Chronicle of Higher Education’s* “Great Colleges to Work For” survey to assess employee satisfaction.

3R2

SCCC utilizes the “Great Colleges to Work For” survey to evaluate employee satisfaction with job, work environment, compensation and benefits, and communication, respect and appreciation, and work relationships. Overall, faculty and staff rate their experience at SCCC as *good to very good*. Faculty rated communication *fair*, and exempt staff rated policy and efficiency as *fair*. In 2018, response rates were poor for non-exempt staff (2). Exempt staff had a 26% response rate, and faculty were 40%.

[Employee Satisfaction](#)

[Job Category Benchmark](#)

[Response Distribution](#)

3I2

Improvements include full implementation of the position analysis process and use of *COMPEASE* to set salary targets of 80% of the median wage for the region. Since the last portfolio, all non-exempt staff have reached the 80% wage target. Faculty are now being brought on a salary schedule negotiated in 2017. All faculty will be on the schedule by 2020. The performance review process has been revised to have the same format across all positions by more fully integrating the job description and goal development. A faculty classroom observation tool (*eWalk*) is being implemented Fall 2018, which replaces a paper/pencil process. The *eWalk* tool is accessed from a mobile phone, provides real time feedback to faculty, and will provide instructional data across all sites and delivery modalities. SCCC is partnering with other colleges and an insurance broker, resulting in reducing the wide fluctuations in health care costs from 20-30% to 2-3% per year. A Healthy Campus initiative was started in FY18 as part of the Strategic Goals. We also plan to work with faculty and staff to identify strategies that might improve the response rates to the satisfaction survey.

Sources

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- 3P2.1 Employee Continuity Plan Version 2
- 3P2_Chamber Calendar
- 3P2_3.C.3Board Policy 618 Performance Appraisal BOT 618
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- 3P2_3.C.3Performance Evaluation for Admin & Staff
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- KSA 72-9003
- Mini Magazine -- Volume 2 fresh cover
- MOUs with PEA FY12 to FY18
- Move More at Work
- Move More Poster
- Performance Evaluation for Faculty Supervisor [3P2]
- Strategic Plan Complete 2010_2017
- WELLNESS CENTER and NATATORIUM EMERGENCY ACTION PLAN Fall 2017

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3.1

Core Component 5.A.4

The SCCC system for training, educating, and supporting the professional development of employees is decentralized and has three tiers. Specific teams, committees, and work units are responsible for the professional development process within their scope and purpose. At the start of the fall and spring semesters, the first tier of the system addresses training and professional development for all employees as an institutional group. The second tier provides more work-focused training and professional development for groups such as faculty, student services staff, supervisors, and maintenance. The third tier of the system comprises the individual development plan, a component of the performance evaluation process.

Core Component 5.A.4

The process for providing and supporting training and professional development for all employees involves five steps that are similar across all tiers. First, a needs assessment identifies the training or professional development needed for the academic year, including input from employees and attention to other needs, such as state and federal compliance, software upgrades, and institutional/work unit goals. The needs analysis is typically coordinated and prioritized by a team or committee acting as representatives for employees. Employee and supervisor identify Individual development plan needs collaboratively. The second step is developing the training and professional development plan, which also includes a proposed budget. The third step is scheduling and implementation, followed by the fourth step, which is an evaluation of the professional development activities. The final step is [documentation of the professional development activity](#) and [each employee that completed the activity](#). Each employee has a [record](#) of professional development provided on campus in the *Enterprise Resource Planning System* (ERP) system. The plan is to extend documentation to any professional development, regardless of location, as is currently being done for faculty from [Perkins-eligible programs](#). Examples of how the process works within each of the tiers are below.

Tier 1

Core Component 5.A.4

The Talent Development Team coordinates mandatory training, such as Title IX, for all employees, as well as staff development for the August and January in-service and for supervisors. Team members representing employee groups from across campus conduct a needs analysis using surveys and email in late spring for August in-service and early fall for the January professional development, although the team also accepts recommendations throughout the year and will schedule training as needed. Based on the needs analysis, the Talent Development Team creates a professional development plan, reviewed by the Executive Team and supervisors, and then determines the budget for in-service and federal compliance training (e.g. Title IX). If a need arises outside of the budgeted amount, the budget can be adjusted in May, or funds can be pooled from other professional development budgets to meet the need. Scheduling for the [fall](#) and [spring](#) semester is usually completed thirty days prior to the start of the semester. Employees then [evaluate each professional development session](#) they attend, and the Talent Development Team reviews the evaluations to determine if sessions met employee needs. Each employee's completion of the activity is then [documented in the ERP system](#). In some cases, such as an ERP upgrade that affects all departments, the college purchases a [campus-wide license](#) for training modules, and each department budgets for their employees to have access. SCCC also has an institutional membership to professional organizations, such as the National Institute for Staff and Organizational Development (NISOD), that provide online professional development opportunities.

Tier 2

Core Component 3.C.4

The Assessment Committee facilitates an annual data analysis session for faculty to establish student learning goals for the next academic year. The session also includes a professional development needs analysis. The [Assessment Committee](#) then develops a professional development plan to support the achievement of the student learning goals and relevant institutional goals, and to address the requests from the needs analysis. During [budget development](#) in February, discussions take place as to whether a higher cost, external provider will be needed. The budget can be adjusted after the April data analysis session, if needed. The Assessment Committee then reviews evaluations from each session to determine if faculty needs were met. Documentation of completion of the activity is then entered for each [faculty member](#) in the ERP system.

Tier 3

Core Components 3.C.4, 5.A.4

Individual Development Plans are a part of the [employee evaluation process](#), supported through [department and division budgets](#). Determining budget needs for professional development is part of the individual development

plan and goals process. Budgetary support is also available for membership in professional organizations and societies. Not yet a campus-wide practice, documentation of professional development attended and how it will address student success, skill improvement, and personal development will be implemented in FY19.

Professional Development Policies

Core Components 3.C.4, 5.A.4

The Board of Trustees has developed specific policies supporting professional development opportunities for full-time and part-time faculty and staff. [Board Policy 605](#) (Professional Development Grant) for full-time employees, [Board Policy 612](#) (Sabbatical Leave Policy) for full-time professional employees, and [Board Policy 626](#) (Professional Development Grant) for part-time/adjunct faculty address support for the ongoing development of faculty, staff, and administration. [Professional development grants](#) have been critical for [full-time and part-time faculty](#) to achieve advanced degrees in their discipline and for staff to achieve degrees pertinent to their work at SCCC.

3P3.2

Core Component 3.C.4

The college's process for ensuring instructors are current in content and pedagogy is the same process used for providing and supporting training and professional development for all employees. This process provides training and professional development opportunities from Tier 1, 2 and 3 in the professional development system, as well as [professional development grants](#) supporting attainment of graduate hours and advanced degrees. Additionally, paid memberships in professional organizations and societies assist instructors in staying current in their discipline. Departments include these membership costs in their annual budget.

The program review process requires programs and departments to document the processes they use to determine and address [professional development needs](#) and to provide results demonstrating the needs have been met. Typically focusing on instructional design and student engagement, faculty learning communities--eight to twelve faculty collaborating in a one-year professional development experience--culminate in [action research projects](#) which are shared with colleagues through a research poster session during an assessment workshop.

Career and technical education faculty take advantage of instructional training, resources, and mentoring through the Kansas Council for Workforce Education and the Kansas Center for Career and Technical Education, Pittsburg State University.

Adjunct faculty may participate in any professional development activity offered by the college and may request professional development funds for conferences or other training events. They also have access to a professional development grant per [Board Policy 605](#). A professional development day specifically for adjunct faculty takes place each August, providing updates on assessment of student learning data as well as a discussion of the student learning goals and expectations for the academic year, inviting adjunct faculty to offer feedback on process changes, revisions to outcomes and rubrics, and technology changes. New faculty receive training on accessing the campus Portal and Registrar processes. The bulk of the time is spent in department meetings with full-time faculty. Currently, no adjunct faculty teach online. However, plans are in the works to expand online delivery, which will also require a process revision to include support for adjuncts who are not within driving distance of campus.

3P3.3

Core Component 3.C.6

SCCC's process for training and professional development for [student support staff](#) members is the same process used for providing and supporting training and professional development for all employees. The college

provides training and professional development opportunities from Tier 1, 2 and 3 in the professional development system as well as professional development grants supporting attainment of graduate hours and advanced degrees. Staff and faculty advisers participate in an advising learning community over the course of an academic year for in-depth exploration of advising processes, student development, and student learning. Before they can access the ERP, new employees must complete a [prescribed level of training](#) based on their position.

3P3.4

The process for aligning professional development activities with institutional objectives is a component of the first step in the college's process for providing and supporting training and professional development for all employees (See 3P3.1). The first step for Tier 1, 2, or 3 is a needs assessment which includes attention to other needs, such as state and federal compliance, software upgrades, work unit goals and institutional goals. As an example, Strategic Plan Key Directions and Strategic Goals have components addressing a safe and secure campus environment. One Mover group was focused on safety and security and developed a training plan to improve the knowledge and response to emergency situations for all employees. Another example is the Assessment Committee revising the [Diversity student learning outcome](#). That work led to a revision in the institutional definition of *diversity*, a professional development plan, and then the assignment of a Mover group on inclusivity and civility. The [Inclusivity and Civility Mover](#) is expanding the work started by the Assessment Committee to the institutional level. Professional development activities are directly linked to the Key Directions.

3P3.5

SCCC uses *The Chronicle of Higher Education's* "Great Colleges to Work For" survey to assess employee satisfaction with professional development support.

