

Assurance Argument

Kansas City Kansas Community College - KS

Review date: 3/28/2022

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

[KCKCC Glossary of Abbreviations](#)

1A1

The updated KCKCC [mission](#) was developed through an open, collaborative, and iterative process suited to the institution's context, which focuses on inclusion and broad input. The mission statement, vision statement, and strategic priorities guide the college's direction. The mission statement is central to all college endeavors, including budgeting, planning, degree programming, and non-degree programming. The mission statement commits the college to create and sustain high academic standards and meet community needs. All KCKCC stakeholders strive to promote the college's mission and work toward the achievement of shared goals.

The planning process to review KCKCC's mission, vision, and strategic priorities was launched at the Fall Semester 2018 [Convocation](#). From these discussions, faculty and staff created the [Strategic Planning Steering Committee](#). After its creation, the committee expanded to include students and convened to develop the strategic planning process and timeline. [Open forums](#) to develop the mission, vision, and strategic plan were held to gather input from faculty, staff, students, and community. The community open forums were advertised on the [college's website](#), [social media](#), and sent to local news as a [press release](#). The development of the mission statement, vision statement, and strategic priorities were inclusive, broad, and transparent.

The committee presented the [timeline](#) to the college's Board of Trustees (BOT) for approval in [September 2018](#) (page 2). The Steering Committee then held community public forums where stakeholders provided feedback regarding the college's future direction. Additionally, the college encouraged community members to provide input at monthly BOT meetings. After consolidating feedback gathered during convocation and open forums, the committee drafted and shared a mission and vision statement with campus constituents via the President's Extended Cabinet, Deans Council, College Senate, Faculty Senate, and Student Senate. In addition, the college held open forums at the college where all employees and students could provide feedback. The BOT received drafts of the mission and vision statements and strategic plan priorities at the December 2018 BOT meeting. The BOT approved the drafts at the [January 15, 2019](#) meeting (page 5).

Development of the strategic plan continued throughout the 2018/2019 academic year. After internal and external review, the BOT approved the new college mission and vision statements and strategic plan priorities at the [June 18, 2019, BOT meeting](#) (page 5).

The college mission, "Inspire individuals and enrich our community one student at a time" and vision statements, "Be a national leader in academic excellence and partner of choice in the communities we serve," guide the work of the college. The college communicates the mission and vision statements in numerous places, including the college's website, [job postings](#), marketing materials, monthly [Board of Trustees meetings](#), and [student senate meetings](#). Every college computer has a [background](#) that includes the mission and vision statements; these statements are also displayed in college hallways with large vinyl appliques, and the mission is included on several college meeting agendas. The college's strategic priorities are [student success](#), [quality programs and services](#), [employee engagement](#), and [community engagement](#). Progress reports towards meeting Strategic Plan Priorities are provided to the Board of Trustees on a bi-annual basis in January and July during regularly scheduled monthly public meetings. The most recent [update](#) occurred on January 18, 2022.

1A2

The college's mission and vision connect with the community by providing high-quality education and services. The mission and vision are supported by having a highly qualified and diverse [faculty](#) and staff. To bring the college vision to life, teaching and learning at KCKCC are grounded in [scholarship](#), research, and experiential opportunities. Numerous professional [learning opportunities](#) for faculty and staff further develop and support KCKCC's commitments to its constituencies. The mission is kept current by completing initiatives and goals in the strategic plan. The KCKCC Honors program emphasizes the undergraduate research experience, and Honors faculty collaborate to provide additional opportunities for the application of [research](#) both inside and outside the classroom. In addition, the Center for Equity, Inclusion, and Multicultural Engagement (CEIM) hosts [events](#) throughout the semester to celebrate and educate the college community and community at large on the importance of diversity. As part of the CEIM, the [KCKCC Art Gallery](#) provides the campus and broader Kansas City area opportunities to appreciate and understand art and culture. The CEIM hosts various events such as film screenings, documentaries, artist panels, community classes, and even meditation for psychological well-being. KCKCC's Office of Counseling and Advocacy provides a monthly newsletter, [The Inclusive Voice](#), which includes information, programming, and resources for the college community on various topics. As a public service to support KCKCC students, employees, and the community during the COVID-19 pandemic, the college has coordinated efforts to offer on-campus [vaccine clinics](#) and advertising opportunities [off-campus](#) for students and employees to receive vaccinations.

Academic and technical programs support the college's mission, assuring that course work and technical training align with institutional learning outcomes and the needs of the community. Faculty are highly qualified professionals committed to student success, have studied in the United States and abroad, and bring years of experience to the classroom. Faculty continue their professional development by participating in opportunities like the [Association of College and University Educators \(ACUE\) certificate](#) in effective teaching practices as discussed in Criterion 3D4. The college annually budgets for employee professional development, which is accessible to faculty and staff.

KCKCC continues to meet commitments to constituencies [within its two-county service area](#) by providing an educational environment committed to high academic standards and pursuit of excellence. Programs at the [Lansing Correctional Facility](#), like the new [Welding Technology Certificate A](#), help to ensure returning citizens have in-demand skills to create a prosperous life after incarceration. Students are supported in their educational objectives through quality advising, counseling, tutoring, financial aid, enrollment services, job placement services, and childcare services.

Student service-learning is important to the college, and as of fall 2021, sixty-seven students have completed service-learning projects with fifty-nine virtual service projects and eight non-virtual projects. All these projects have included guided service-learning reflection with KCKCC faculty.

1A3

The [KCKCC 2020-2023 Strategic Plan](#) includes the college mission, vision, and strategic priorities. The mission section defines the college's values and commitment to the community. The vision statement identifies the significant role that the college plays in the community. The strategic priorities list the specific actions regarding how the college will meet its commitments to its constituents. As an open-enrollment institution, the college serves any individual that wants to enroll in credit or non-credit offerings. The college's [purpose statement](#) indicates the rigorous learning environment supported by varied programs and teaching methods coalesced for effective learning and citizenship in a multicultural democracy. The purpose statement identifies 12 specific elements that support the various needs of the students and community members, including transfer and career education, general education, and support services, continuing education, developmental education, support services for students and the community, and a multicultural environment.

One way the college supports a multicultural environment is through its commitment to the [Art Gallery](#), which provides diverse exhibitions and artist connections open to all students, employees, and community members. These efforts support a multicultural environment by providing activities that encourage student and community involvement around broad topics. Additionally, over the past three years, the college has reconfigured and updated ambient learning spaces, classrooms, and laboratories to affirm the commitment to accessible, comfortable, safe, and well-maintained facilities. The college also offers general education, transfer, and career training as identified in the schedule of courses. A sample of courses in the [humanities area and the welding program](#) are provided as evidence.

KCKCC has played a pivotal role in the community's history. KCKCC has supported individuals and workforce needs within the community for nearly a century. To celebrate the county and college's diverse history, the college commissioned the creation of a storytelling, historical [mural](#) that stretches across the main hall in the administrative area of Upper Jewell. This mural was created by [college and community members](#) and took over two years to complete.

1A4

The college offers five associate degrees: Associate in Arts, Associate in Science, Associate in General Studies, Associate in Applied Science, and Associate in Applied Science in Technical Studies. Students may enroll in pre-professional programs, transfer to a four-year university upon completion of a transfer degree, or earn a one-semester certificate, one-year certificate, or two-year degree and enter the workforce. The KCKCC [website](#) provides a complete listing of all degrees and programs that link to the necessary curriculum. Students can select from multiple degree programs or certificates to reach their academic goals. In addition, the college has multiple [transfer and articulation agreements](#) that provide students with a seamless transition for course credit to four-year colleges and universities throughout the state, region, and country.