3R3

SCCC utilizes the "Great Colleges to Work For" survey to evaluate employee satisfaction with professional development. Faculty and staff rate their professional development support at SCCC as *very good* to *excellent*. In 2018, response rates were poor for non-exempt staff (2). Exempt staff had a 26% response rate, and faculty were 40%. The college also tracks professional development grant usage to determine if the amounts offered and number of grants are meeting the need.

[Employee Satisfaction](#)

[Professional Development Grant](#)

3I3

The professional development grant cap for part-time faculty was raised from \$600 to \$900 per year by the Board of Trustees. Industry partnerships are being tapped as a source of professional development for employees and students. Online modules for compliance training such as Title IX track employee success and completion, and an enterprise version for ERP training is now available to all employees. The Inclusivity and Civility Mover Group now directs all diversity training and social justice activities. Program review and performance evaluations include an evaluation of whether professional development needs were met.

Sources

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- Professional Development Grant Totals FT PT per FY

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1.1

Core Component 1.A.1

The mission of Seward County Community College is developed through a process that involves the Board of Trustees, administration, faculty, staff, students, and external stakeholders. The process includes identification of values, and envisioning the future state of the college. The mission statement is then composed to encompass the values of the college and the actions the institution will take. After consensus on content and wording, the

President formally presents the mission statement to the [Board of Trustees for approval](#).

Core Component 1.D.2

SCCC's educational responsibilities are the central purpose of the [institutional mission, vision, values, and philosophy](#). SCCC's purpose is to provide the following higher education options that meet students and community members at their point of need, to accomplish the college mission:

- [ASSOCIATE DEGREE](#) course offerings for four-degree tracks: [Associate of Applied Science](#), [Associate of Science](#), [Associate of Arts](#), or [Associate of General Studies](#).
- TRANSFER/GENERAL EDUCATION [course offerings](#) that enable students who wish to complete a bachelor's degree at other colleges and universities to [make a seamless transition](#);
- [CAREER AND TECHNICAL EDUCATION](#) to meet the needs of a changing work force;
- [CONCURRENT CLASSES](#) offered to high school students throughout the SCCC service area, allowing them to earn [college credits early](#);
- [DEVELOPMENTAL](#) AND [ADULT BASIC EDUCATION](#) to open access to higher education by identifying individual needs, appropriate courses, and tutoring.
- CONTINUING EDUCATION/COMMUNITY SERVICES including [off-campus activities](#), [adult basic education](#), [continuing education](#), [workforce development](#), [use of facilities](#), and [cultural opportunities](#) for all ages.

Core Component 1.D.3

SCCC engages with members of the community and responds to their needs by [hosting events open to the public](#), [providing facilities for community organizations and business events](#), and [providing community service](#). As an example, students and college employees provided 3,000 hours in community service in 2017-18. In one particular project, students and staff assisted the local school district with assembling playground equipment for the three new schools being built in Liberal. In another example, the college became the higher education partner for the [Prairie View Elementary School AVID program](#) (Advancement Via Individual Determination). Faculty, staff, and students from different programs met once a week with elementary students at the beginning of the school day. A typical session included a ten-minute walkabout followed by activities associated with specific careers and education programs. The school was decorated with SCCC logos and posters profiling SCCC students, and [career and education program](#) information was provided to parents through a newsletter and during parent events.

4P1.2

The SCCC Core Values are *Trust, Integrity, Valuing Others, Student Success, and Quality*. Board policy ensures that institutional actions reflect a commitment to these values. The Board of Trustees [Institutional Integrity Policy 112](#) states “Among those involved in the art and science of teaching, it is imperative that both teachers and leaders demonstrate a strong commitment to democratic principles, ethical behavior, and all activities being governed by these rules, regulations, and policies of the institution. The fundamental contributions of education to society demand commitment to exemplary values. Educators influence, shape, and teach the values, attitudes and beliefs held by tomorrow's leaders and citizenry.”

The process for ensuring that actions reflect the institution's values is largely a part of the strategic planning process, goal development, and the employee performance evaluation process. As an example, [goals for instruction](#) align with the [Strategic Goals](#) and [Key Directions](#). Academic divisions then use these as guidelines to determine appropriate [division/program annual goals](#). Decisions and improvement projects in the finance, operations, and student services areas align with the Key Directions and Strategic Goals, demonstrating a commitment to institutional values. During the [performance evaluation process](#), employee goals may be linked to their work unit goals, which are also linked to the Strategic Goals and Key Directions. Performance measures in SCCC job descriptions reflect the SCCC Core Values. Individual professional development plans typically address *Quality* and *Student Success*, while professional development support across the institution

demonstrates *Valuing Others*.

4P1.3

The process for communicating the SCCC mission, vision, and values is a function of the Marketing and Public Relations department. The process includes development of digital media followed by publication on the SCCC website, through various print resources, and mounted posters in campus buildings. The department reports directly to the President who authorizes revisions to the mission documents after Board approval.

Core Component 1.B.1

SCCC clearly articulates its mission through the following statements: [Philosophy, Purpose, Key Directions, Core Values](#), and Strategic [Goals](#). The college makes this information available to the public in a variety of ways, [such as the college website, catalog, posters in college buildings](#), and through [print and electronic media](#). Communicating the mission is also part of the [new employee](#) and [new student orientation](#) processes.

Core Component 1.B.2

The current Mission Statement was first drafted during a strategic planning session in 1996. Subsequent updates to the mission documents have taken place during strategic plan development in [2009](#) and 2016. The core action described in the statement, however, has remained the same: enrich and improve each person's life. The mission documents are current and communicate the college's emphasis in five key areas:

1. Promote a safe and healthy campus
2. Invest in teaching, learning, and curriculum development
3. Enhance financial and organizational vitality
4. Expect high outcomes in recruitment, retention, and graduation
5. Broaden community education and business and industry collaboration

Core Component 1.B.3

The SCCC mission documents identify the nature, scope, and intended constituents of the higher education programs and services. The nature and scope of these programs and services are addressed in the [Mission](#), Institutional [Purposes/Functions](#) statements, and [Key Directions](#). The intended constituents of programs and services are identified as the community and its citizens, as stated in the [Mission, Philosophy, Core Values, and Institutional Purposes/Functions](#).

4P1.4

Ensuring SCCC academic programs and services are consistent with the mission takes place during the program development process, program review process, and program feasibility and potential process. The [program development process](#) evaluates student and stakeholder needs along with alignment with the college mission. The [program feasibility and potential process](#) takes place on an annual basis and uses quantitative and qualitative indicators to determine alignment with mission. The [program review process](#) is on a five-year cycle, with annual updates. Program faculty must demonstrate alignment between the program mission, student population served, curriculum, and the SCCC mission.

Core Component 1.A.2

SCCC is an open access, comprehensive community college designated as a Hispanic-Serving Institution by the U.S. Department of Education. The college's [enrollment profile](#) is consistent with the nature, scope, and intended constituents of the higher education programs and services identified in mission documents. Fifty-one percent of SCCC students are from Seward County, Kansas. Thirty percent are from other counties in Kansas outside of Seward, and 19% of the students are from out of state. This demonstrates alignment with SCCC's mission to serve the local community.

SCCC offers [associate degree and certificate programs](#) approved by the Board of Trustees and the Kansas Board of Regents through five academic divisions: Allied Health; Industrial Technology; Business, Agriculture, and Personal Services; Humanities, Social and Behavioral Sciences; and Science, Mathematics, and Health, Physical Education, Recreation and Dance. Industrial Technology and Allied Health also offer shorter programs (less than seventeen credit hours) resulting in an industry credential or certification. The programs are Truck Driving, Fire Science, Industrial Maintenance, Certified Nurse Aide, Certified Medication Aid, Emergency Medical Technician, Sterile Processing and Distribution, and Phlebotomy. All degrees and certificates are of the type and level identified in mission documents. Various areas of [Student Services](#) address the financial needs of students and enhance the educational, physical, social, and cultural qualities of students through [counseling services](#), housing and food services, [academic advising](#), [student organizations](#) and other [co-curricular activities](#). ([All Saints Day Orientation](#), [Welcome Week](#), [Student Orientation](#))

4P1.5

Core Component 1.A.3

The allocation of resources is determined by a consistent [annual budget process](#) tied directly to SCCC's [Five Key Directions](#). The college mission and [institutional core values](#) guide [strategic goal development](#). Led by the President, the Executive Team, including three vice presidents (Academic Affairs, Student Services, and Finance & Operations), is responsible for working with respective department deans and directors to ensure that all financial, physical, and human resource management is [appropriately distributed across programs](#). Deans and directors work with respective internal stakeholders using the college's budgeting process to prioritize and develop program budget requests that tie to the [Five Key Directions](#), assuring alignment and resource management are institutionally appropriate.

Core Component 1.D.1

As evidenced by the [Five Key Directions](#), SCCC is a true "community" college that responsibly allocates resources to enable all divisions and departments to support and serve the public, including:

- Empowerment to [serve on local boards](#), [volunteer throughout the community](#), and give back, thus increasing [Community Engagement](#).
- Sponsorship of [local activities](#) and [initiatives](#) in the [community](#) that meet one of SCCC's Five Key Directions.
- Partnership with the [Kansas Small Business Development Center](#) to provide educational and economic development support for the region.
- Using local funds to sustain and enhance [educational opportunities and operations](#).

4P1.6

SCCC uses comparative data sets, such as the National Community College Benchmark Project (NCCBP), peer analysis, and financial data to determine effectiveness in mission driven areas such as student learning, retention and completion, and cost and productivity. The college does not currently have formal evaluation of the improvement in communication of the mission to the public other than the media offered as evidence in the portfolio.