The [Student Success Center](#), [Student Accessibility Support Services](#), [Learning Commons](#), and [Counseling and Advocacy Center](#) assist with students' academic and personal matters. Due to COVID-19, all student services offices added virtual or remote options: the Learning Commons created virtual tutoring opportunities and Academic Advisors offered virtual or phone sessions. The [Inclusive Voice Newsletter](#) is sent electronically to all employees and students. [Admissions](#), [Financial Aid](#), [Registrar's Office](#), [International Student Services](#), the [Veterans and Military Student Services](#), and other offices help students throughout the enrollment process. [Student Activities](#), [Student Health Services](#), [Student Housing](#), [Athletics](#), and more than 30 [student clubs and organizations](#) provide opportunities for extra-curricular development outside the classroom. Co-curricular activities and intercollegiate athletics form an integral part of KCKCC and its mission. The college supports eight (8) Division I and II sports teams, including the recent National NJCAA Women's Basketball [Champions](#).

In 2021, the Honors Program, Learning Services, and Student Accessibility and Support Services completed Year 1 of the co-curricular [program review](#) (pages 25 and 26). In the fall 2020 semester, co-curricular programs completed the self-assessment guides (SAGs) provided by the Council for the Advancement of Standards (CAS). In the spring of 2021, the programs presented their information to the committee at large. Subgroups of committee members then used notes from the presentations and the SAG documents to provide feedback to each program.

The Office of [Student Activities](#) plans, implements, and evaluates events for the college community that are informational, multicultural, social, and motivational. All students have access to programs, facilities, and activities. The college offers students a flexible schedule of diverse courses and programs. The college offers day, evening, late afternoon, weekend, summer, online, blended, and mid-semester courses. KCKCC has [eight locations](#), seven are in Kansas City, Kansas, and one is in Leavenworth, Kansas.

KCKCC's Fall 2020 [student demographics](#) indicate that 40% of students are Caucasian, 23% Hispanic, 18% African American, and 5% multi-racial. Thirty percent are full-time students, and 70% attend part-time. The average age of students at KCKCC is 25. Fifty-eight percent of the student body is female; 42% is male (*Source: IPEDS*). Of the 8,351 credit-bearing students reported to the Kansas Board of Regents (KBOR) in the AY 2020, 7,530 (90%) are from Kansas. Overall, in the AY, 55% of the students are from Wyandotte, and 20% are from Leavenworth County. Eight percent of the students are from Missouri (*Source: Kansas Post-Secondary Database* KCKCC also served 595 students in the ABE/GED/ESL classes in the AY 21 period (*Source: Adult and Continuing Education Department, KCKCC*).

1A5

KCKCC communicates the mission and vision statements in various places, including the [college's website](#), [job postings](#), the [2020-23 Strategic Plan](#), [college catalog](#), and marketing materials. In addition, the mission and vision statements are posted at the top of all KCKCC Board of Trustees meeting agendas and read at the beginning of each BOT meeting. The Mission and Vision have been installed as [wall art](#) throughout the main campus in many highly trafficked areas. Student Services also has free-standing [banners](#) displaying the mission and vision outside of the Student Success Center, where students meet with advisors to register, change their schedule, talk about programs, take placement tests, and receive other student support-related services.

Sources

- 1A1_ 2018 agenda and Minutes about Planning Timeline
- 1A1_ 2020 2023 Centennial Strategic Plan
- 1A1_ Community Forums
- 1A1_ Draft Timeline
- 1A1_ BOT Timeline for Strategic Plan and Mission and Vision Statements
- 1A1_ Community Public Forum
- 1A1_ Computer Screens
- 1A1_ Draft Timeline to Board of Trustees
- 1A1_ Draft Timeline to Board of Trustees (page number 2)
- 1A1_ January 15 2019 BOT Minutes
- 1A1_ January 15 2019 BOT Minutes (page number 5)
- 1A1_ Jobs Website
- 1A1_ June 18 2019 BOT Meeting Minutes
- 1A1_ June 18 2019 BOT Meeting Minutes (page number 5)
- 1A1_ Members of the Strategic Planning Committee
- 1A1_ Mission Vision Purpose
- 1A1_ On Campus Newsletter 081718 Fall 2018 Convocation
- 1A1_ Open Forum
- 1A1_ Press Release KCKCC Invites Community to Participate in Strategic Plan Development
- 1A1_ Priority 1 Student Success
- 1A1_ Priority 2 Quality Programs and Services
- 1A1_ Priority 3 Employee Engagement
- 1A1_ Priority 4 Community Engagement
- 1A1_ Sample BOT agenda showing mission and vision
- 1A1_ Strategic Plan Update Winter 2022
- 1A1_ Student Senate
- 1A2_ Art Gallery programs
- 1A2_ ACUE Badge
- 1A2_ August 2021 Inclusive Voice
- 1A2_ Center for Teaching Excellence home page
- 1A2_ Community Vaccine Clinics
- 1A2_ Faculty Professional Development Opportunities 2021-2022
- 1A2_ Faculty Roster
- 1A2_ LCF Welding Program
- 1A2_ LCF Welding Program Article
- 1A2_ Nov 2021 Inclusive Voice
- 1A2_ Samples from CEIME programs