4R1

First and foremost, the mission of SCCC and our role as a Hispanic-Serving Institution is students achieving their educational goal. Graduation and retention rates for SCCC students are above that of our regional and state peers. Most notably, there is no graduation gap for Hispanic students. Our target graduation rate has been 40%. The student profile data, enrollment distribution, and market penetration data also demonstrate a match for our mission, as does budgeting and the allocation of funds.

[Institutional Effectiveness](#)

[NCCBP Effectiveness](#)

[Allocation of Funds](#)

4I1

The Marketing and Public Relations Office has vastly improved the quality of communicating our mission to the public and students through stories of what we do for students, the community, and one another. Some data for our NCCBP effectiveness indicators has not been reported consistently and will be an improvement focus as we get assistance for our one institutional research analyst.

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4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2.1

Core Component 5.C.3

Since [1997](#), SCCC has used a traditional strategic planning process [involving internal and external stakeholders](#) in focus group sessions to develop a vision for the future of the college and identify goals and possible strategies. The college developed the [2010-2017 Strategic Plan](#) using focus groups representing the nine AQIP categories, encouraging all college employees and students to choose a focus group of interest. Community members and employers from the service area were also invited. A focus group with the Student Government Association ensured a student voice in the process. A college staff member and a community

representative served as facilitators for each focus group. Internal and external stakeholders were involved in developing the institutional strategies and action plans associated with strategic plan implementation. As an example, an [FY2014 Strategic Goal](#) was to develop a proposal for the next phase of the facilities plan. Development Foundation board members, community members, donors, faculty, staff, students, administrators, and program advisory board members worked together to identify priorities and develop the proposal for the new Allied Health facility, to break ground in Fall 2018.

Core component 5.C.3

In August 2015, the new SCCC President introduced concepts for values-based planning and institutional identity. The purpose of values-based planning is to establish a new strategic framework that is accessible to all stakeholders. The ultimate aim was to develop a more organic, vibrant system, emphasizing the need to focus all efforts around the college's [Core Values](#) of *Quality, Valuing Others, Integrity, Trust, and Student Success*.

Through a series of All-Team meetings which all employees were encouraged to attend, the Executive Team elicited a large set of data from campus and community stakeholders to determine the desired outcomes for the college. The concept of “Future Perfect Thinking” (Weick, K. E, 1995) was used to encourage campus and community stakeholders to think freely about what they hoped to see in the coming years. The Executive Team [identified](#) the SCCC [Five Key Directions](#) and an initial set of [Mover Groups](#) based on common themes from the [Future Perfect data](#). During 2015 and 2016, the Executive Team focused campus energy on utilizing the [Mover Team method](#) and began work on goals for each of the Key Directions. The end result of this strategic planning and learning process was the development of [three-year Strategic Goals](#). Each goal is specific, measurable, and linked to the Key Directions of the Strategic Plan. The Board of Trustees adopted the goals at their [October 2017 meeting](#). Each goal is integral to annual planning, the budget process, grant development, and fundraising.

4P2.2

The process for aligning operations with the SCCC mission, vision, and values is through identification of strategic goals. As described in 4P2.1, the strategic planning process identified three-year Strategic Goals. The [Strategic Goals for each Key Direction](#) align operations with the mission, vision, and values. For example, the Key Direction for Investing in Teaching, Learning, and Curriculum Development has the following three Strategic Goals that guide planning, resource allocation, process improvement, and effectiveness measures across divisions and departments:

Goal 1: By 2020, at least ten additional courses to be developed and delivered via the Blendflex curriculum model.

Goal 2: By 2020, three programs to be delivered in a competency-based education format.

Goal 3: By 2020, the number of full-time students participating in undergraduate research and interdisciplinary learning experiences to be increased by 20%.

Operationally for Goal 1, the Board of Trustees approved [classroom technology upgrades through designated infrastructure improvement funds](#). The college also allocated some grant funding that was available. Instructional budgets supported faculty professional development and course design. IT allocated funding for technology site licenses, data storage, technical support, and maintenance.

Evaluation of the alignment process takes place quarterly during Executive Team planning sessions and during monthly Mover Group updates ([FY16](#), [FY17](#), [FY18](#)) to the Board of Trustees. The President [provides an annual report on Strategic Goals](#) to the Board in June.

Core Component 5.C.2

Assessment of student learning, evaluation of operations, planning, and budgeting are linked through [academic](#)

[program review](#) (see 1P3.5), the [program feasibility and potential process](#) (see 1P3.5), and the Assessment Committee processes of [determining improvement goals](#) and [budgeting](#) (See 1P1.8). The Assessment Committee develops a budget each year that supports student artifact collection and scoring by faculty, graduate assessment activities, and professional development for student learning improvement goals. Key components within the program review process linking student learning, planning, and budgeting include evaluating student learning results, identifying and addressing student and stakeholder needs, identifying improvement projects, and recommendations for additional budget needs. Additional linkage of student learning, planning and budgeting takes place in the program feasibility and potential process. On an annual basis ([2017,2018](#)), Instructional Team uses the process to evaluate revenue, cost per credit hour, labor market demand, enrollment, retention, completion, and total expenditures. Both program review and program feasibility inform budget preparation decisions as well as institutional planning.

4P2.3

The Strategic Plan [Key Directions](#) and [Strategic Goals](#) provide horizontal linkage across the institution. From a process standpoint, once strategic goals and annual mover groups are identified, planning across departments and academic divisions begins for the goals that are their responsibility. At the same time, there may be institutional standing committees and teams with responsibility for specific goals. As an example, the [Instructional Team](#) has responsibility for Key Direction 2 goals and shares responsibility with the Retention Committee and Enrollment Management Committee for Key Direction 4. The composition of the committees and mover groups allows for representation from a variety of stakeholders, thus enabling the college to align efforts across all levels. The standing committees for SCCC include Executive Team, Academic Affairs Council, Instructional Team, Retention, Enrollment Management, At-Risk, Assessment, AQIP Steering, and Talent Development. The Mover groups for AY 2018 include Digital Transformation, Academic Transformation, Enrollment Management, Inclusivity and Civility, and Safety and Security.

Core Component 5.B.3

The Academic Affairs Council (AAC), involving representatives from faculty, administration, and staff, is responsible for academic policy, requirements, and processes. The AAC has oversight of the Assessment Committee, which develops and implements the processes for assessment of student learning (see 1P1.1 and 1P1.2). [Academic policy, requirements, and processes](#) are reviewed on a regular basis as part of the AAC calendar. Changes to policy, requirements, and processes typically involve representative teams bringing recommendations to the AAC which, after a comment period, advances the recommendation to the approval phase. Recent examples of AAC approved changes involved the college's late enrollment and placement policies. In addition to the Academic Affairs Council representatives, students, the athletic department, and faculty were involved in the decision process.

4P2.4

The process for capitalizing on opportunities and strengths while minimizing weaknesses and threats has three key steps. First is the Future Perfect Thinking process described in 4P2.1 where internal and external stakeholders identify opportunities and strengths. Second is the use of mover groups and strategic goals to focus energy and resources on specific opportunities and areas for improvement. Third is the identification and communication of external and internal changes and assumptions to the Executive Team, Board of Trustees, mover groups, and teams across campus. The President provides regular email updates on legislative and financial issues at the state and local level. All of the Executive Team members participate in statewide organizations and provide updates relevant to their areas. Cross-functional teams (e.g. Dean of Students serves on the Instructional Team) are also an important factor in the ability to adapt to changing conditions.

Component 5.C.4.

The budgeting process is based on [assumptions](#) about state tax revenue, [appropriations legislation](#), local property tax revenue, credit hour generation, utilities and energy projections, and expenditures. SCCC uses a

very conservative approach for revenue projections. As an example, a 5% state appropriation rescission is built into the budget, based on past history. Executive Team members communicate the budget assumptions to their leadership teams.

Core Component 5.C.5

Institutional planning at all levels (course, program, institution) considers factors such as technology needs, changing student demographics, and globalization. The Chief Information Officer position has been added to the College Executive Team so that technology needs can be better represented when considering data security, technology infrastructure, and data governance. In addition, external evaluation teams for technology assess use of the [college's existing information systems](#), identify areas for improvement, and [provide recommendations for data access](#). Enrollment Management [projections and data analysis](#) have shown a shift in demographics (increases in dual credit, part-time students, and the Latinx population) which prompted a change in [course delivery options](#).

Globalization is a major driver of change in the rural areas SCCC serves, primarily through the agriculture and energy sectors, the economic foundation for the region. Increased migration, refugee placement, and corporate agriculture (meat packing, dairies, biofuel production) affect economic structures, restructure the population, and change local culture. Globalization transformed SCCC from a predominantly white institution in 2000 to a minority-majority, [Hispanic-Serving Institution](#) today. Consideration of these emerging changes is evident in SCCC planning documents over the past twenty years. ([1997](#), [2003](#), [2010](#), [2017](#))

4P2.5

The process for creating and implementing strategies takes place after strategic goals are identified. Typically, specific outcomes and measures are identified for a goal, followed by the identification of strategies for attaining the desired outcomes. Strategy development includes identification of resource needs, external or internal constraints, who is responsible, and a proposed timeline. Strategies that require a capital outlay funding request are submitted to the Executive Team for review and approval.

Core Component 5.C.1

[SCCC resource allocation](#) is based on the college's mission of providing educational opportunities. Forty-two percent of the budget is allocated to instruction, including faculty salaries and academic support. Sixteen percent of the budget is for student services, and 3% goes to tuition waivers for residents of Seward County. Eight percent of the budget supports facilities.

Core Component 5.C.4

The budgeting process for funding strategies and action projects is based on the [assumptions](#) detailed in 4P2.4, Core Component 5.C.4: state tax revenue, appropriations legislation, local property tax revenue, credit hour generation.

4P2.6

Measures of effectiveness of the SCCC planning processes and systems include review and analysis of strategic goals, mover group updates, and institutional effectiveness indicators.

4R2

Institutional level goals in the past have lacked quantitative measures, which was also noted by the review team for the last portfolio. However, the Board updates for past goals are provided for evidence. The 2017-2020 goals do have measures and targets and are provided along with evidence of Board updates.

[2012 Board Updates](#)

[2013 Board Updates](#)

[2014 Board Updates](#)

[2015 Board Updates](#)

[2016 Board Updates](#)

[2017 Board Updates](#)

[2018 Board updates](#)

[2018 Institutional Goals Results](#)

4I2

The strategic planning process used since 2015 has supported a team approach and relied heavily on faculty and staff for deciding the direction and goals of the college. Compared to strategic goals from past plans, the current goals are more target-based and have been identified through the development of baseline measures. With additional assistance in the OAR office, we plan to update our tracking database, *Nuventive Improve*, with the 2017-2020 goals, measures, and results. The Chief Information Officer position has been added to the College Executive Team so that technology needs can be better represented when considering data security, technology infrastructure, and data governance as a part of the planning and budgeting process.

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4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3.1

Core Component 2.C.4

The [SCCC Board of Trustees](#) is comprised of six locally-elected officials with taxing authority. Prior to 2015, the Board had very little turnover. However, during the 2015-2016 academic year, two new members were elected. The Board has statutory authority and responsibilities for the operations and management of Seward County Community College per [K.S.A. 71-201](#). Specifically, in accordance with Kansas law and Kansas Board of Regents policy, the Board "shall have custody of and be responsible for the property of the community college and shall be responsible for the operation, management and control of the college."

The process SCCC uses for maintaining a positive relationship with the Board of Trustees starts with training provided for trustees and the college president. The Kansas Association of Community College Trustees (KACCT) provides a [New Trustee Orientation](#) and a [President Academy](#) to assist those new to their positions in understanding the Kansas higher education landscape and their role at the local and state level. Trustees also receive training at quarterly KACCT meetings and via webinar. Topics include educational leadership strategies, financial management and accounting principles, building professional relationships within the community, and selecting/developing/supporting the college president. The SCCC Board vice-chair is currently president of KACCT. The Board also sends delegates to the American Association of Community College Trustees conference. Another important part of the process is communication. The college President is in contact with the Board on a weekly basis, providing updates, answering questions, and discussing issues. The final part of the process is [providing the information Board members](#) need to be confident in performing their role.

4P3.2

Core Component 5.B.1

Oversight responsibilities for the SCCC Board of Trustees (BOT) are established by [K.S.A. 71-201](#). SCCC Board policies ([Mission, Philosophy, Purpose 101](#), [Institutional Integrity 112](#), [Legal Status 202](#) and [By-Laws 203](#)) outline the functions and oversight responsibilities at the local level. The Board hires the college president and approves all employee hires. Trustees are active participants in the strategic planning and strategic goals processes and through policy are charged with expanding and improving college services. By state statute the Board of Trustees has oversight of the SCCC financial and academic policies and practices. College audits ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)) show that the Board of Trustees complies with all federal, state, and local fiduciary and legal responsibilities. [The Board reviews and approves college expenditures each month.](#)

The Academic Affairs Council, with members drawn from faculty, deans, instructional support services, the advising coordinator, athletic director, and administration, [oversees academic policy and processes](#). Faculty are charged with oversight of curriculum, instruction, and the assessment of student learning. Kansas Board of Regents policy requires Board of Trustees approval of new academic programs and program changes ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)). The Board of Trustees employs the college president as the chief executive officer with supervision and control of day-to-day operations channeled through the Executive Team. The Executive Team is in charge of all employees, operations, and day-to-day transactions of the college.

Core Component 5.B.2

SCCC has a standard organizational structure with processes for decision-making governed by state statute and local policy and procedure. Teams and work groups may work independently or may be assigned projects through [standing committees](#). In either case, information needed for decision-making flows from the work group or advisory board to the appropriate standing committee and then to Executive Team, if needed. Executive Team informs and makes recommendations to the Board of Trustees when appropriate. Each level is empowered to make decisions and recommendations based on the level of institutional impact. [Board Policy 302](#) ensures that students are included in the decision process:

Seward County Community College values student participation and involvement in the communication and decision-making process at SCCC. The Board of Trustees, as a commitment to the appreciation for student involvement, will ensure that students are consulted and kept informed on college business that ultimately affects them. While some initiatives require on-going student representation it is understood that other aspects of the college's operations may require periodic student consultation and/or review.

Students are also included by invitation to [Board-student dinners](#) each semester.

[Professional Employees Bylaws](#)

[Student Government Association Bylaws](#)

[Student Judicial Board](#)

[Saints ESP Bylaws](#)

Core Component 2.C.3.

SCCC Board members are elected officials in the State of Kansas and fall under the conflict of interest state statute [Chapter 75, Article 43](#). The Board of Trustees institutional [integrity policy](#) defines the conduct expected of trustees, preserving the Board's independence from undue influence of external parties not in the best interest of SCCC.

4P3.3

Core Component 2.C.4

SCCC Trustees attend training hosted by the Kansas Community College Association of Trustees to assist them in understanding their oversight role and their responsibilities as defined by the State of Kansas (K.S.A. 71-201). The Board of Trustees hires the president as the chief executive officer with supervision and control of day-to-day operations. The president delegates management responsibilities to members of the college Executive Team. Academic deans and directors report to their designated vice president. Academic matters are governed by [Academic Affairs Council](#) and faculty, with final approval of programs, program changes, and degree requirements residing with the [Board of Trustees](#) based on Kansas Board of Regents policy and [K.S.A. 71-201](#).

4P3.4

SCCC employs many strategies to ensure communication between and among divisions and departments. Each semester begins with professional development sessions that include updates from president, vice presidents, deans and directors. Professional development sessions also include requesting input from faculty and staff for decision-making purposes. An example would be Conversation Day where instructors and staff worked through the AQIP processes. All-Team meetings are conducted four times per semester for updates and solicitation of feedback. Committee information is provided at [academic division and department meetings](#). SCCC representatives on college committees, advisory boards, state-level groups, and community boards share information with their constituents and in turn, solicit comments, concerns, and inquiry to be returned to the committees and various groups. The communication flow is bidirectional.

4P3.5

Core Component 5.B.3

The Board of Trustees establishes degree requirements per [Board Policy 801](#) based on minimum degree requirements set forth by the Kansas Board of Regents. The Board is also required by KBOR policy to approve new academic programs or changes to programs. The Academic Affairs Council is responsible for academic policy and academic processes. The council has representatives from faculty, administration, staff, and the athletic department. The Academic Affairs Council has oversight of the Assessment Committee, which develops and implements processes for assessment of student learning. Academic policy and processes are reviewed on a regular basis as part of the [Academic Affairs calendar](#). Changes to policy and processes typically involve representative teams bringing recommendations to the AAC, which after a comment period, move to the approval phase.

4P3.6

Core Component 2.C.1

The SCCC Board of Trustees approves the Key Directions and Strategic Goals of the college, prioritizing

alignment with the Strategic Plan, which in turn is aligned with the college Mission, Vision, and Values. Board action with respect to budget, infrastructure and facilities investment, academic programs, employee benefits and salary, and organizational restructuring demonstrates a commitment to preserve and enhance the college. (Board minutes [FY14](#), [FY15](#), [FY16](#), [FY17](#), [FY18](#))

Core Component 2.C.2

The Board of Trustees monthly meeting agenda includes visitor reports where internal or external stakeholders can address the Board. The Board receives periodic updates from each mover group as well as the president and other members of the college Executive Team. When academic program decisions are requested, faculty and deans have the opportunity to make the presentation and answer any questions. The Board ensures that students are consulted and kept informed on college business that ultimately affects them. Examples of student interaction include standing invitations to a Student Government Association representative and the Professional Employee Association president to attend Board meetings in addition to the annual Board-student dinners. (Board minutes [FY14](#), [FY15](#), [FY16](#), [FY17](#), [FY18](#))

4P3.7

SCCC provides both formal and informal opportunities for faculty and staff to develop leadership skills and knowledge. Informal strategies include the opportunity to lead teams and work groups addressing process improvement, action project development and implementation, and peer review of programs and courses. Examples of formal opportunities include a [professional development grant](#) for advanced degrees, departmental professional development budgets for leadership training, support for leadership positions in professional organizations, leadership of college committees, teams, and organizations, program director positions, rotating faculty division chair positions, and the Kansas Community College Leadership Institute. College faculty and staff are encouraged to apply for the city of Liberal's Leadership Enrichment and Development (LEAD) year-long experience.

Informal training includes all directors, deans, and administrators meeting periodically to consider strategic issues and share experiences. This group also reviews policies and works on improvement of decision-making processes impacting the institution. Supervisors often discuss policy implementation and personnel management issues in small groups, giving new, middle and late-career participants the opportunity to share best practices and to work through challenges collectively.

4P3.8

Core Component 2.C.3

The SCCC Board of Trustees is an elected board and operates as described in [K.S.A. 71-201](#), [K.S.A 75-4301](#), and [Board Policy 112](#). In the environment of trust created by the Board, both Trustees and members of the Executive Team feel free to challenge one another. Board committees work with the Executive Team on critical issues such as finance, facilities, and risk management. Trustees insist that no decision be made without first acquiring necessary information.

Board Minutes [2014](#), [2015](#), [2016](#), [2017](#), [2018](#)

4P3.9

SCCC uses *The Chronicle of Higher Education's* "Great Colleges to Work For" survey to assess effective leadership. Through the survey, faculty and staff provide insight into quality of leadership and the workplace experience. The Ruffalo Noel Levitz Student Satisfaction Survey provides a student perspective on college leadership.

4R3

SCCC uses The Chronicle of Higher Education's "Great Colleges to Work For" survey to assess effective leadership. Faculty and staff rated college leadership as *good to very good*. Faculty rated communication as *fair* while staff rated communication as *good*. In 2018, response rates were poor for non-exempt staff (2). Exempt staff had a 26% response rate and faculty were 40%. Participation in committees and teams is an important opportunity for leadership development. Staff members are currently leading three of the five Mover Groups, and 77% of faculty participate on committees and teams.

[Employee Satisfaction](#)

4I3

The college has reduced the number of dean-level administrators from five to three and has implemented rotating division chair positions for faculty, offering leadership opportunities for those interested. Mover Groups have also extended another opportunity for faculty and staff to engage in leadership. The Chief Information Officer position has been added to the Executive Team so that technology needs can be better represented in decision-making at the administrative level.

Sources

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- 2P1.4 StudentBoardDinners
- 3R2_Modern_Think_Great_Colleges_Survey_2014_2018
- 4P2.3_CC5C4 Legislative Update
- 4P3 302_StudentInvolvementInCollegeOperations
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- 4P3.3_Allied Health Division Meeting Minutes 2014-2018
- 4P3.7 KCCLI Program
- 4P3_5.B.1 BOT Minutes Knowledge and Oversight of Finances
- 4P3_CC2C1 and 2 FY14 BOT Minutes
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- 4P3_CC2C1 and 2 FY16 BOT Minutes
- 4P3_CC2C1 and 2 FY17 BOT Meeting Minutes
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- 4P3_CC2C3 KSA 75-4301a
- 4P3_CC2C4 202 Legal Status
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- 4P3_CC5B1 112 InstitutionalIntegrity
- 4P3_CC5B1 203 By Laws (1)
- 4P3_CC5B2 417_SGAConstitution
- 4P3_CC5B2 Board Committees2018
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- 4P4_CC2A FYE 2012 Audit
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- 4P4_CC2A FYE 2017 Audit
- 4R3_NL_SATISFACTION_WITH_ADMINISTRATION
- 605 PD Eligibility Grant
- 6P2_CC5D1 2015 Conversation Day Report

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4.1

The SCCC process for developing standards at a base level has three steps. A sub-committee or team identifies, reviews, and approves the standards through consensus. Next is revision or addition to policy, if needed, and review of the standards/policy on a regular timeline. Standards are then communicated through handbooks and policy documents at the Board, institutional, and course level for students.

On a regular basis the office of the President and college leadership [review Board policy](#), except for series 200 policies related to organization of the Board, which are assigned to and reviewed annually by college legal counsel. The Board reviews all other Board policies annually and makes necessary adjustments in accordance with changes in state statutes or recommendation by legal counsel. The [Academic Affairs Council](#) uses a three-year rotation for review of academic policies. Per Board Policy 203, policies may be revised, added to, or amended at a regular meeting of the Board by a majority vote of all members. New policies require a second reading before a vote for approval can be taken.

4P4.2

Team Development, with representation from Human Resources, Student Services, faculty, office professionals, Finance and Operations, and administration, assists with coordination of professional development activities. Members from each department represent their colleagues' needs on college committees responsible for identifying and prioritizing training needs. These training needs include sessions on ethical and legal behavior ([9](#), [39](#), [62](#), [65](#), [67](#), and [80](#)). An example of recent training was the requirement that all employees complete a Title IX training module.

The new employee orientation process includes a thorough review of the [Employee Handbook](#). All new employees must provide a [signature acknowledging](#) they have read the book and agree to abide by the policies set forth therein.

4P4.3

Core Component 2.A

SCCC Board of Trustees policies establish institutional guidelines for fairness and ethics. The following categories are addressed in the Board policies: [institutional policies](#), [Board of Trustees governance](#), [administrative function](#), [student services](#), [business function](#), [personnel](#), [agreements and contracts](#), and [education requirements](#). The SCCC [Employee Handbook](#) further outlines daily operations and procedures affecting administrators, faculty, and staff. Policies and processes also guide ethical [hiring practices](#). Additionally, an external audit is conducted to determine compliance with state and federal financial regulations ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)) and the college [bond rating](#) also demonstrates financial integrity. All employees are informed of ethical policies and adherence to the processes as set forth by the institution during new employee orientation. [Students receive a handbook](#) with a code of conduct and academic dishonesty policy. The handbook also contains the behavioral expectations of an [SCCC student](#). Additional guidelines for students are provided in the [student housing handbook](#) and [student athlete social media policy](#).

4P4.4

Core Component 2.B

SCCC utilizes a variety of methods to provide clear, concise program information to all stakeholders. Examples include: [college website](#), [program information cards](#), [press releases](#), [videos](#), [social media](#), [accreditation website](#), and the [college catalog](#).

4R4

Employee participation in professional development is tracked in the SCCC ERP system. However, not all sessions have been submitted. An example is FERPA training that takes place annually. Clear financial audits demonstrate ethical practice and integrity in financial processes.

Employee Professional Development [9](#), [39](#), [62](#), [65](#), [67](#), and [80](#)

Financial Audits [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)

4I4

Instructional Team and Marketing and Public Relations launched a project in 2016 to establish guidelines for all program media, resulting in consistency in message and providing the correct information to students and parents. Human Resources now provides training for ethical issues such as sexual harassment through online modules that have assessments of learning, required performance levels, and the ability to track successful completion. Professional development tracking will be improved by the Team Development Committee.

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- 1P2_CC4B4 Program Accreditation List
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- 4P3_CC5B3 Policy Review--AAC Minutes 2014-2018
- 4P4_Employee_Handbook
- 4P4_Program_Social_Media
- 4P4_SCCC Board Policy Updates 2012-2018
- 4P4_CC1D Student Service Learning Opportunities
- 4P4_CC2A 2017 Dorm Handbook
- 4P4_CC2A Board Policy 112_Institutional_Integrity
- 4P4_CC2A Board Policy 614 Employ Hire BOT Approved07_21_2003
- 4P4_CC2A Employee Handbook Acknowledgement
- 4P4_CC2A Employee_Handbook_2014_2015
- 4P4_CC2A Standard Poors Rating Letter
- 4P4_CC2A Student Athlete Social Media Training
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- 4R4_NCCBP_FORM_19_HR
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5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1.1

The *2014 Systems Appraisal* noted that SCCC identifies many points for data collection, with the vast majority in response to mandated data collection or national comparative data projects such as the National Community College Benchmark Project. The peer review team also noted SCCC described use of data for strategic planning, KBOR Performance Agreements, and academic performance indicators. However, the process of segmenting, analyzing, and making data available to decision-makers was not clear. The following

narrative first describes how data selection is still primarily a function of compliance reporting by the one-person Office of Assessment and Research (OAR), staffed by the Institutional Research Data Analyst (RDA), and then describes the implementation of an affordable business intelligence tool that will make data more accessible to decision-makers, addressing an opportunity for improvement identified by the *2014 Systems Appraisal* team.

[SCCC's data reporting requirements](#) are the primary driver of how the college defines what data and information are selected and also how data management strategies are determined. A focus on data reporting requirements is not unusual for small, rural institutions with a one-person OAR. The college selects data for the Higher Learning Commission (HLC) Finance Data and Enrollment Surveys, Kansas Association of Community College Business Officers (KACCBO), Kansas Board of Regents Performance Agreements, and the performance metrics for the SCCC Strategic Goals associated with the Five Key Directions. The college voluntarily participates in comparative collection systems, such as the National Community College Benchmark Project (NCCBP), Cost and Productivity Study, Noel Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), and National Student Clearinghouse (NSC).

Kansas Board of Regents (KBOR) data is submitted to the Kansas Higher Education Data System (KHEDS). Once validated, the data is downloaded and stored in a database on the college network. Performance reports for IPEDS, KACCBO, HLC, administrators, and deans, as well as some ad hoc reporting, draw from the static data tables, which also provide data selections submitted to NCCBP and NSC. Although the initial download process is still manual, it moves the college in a positive direction for collection, validation, and warehousing information through the development of a central repository. Use of the KHEDS data provides consistent and standardized sets for decision systems, program reviews, and planning processes.

KHEDS data, institutional outcomes assessments, and comparison data from IPEDS and NCCBP are compiled and summarized, and the results stored in the Institutional Effectiveness Indicators database or the Oracle database that hosts the student information system (Ellucian Banner). The college uses the data for strategic planning, KBOR Performance Agreements, Assessment Committee performance indicators, and academic program performance indicators. Since 2017, the OAR Research Data Analyst has begun to access these data summaries and tables by using primarily *Power BI Pro* software, which is affordably available through the SCCC *Microsoft Office 365 Enterprise* license. SCCC's implementation of *Office 365* and *Power BI* began in 2017.

Data segmentation for students, finance, operations, IT, and cost and productivity is based on the decision being made. For example, the [cost and productivity review process](#) relies on both quantitative and qualitative data identified specifically for this decision process. The tuition and fees decision process requires data segmented by student residency, student type, and method of course delivery.

Data analysis is typically carried out by the team members making the decision. The Research Data Analyst has primary responsibility for data reporting and designs interactive *Power BI* dashboards and reports that have drill-down capability. When time allows, the RDA does an initial data summary, pointing out trends and inconsistencies that warrant further investigation. This service is limited because of the volume of external mandatory reporting requirements. However, *Power BI* is a relatively new resource for SCCC, and the RDA has only recently received formal training in its use. The next steps in the process are to provide decision-makers the training necessary to use the information effectively and to develop appropriate measures and data models that are simple for them to understand and interpret.

5P1.2

SCCC teams and committees select key data sources through the goal identification and planning process. If data outside of regularly collected performance indicators is required, the team works through a data identification and clarification process with the Research Data Analyst. As an example, the Instructional Team and faculty developed a [program review process template](#) with clearly defined data requirements, with data currently made available in an [Excel spreadsheet](#). In the future, the data will be provided through *Power BI* and

embedded into a *SharePoint* site for an improved end-user experience.

5P1.3

In FY2018, SCCC completed a college-wide conversion to *Office 365*. The added functionality through *Sharepoint*, and *Power BI* for sharing data, information, and performance results is in the early stages of deployment. Through *Power BI*, for example, the Instructional Team has access to key [performance indicators](#) such as [completion](#), [retention](#), [graduate assessment](#), [credit hour generation](#), [course evaluation](#), [employment follow up](#), and [student satisfaction](#). The institutional planning and assessment database can be integrated with *Sharepoint*, a deployment planned for Spring 2019. An [audit of the SCCC information management system](#) and [needs](#) was performed in FY2018, and an evaluation of [Enterprise Resource Planning \(ERP\) systems](#) was completed in June 2018. The next steps for data delivery (beyond *Power BI*) will depend on which [ERP system is chosen](#). That decision is planned for January 2019, with implementation over the following two years.

5P1.4

The college monitors data accuracy and reliability by [tracking duplicate student IDs](#) in the student information system (Banner). This process of tracking duplications revealed three areas of concern. 1) Some clerical areas experienced high turnover, with replacement staff exhibiting limited technical skills; 2) Training solutions for new employees were not available; 3) Some mechanisms were not in place in the student information system (Banner) to help mitigate duplications. The college has implemented *Eliminame* software to help correct duplicate IDs at a faster, more efficient pace. Duplicates are tracked through the eSupport ticketing system, the ticket triggering a correction. *Eliminame* uses business rules to improve person searches, reducing the possibility of generating a duplicate ID. Human Resources implemented a technical skill assessment for new clerical staff, and the college purchased an enterprise license for online training videos called [On Demand Subscription Library \(ODSL\)](#) for the student information system.

SCCC also monitors data accuracy and reliability by comparing annual report information with previous years, looking for increases or decreases that do not make sense. After compilation and comparison of results, designated administrators review the data report and sign off on its validity prior to submitting the data to an external agency. A similar process is used for internal reports. An [Outlook calendar schedules mandatory reporting](#), and an external report timeline is compiled every year and updated as projects are completed. The calendar includes who, what, when, and where to report, as well as contact information for the submissions and the owner responsible for the reports. Reliability and security of SCCC's knowledge management system is addressed in 5P3.3 and 5P3.5.

Information Technology uses *Site Improve*, which identifies [accessibility issues](#) on the college website by monitoring systems for quality assurance, accessibility, search engine optimization, and usability. The *Site Improve* dashboard displays the accessibility issues addressed and the compliance milestones achieved.

5P1.5

SCCC uses a knowledge management system audit and needs assessment for planning, budgeting, and benchmarking system improvements. *Site Improve* software tracks accessibility issues and mitigation in the web environment.

5R1

The knowledge management system audit shows the vulnerabilities of the college data system, which is based on multiple Access databases and Excel spreadsheets. Analysis of the ERP system processes showed a high level of manual processes in some departments and suggested a timeline for improving efficiency and productivity.

[Knowledge Management System Audit](#)

[ERP System Analysis](#)

5II

In 2018 a college-wide conversion to Office 365 was completed, providing access to Sharepoint and Power BI tools. Through Power BI, leaders will have access to key performance indicators such as completion, retention, graduate assessment, credit hour generation, course evaluation, employment follow-up, and student satisfaction. The institutional planning and assessment database Nuventive Improve can be integrated with Sharepoint, a deployment planned for Spring 2019.

Instructional Team and faculty developed a program review process template with clearly defined data requirements. In the future, the data will be provided through Power BI and embedded into a SharePoint site for an improved end-user experience.

An enterprise version of the ERP training modules has been provided for all employee access.

An audit of the SCCC information management system and needs was performed in FY2018, and an evaluation of Enterprise Resource Planning (ERP) systems was completed in June 2018. A decision will be made in January 2019 regarding which ERP system the college will move to.

Site Improve software is being used to improve accessibility of the college website.

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- 5P1.4 SCCC-Accessibility-Report
- 5P1_Duplicate_ID_Reporting_Process

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2.1

Core Component 5.A.1

The Vice President of Finance and Operations oversees the fiscal and physical infrastructure of the college. The Chief Information Officer (CIO) is responsible for the technological infrastructure. The process for maintaining fiscal, physical, and technological infrastructures is based on an evaluation of the functionality and condition of the current infrastructure. Personnel and directors working in facilities along with IT perform evaluations as they go about their day-to-day work, logging maintenance needs and potential issues in the [eSupport ticket system](#), which is also used by all employees to report maintenance and IT issues. IT and facilities departments have also used external evaluations of infrastructure status, current, and future needs. Needs assessments from [program reviews](#), [departmental budgets](#), and institutional goals are then fed into the process. Next, administrators work with department directors to prioritize the infrastructure needs for budget development.

Part of the [annual budgeting process](#) is to determine whether human resource needs are being met. In addition, academic program accreditation agencies have specific faculty/student ratios, program director, and support staff requirements. The [Program Feasibility and Potential process](#) and [Academic Program Review](#) processes

also evaluate human resource needs. When an employee leaves a position, it is standard institutional practice to analyze the position responsibilities within the context of other personnel needs. The Board of Trustees is responsible for approving recommendations for personnel changes and changes to the organizational structure submitted by the Executive Team. A personnel report is a standing BOT agenda item ([2014](#), [2015](#), [2016](#), [2017](#), [2018](#)).

The [primary reserve, viability, return on net assets, and net operating revenue ratios](#) SCCC reports to the Higher Learning Commission in the Annual Institutional Update show a strong and stable financial position, and college audits are clear ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)).

[Bond Rating](#)

[COP Investment in Facilities and Technology](#)

Investments in [facilities](#) and [technology](#) have supported operations and program delivery. Since the *2013 Systems Portfolio*, new classrooms and labs have been added for Corrosion Technology, Process Technology, Natural Gas Compressor Technology, and Biology. The Microbiology and Physics labs underwent a full renovation and equipment upgrade. Two new greenhouses, an agriculture storage shed, and high value crop production equipment have been added. Allied Health labs and the Process Technology lab have added \$400,000 and \$30,000 of simulation units, respectively.

Core Component 5.A.3

As described in 4P2.1, three-year goals are identified through the strategic planning process. The [Strategic Goals](#) align improvements, needs, and resources with the college's [Mission, Vision, and Values](#). [Mover Groups](#) ([FY16](#), [FY17](#), [FY18](#)) are identified annually to work on process improvement and projects tied to the [Key Directions](#) and [Strategic Goals](#). Seven of the current goals address [fiscal, physical, and technological infrastructure](#). Strategic goal development incorporates [assumptions](#) about state tax revenue, appropriations legislation, local property tax revenue, credit hour generation, utilities and energy projections, and expenditures. SCCC has increased cash reserves to soften future revenue fluctuations and has improved the [Enrollment Management process](#) which provides more reliable enrollment projections. The SCCC Development Foundation ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#)) and [external grant support](#) provides additional funding to assist the college in meeting strategic goals and addressing needs.

5P2.3

Core Component 5.A.2

The Executive Team and [Board of Trustees](#) are responsible for ensuring that [budget allocation](#) will support strategic goals, operations, and educational services to students. Technology replacement is built into the budget as an annual expense, as are day-to-day maintenance issues and upkeep. A reserve fund is available and can be accessed immediately if an emergency arises, such as a significant server or HVAC loss. Facilities and IT also put together end-of-life plans for infrastructure which become part of the capital outlay budgeting process and [Certificate of Participation](#) bond discussions. Debt service is a part of the [budget](#), and bonds are a strategy for addressing large infrastructure expenditures without depleting cash reserves.

5P2.4

Revenue and expenditures for instruction, student services, facilities, technology, personnel, and strategic goals are tracked through the Ellucian Banner ERP system. The Composite Financial Index is used to monitor overall financial health.

5R2

The Composite Financial Index has improved over the past three years based on increases in the college reserve fund and no additional debt service. Allocations to instruction have had no substantial decreases, and

improvements to the physical plant have been possible by cycling in a new Certificate of Participation Bond at the same level of previous debt service, which was already in the budget. College audits have been clear.

[CFI](#)

[Budget Allocation](#)

Audits [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)

5I2

SCCC has increased cash reserves to soften future revenue fluctuations, and has improved the Enrollment Management process, which provides more reliable enrollment projections for budget planning.

Physical and human resource improvements have enhanced services to students and improved the student and community experience.

Sources

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- 4P2 2 Allocation of COP Series 2018 Proceeds_7-2018
- 4P2 Board Narrative Three Year Strategic Goals and Aspirations
- 4P2_CC 5C4_doc_budget assumptions for FY19
- 4P2_CC5C3 2016_FIVE_KEY_DIRECTIONS
- 4P2_CC5C3 Executive Summary w Table of Contents
- 4P2_CC5C3 Mover Group Updates AY16-17
- 4P2_CC5C3 Mover Group Updates AY17-18
- 4P2_CC5C3 Board Update_Institutional Goals June 25 2018
- 4P2_CC5C45C5 Enrollment Management Plan 2018
- 4P3 SCCC 2016 Audited Financial Statements
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- 4P3 SCCCATS 2013 Audited Financial Statements
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- 4P3 SCCCATS 2015 Audited Financial Statements
- 4P3_CC2C1 and 2 FY14 BOT Minutes
- 4P3_CC2C1 and 2 FY15 BOT Minutes
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- 4P3_CC2C1 and 2 FY17 BOT Meeting Minutes
- 4P3_CC2C1 and 2 FY18 BOT Minutes
- 4P3_CC5.B.1 BOT Knowledge and Oversight of Finances Minutes
- 4P3_CC5B1 and 2C1 BOT Minutes Fiscal Operational Control
- 4R2 Mover Group Updates AY15-16
- 5P2 SCCC Facilities Master Plan
- 5P2 StandardPoors Rating Letter
- 5P2.1 Budget Process

- 5P2.1 Composite Financial Index
- 5P2.2 Grant Inventory
- 5P2_CC5A1 Completed-eTickets-Jan2016-to-Dec2017
- 5P2_CC5A1 Investment in facilities
- 5P2_CC5A1 Investment in technology
- 5P2_CC5A2 Allocation of Budget Expenditures by Classification FY 12-18
- 5P2_CC5A3 2012Foundation AnnualReport
- 5P2_CC5A3 2013 FoundationAnnualReport
- 5P2_CC5A3 2014 Foundation Annual Report
- 5P2_CC5A3 2015 Foundation Annual Report
- 5P2_CC5A3 2016 Foundation Annual Report
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- 5R2_NCCBP_Financial_Data_Forms_20A-B_21
- FY19 Budget Book

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3.1

The narrative for 5P3.1 can be found in 5P3.2, Core Component 5.A.5.

5P3.2

Core Component 5.A.5

The [budgeting process](#) starts with the Executive Team developing revenue and expenditure projections in November, which are then revised throughout the process. Local tax revenue numbers are typically available from the County Assessor by late April or early May. The Executive Team receives budget requests from all cost centers from December through February, at which point the requests enter the prioritization phase of the process. The Executive Team, working with departments and deans, develops a [draft budget for Board of Trustees Finance Committee](#) review in April and May. [Approval of the budget by the Board of Trustees](#) follows

a public comment period in June and a public budget hearing during the Board meeting in July.

Budgets [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#)

Monitoring of the budget by the Board of Trustees takes place on a [monthly basis](#). The Vice President of Finance and Operations monitors budget-to-actual revenues throughout the year. If a budget shortfall occurs, it may be necessary to use budget reserves to cover the shortage or to implement a budget adjustment for all cost centers. Because of state tax revenue losses over the past four years, SCCC has built a 5% decrease in state aid into the budget. An annual external audit ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)) is also used to monitor fiscal condition and to evaluate financial processes. SCCC has a long history of clean audits and [high credit ratings](#). Administrators, deans, directors, and program faculty can monitor their departmental or program expenditures and revenue availability at any time through the [college finance data system](#).

5P3.3

SCCC is focused on the confidentiality, availability and integrity of data and systems. The Chief Information Office (CIO) and Information Technology (IT) department use multiple methods to keep all operations available. Employees and students can [log service requests](#) in a ticketing system, eSupport, that is accessible from the SCCC Portal or can call the IT help desk hotline. The [eSupport system](#) allows employees and students to submit service request tickets which can be marked for priority as *urgent*, *high*, *medium*, and *low*. All IT services that are hosted on-site are monitored by a system called What's Up Gold (WUG) to maintain the availability of the SCCC network and server infrastructure. WUG monitors hundreds of different services but is most utilized in determining when there is network congestion, hard-drive capacity issues, or high CPU utilization. Automated notifications are sent to IT staff for prompt resolution. To help create a user-friendly environment, employees of the college complete a survey ([2017](#), [2018](#)) to provide their viewpoint on IT services.

The data center at SCCC is secured behind locked doors, with a minimal number of employees having access. IT and Maintenance are the only departments that have keys to enter the data center. All network routers and switches are documented and monitored using *Cisco SmartNet*. The infrastructure is being maintained at a level that is sustainable by budgetary constraints, and SCCC has not experienced a catastrophic failure in the past five years. The IT department holds bi-weekly meetings with a running agenda of projects that are in the initiation phase, in-progress, or completed. After one month a completed project is removed from the meeting agenda.

Over the past year, SCCC has been evaluating [Enterprise Resource Planning \(ERP\) proposals](#). A [cost and functionality analysis](#) of the current ERP system by the CIO showed the system to be unsustainable from a budget perspective when the functionality needed by departments and students was factored in. The timeline is to have a decision addressing this problem made by January 2019.

5P3.4

Responsible for the reliability, security, and user-friendliness of campus facilities, the Director of Facilities assess the condition of facilities and evaluate the life expectancy of mechanical components to prioritize needs during the budgeting process. Day-to-day maintenance requests are received and processed through the eSupport system. Facilities scheduling is handled through *Resource25* software, including scheduling of classrooms. The system includes room capacity data and provides room setup and equipment needs for maintenance staff responsible for preparing rooms for use.

Maintenance staffing and utilities are included in the planning for new facilities. Since the *2013 Systems Portfolio*, new classrooms and labs have been added for Corrosion Technology, Process Technology, Natural Gas Compressor Technology, and Biology. The Microbiology and Physics labs underwent a full renovation and equipment upgrade. Two new greenhouses, an agriculture storage shed, and high value crop production equipment have been added. Allied Health labs and the Process Technology lab have added \$400,000 and

\$30,000 of simulation units, respectively. A recent Certificate of Participation bond was used for infrastructure improvements (HVAC, roof repair) and replacement of the lights and sound system in the SCCC Showcase Theater and gymnasium. [A facilities plan](#) provides long-term direction for expansion and repurposing of the physical plant. A new [Allied Health building](#) is scheduled to be completed in July 2019, and a Champions Center athletic facility is in the fundraising and planning stage.

5P3.5

SCCC risk assessment encompasses budget, facility, and human resource evaluation, annual audits, and insurance coverage. The Board of Trustees has formalized [sub-committees](#) that make recommendations for finance, insurance, employee salary and benefits, and legislative action. A primary risk assessment tool for the Board of Trustees and Executive Team is trend analysis in the following areas: assessed evaluation of property, activity of other taxing entities, state funding projections, enrollment, staffing needs, salary and benefits, utilities, facilities improvements, and cash reserves. Since the last portfolio, SCCC has focused on improving campus security and data systems security.

Insurance Proposal Board Minutes [Jan 2014](#), [Jan 2015](#), [Jan 2016](#), [June 2016](#), [June 2017](#)

[Insurance renewal rate 2019](#)

One of the SCCC Key Directions is Promote a Safe and Health Campus. [Strategic goals](#) associated with this include increasing security camera coverage and securing external doors with keyless entry for high priority areas such as the Student Living Center. The Safety and Security mover group has updated the [Emergency Preparedness Manual](#), provided active shooter training for employees, and provided crisis management training for the Executive Team and the Executive Director of Marketing and Public Relations. A RAVE alert system has also been installed. All employees and students are set up in the system to receive cell phone and email alerts concerning emergencies and weather-related issues.

Reducing cybersecurity risk is also a strategic goal and part of the charge for the [Digital Transformation mover group](#). SCCC has identified that most technology risk is introduced by end-users. To help reduce this risk, the college has implemented a system called [KnowBe4](#), which is used to send phishing emails to employees, giving them real-world exposure to email threats. The goal of implementing this system is to reduce risk introduced by email. The phishing emails constructed are advanced and as close to the real thing as possible. An end-user who clicks on a link or opens an attachment that is included in one of the self-phishing emails is prompted to complete online training modules. SCCC has established its baseline [phish-prone statistic](#): 12% of employees clicked on links in the baseline email test. A goal for the cybersecurity awareness program is to send out one email, at sporadic time frames, once a month. However, only the baseline test has been performed at this time, with another test scheduled for the near future. Currently, there is not a cybersecurity awareness calendar, which should be created, to help organize, coordinate, and to align awareness initiatives across campus.

Internal risk created by information systems needs to be assessed annually by a campus-wide risk assessment. The risk assessment will be scheduled during AY 18-19, and the report included with the Student Aid Information Gateway Audit and Fiscal Year 18-19 Audit. To help reduce risk at present, the college uses a hardware inventory, reduced administrative privileges, and network monitoring. But additional measures are needed, such as an approved software inventory list, log management (SIEM), audit log review, and scanning for vulnerabilities. A new *Cisco Next-gen Firewall* (NGFW) was purchased in March 2018 to replace an outdated border firewall system. The NGFW capabilities are robust and will help the institution gain insight into the infrastructure that didn't exist before. Functionality includes log management and SIEM (using Splunk), which according to the Center for Information Security Critical Security Controls will help reduce risk.

Another way SCCC reduces risk across the organization includes a defense-in-depth strategy. Using anti-virus on every computer in the environment minimizes external cyber threats, and an administrative system regularly updates the anti-virus. Additional upgrades to the NGFW include integrated anti-virus, which will

help reduce administrative overhead by combining two systems into one. All servers and computers on campus also use the *Windows* host-based firewall, which adds to the defense-in-depth security across campus. The level of impact on operations and security of the data on college servers is higher than on employee desktop computers. Therefore, servers are protected at a higher level using Secure Sockets Layer (SSL) certificates.

5P3.6

SCCC uses an external audit to assess effectiveness of financial management. One strategic goal is to increase investment in facilities and equipment by 20% by 2020 and increase external funding by 10% per year through 2020. Facilities and IT track eSupport tickets *received*, *closed*, and *outstanding*. The IT department has implemented a satisfaction survey to determine areas for focused improvement.

5R3

Twelve percent of employees clicked on links in the baseline email phish test. Lowest areas for IT satisfaction were the end user experience and reporting/analytic capability. Most other areas showed an increase compared to the previous year. Financial audits have been clear, and the college received an A+ bond rating.

[Phishing Test](#)

[IT Satisfaction](#)

Audits [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)

[Bond Rating](#)

5I3

The Safety and Security Mover group has updated the Emergency Preparedness Manual, provided active shooter training for employees, and provided crisis management training for the Executive Team and the Executive Director of Marketing and Public Relations.

Increasing security camera coverage and securing external doors with keyless entry for high priority areas such as the Student Living Center are planned improvements. Keyless entry has been installed in the Student Living Center.

New classrooms and labs have been added for Corrosion Technology, Process Technology, Natural Gas Compressor Technology, and Biology. The Microbiology and Physics labs underwent a full renovation and equipment upgrade. Two new greenhouses, an agriculture storage shed, and high value crop production equipment have been added. Allied Health labs and the Process Technology lab have added \$400,000 and \$30,000 of simulation units, respectively. The lights and sound system in the SCCC Showcase Theater and gymnasium have been upgraded. A new Allied Health building is scheduled to be completed in July 2019.

A risk assessment is scheduled during FY19. We have implemented elements to help reduce risk, including a hardware inventory, reduced administrative privileges, and network monitoring. Items that are planned improvements include an approved software inventory list, log management (SIEM), audit log review, and scanning for vulnerabilities. A new Cisco next-gen firewall (NGFW) was purchased in March 2018 to replace an outdated border firewall system. The NGFW capabilities are robust and will help the institution gain previously unattainable insight into the infrastructure. Functionality includes log management and SIEM (using Splunk), which, according to the Center for Information Security Critical Security Controls, will help reduce risk.

Each server connection is secured using SSL certificates. The certificates are purchased from Digicert, and to

minimize costs we use a wildcard certificate. Wildcard certificates allow for unlimited number of certificates for one domain, and Digicert ensures that the wildcard certificates are just as secure as other certificates, due to using the certificate signing request (CSR) specific to each server to create a new wildcard certificate. This ensures the public and private key pair used in the public key infrastructure (PKI) is just as secure as buying individual SSL Certificates. The IT department was able to reduce the cost of SSL certificates from \$3,000 to \$900.

An IT satisfaction survey was implemented in 2018, as well as a system called KnowBe4, which is used to send phishing emails to employees, giving them real-world exposure to email threats.

A problem within the budget process is the late availability of property tax projections, typically in May or June. The issue affects approval of new faculty positions, in particular. The Executive Team plans to work on a viable solution to allow an earlier decision to be made, which should improve the applicant pool.

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- 4P2_CC5C3Board Update_ Institutional Goals June 25 2018
- 4P3 SCCC 2016 Audited Financial Statements
- 4P3 SCCC 2017 Audited Financial Statements
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- 4P3 SCCCATS 2013 Audited Financial Statements
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- 4P3 SCCCATS 2015 Audited Financial Statements
- 4P3_5.B.1 BOT Minutes Knowledge and Oversight of Finances
- 4P3_CC5B1 and 2C1 BOT Minutes Fiscal Operational Control
- 4P3_CC5B2 Board Committees2018
- 5P1.3 ERP Business Case
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- 5P2 SCCC Facilities Master Plan
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- 5P3 Insurance Renewal Rates FY2019
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- 5P3.3 eSupport System
- 5P3.5 KnowBe4 Phishing-Campaigns
- 5P3_CC5A5 Budget Process Schedule
- 5P3_CC5A5 Grant Inventory
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- 5P3-Phishing Email Baseline Results
- FY19 Budget Book

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1.1

The AQIP Steering Team selects [AQIP action projects](#) after input from all employees through a [Conversation Day process](#). As described in 4P2 and 6P2, all other improvement initiatives are currently developed to address Strategic Goals by members of Mover Groups. During the transition to the revised strategic planning process, Mover Groups were developed around the college's three AQIP projects. Evaluation of initiatives takes place at least monthly as updates are provided to the Board of Trustees ([2016](#), [2017](#), [2018](#)).

6P1.2

The [systems portfolio and feedback appraisal analysis](#) comprise the process used for alignment. Committees and teams across campus review the systems portfolio processes and the peer review feedback. Recommendations and priorities for improvement are then submitted to the AQIP Steering Committee for review and deployment as improvement initiatives linked to the Strategic Goals.

6R1

Sixteen formal AQIP action projects have been completed since 2012. During this time period, 125 processes have been formally documented and stored in a central location. Executive Team has worked through and revised the budget process, tuition and fees process, and strategic planning process for the current Knowledge

Capture Action Project. Instructional Team has a project called “1,000 Improvements in 1000 days.” We documented 700 improvements during the first 1,000 days.

[AQIP Action Projects](#)

[Process Documentation](#)

[Sample 1000 Improvements](#)

6I1

Current and future quality initiatives include the continuation of our Knowledge Capture Action Project, which focuses on the institutional level decision processes. The Retention Committee and Office of Research and Assessment are working with the SCCC Foundation and Financial Aid office to improve the scholarship award process. All Saints Days underwent a process revision, with continuing efforts to improve the enrollment process for high school students. The Mover Groups will continue their improvement projects linked to the Strategic Goals and Key Directions.

Sources

- 1000 Improvements 4-15-18
- 4P2_CC5C3 Mover Group Updates AY16-17
- 4P2_CC5C3 Mover Group Updates AY17-18
- 4R2 Mover Group Updates AY15-16
- 6P1 AQIP Action Projects 2012-2018
- 6P2_CC5D1 2015 Conversation Day Report
- 6R1_Process_Documentation_Collection_System
- Systems Portfolio and Appraisal Analysis 2013-2018

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2.1

Several processes make up the SCCC infrastructure supporting quality improvement. The strategic planning and budget processes provide the framework and resources for other key infrastructure processes, such as assessment of student learning, program review, retention, and professional development. Since the *2013 Systems Portfolio*, SCCC has continued development of a culture of quality through the following initiatives:

- Conversation Day (Spring 2015): all employees identified areas to focus improvement efforts. The resulting action projects were Developing an External Grant Funding Process (5P3), Improving Developmental Education (1P3), and Information Management Systems Evaluation (5P1).
- Revised Strategic Planning process: emphasizing employee involvement in determining Key Directions, Mover Groups, and Strategic Goals (4P2).
- Improving data access through *Power BI* as an affordable data analysis and delivery tool (5P1)
- Revised Enrollment Management Plan (4P2)
- Program Feasibility and Potential Process (1P3)
- External audits of information management processes and needs for planning, budgeting, and prioritizing improvement projects (5P1)
- Improving data security (5P3)
- Capture and Retention of Institutional Knowledge (5P1)

- All Saints Day enrollment process improvement (2P1)
- Revised Performance Evaluation Process (3P1)

6P2.2

Core Component 5.D.1

SCCC documents evidence of performance through Mover Group projects and initiatives, which are aligned with Strategic Goals and measures. In addition, since 2009 SCCC has used comparative data from the National Community College Benchmark Project (NCCBP), Ruffalo Noel Levitz Student Satisfaction Inventory, IPEDS, Community College Survey of Student Engagement (CCSSE), and Kansas Higher Education Data System (KHEDS) to document performance. [Peer institutions were selected through a formal process in 2011](#) and are used for performance assessment, comparative data analysis, and assisting in setting targets. [Program reviews](#) and [Program Feasibility and Potential](#) also document performance. Data availability has improved through the use of the *Power BI* tool. Monthly updates for the Mover Groups ([2016](#), [2017](#), [2018](#)) are provided to the Board of Trustees and are a part of the public record in the minutes of the meetings. Mover Group updates are also provided during All-Team meetings each semester. Assessment of student learning results and [institutional data](#) are available on the college website.

Core Component 5.D.2

Alignment of Strategic Goals, Movers, and Key Directions has helped reduce confusion and improve what the college learns from the projects and initiatives. As described in 5.D.1, an important part of the SCCC performance documentation process is the reporting and follow-up, which provide results used for process improvement, strategy selection, and the improvement of decision-making. Comparative data sets and the identification of peer institutions have supported continuous improvement by generating opportunities for learning and asking questions such as:

1. How does SCCC compare with last year?
2. How does SCCC compare nationally, regionally, and with peer institutions?
3. What do the trends reveal?
4. How does SCCC compare with performance targets?

The answers to these questions lead to further investigation and action toward improvement. Currently, the college is investigating the impact on retention of a policy change requiring bill payment before enrolling for the next semester.

[Program Reviews](#) and [Annual Reports](#)

[Assessment Goals](#)

[Process Documentation](#)

[Retention and Completion Goals](#)

Mover Updates [2016](#), [2017](#), [2018](#)

[Strategic Goals](#)

[Board Minutes](#)

[Board/Student Dinners](#)

[1000 Improvements](#)

[Forward Magazine](#)

6P2.4 Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Since the last portfolio, some subtle changes have taken place in the way SCCC approaches continuous quality improvement practice. Conversation Days still take place, although in a different form and without the label (see 4P2). Formal action project declarations have given way to Mover Groups that identify and implement projects and initiatives to address Strategic Goals. Process documentation and improvement have continued, but there are areas within the college that struggle to meet expectations. The AQIP pathway is labor-intensive and has kept the college focused on quality but is now no longer an option. Nevertheless, continuous improvement is a journey SCCC is still committed to.

6R2

The Mover Group updates and the results of the Strategic Goals provide evidence of SCCC's culture of quality. Additional evidence can be found in the "1,000 improvements in 1,000 days" Instructional Team project where 700 improvements were logged and shared.

[Mover Group Updates 2016](#)

[Mover Group Updates 2017](#)

[Mover Group Updates 2018](#)

[Strategic Goals Report 2018](#)

[Sample 1000 Improvements](#)

6I2

Process documentation and improving the availability of data have been the most important process improvements for the SCCC quality culture and are far from complete. Fortunately, we now have affordable tools available to all employees through Office 365 that are a vast improvement over past options.

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