- 1A2_Service Area Population Demographics
- 1A2_Student Research from BOT reports
- 1A2_Student Research from BOT reports (page number 2)
- 1A2_The Association of College and University Educators ACUE
- 1A2_Vaccine Posts
- 1A2_Welding Technology - Certificate _ KCKCC
- 1A3_Art Gallery Facebook Posts
- 1A3_Course Offerings with Capacity 2022SP 012822
- 1A3_Historical Mural Membership
- 1A3_History Mural
- 1A3_KCKCC and WYCO Historical Mural
- 1A3_Welding and Humanities Spring 22 Course Offerings
- 1A4_2020 2021 Annual Assessment Report
- 1A4_2020 2021 Annual Assessment Report (page number 24)
- 1A4_Admissions
- 1A4_Athletics Landing Page
- 1A4_Clubs Organizations and Special Interest Groups
- 1A4_College Locations
- 1A4_College Transfer
- 1A4_Counseling and Advocacy Center
- 1A4_Degrees and Certificates
- 1A4_Financial Aid
- 1A4_Inclusive Voice Newsletter
- 1A4_International Students
- 1A4_Learning Commons
- 1A4_Programs
- 1A4_Registrars Office
- 1A4_Student Accessibility and Support Services
- 1A4_Student Activities
- 1A4_Student Athlete Handbook
- 1A4_Student Demographics
- 1A4_Student Health Services
- 1A4_Student Housing
- 1A4_Student Success Center
- 1A4_Veterans and Military
- 1A5_Mission and Vision Wall Art
- 1A5_Mission Banner
- 2A1_Strategic Plan 2020 2023 Centennial Path
- 4C1_StratPlan_Jan22_PRINTBOARD22
- Glossary of Abbreviations

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

[KCKCC Glossary of Abbreviations](#)

1B1

Kansas City Kansas Community College demonstrates a strong commitment to serving the citizens of Wyandotte County and the surrounding communities. It has a clear understanding of the impact of its role as an institution of higher education on the public. KCKCC has a long history of reaching beyond the borders of its campus to embrace and celebrate the tremendous diversity that makes the community unique. The communities that KCKCC serves are among the most racially and ethnically diverse in the [country](#).

The college's mission is lived out through thoughtful actions and decision-making predicated on addressing the needs of the people in its service area. It is further reflected in the programs, events, services, resources, presentations, and educational activities made available by the faculty and staff dedicated to the community. [Program](#) events and activities are open to the public and crafted to address concerns and celebrate the diversity of the surrounding community. Programs are actively marketed to target community groups that have a significant interest in diversity and equity issues.

KCKCC demonstrates a commitment to serve the citizens of Wyandotte County and residents throughout the Kansas City metro area in various ways. The college president is actively engaged with many community organizations, including the Kansas City, Kansas Chamber of Commerce where he serves on the [Board of Directors](#); Wyandotte County Economic Development Council, where he also serves on the [Board of Directors](#) and was recently recruited to serve on the Executive Committee; and he was recently accepted to the limited membership of the [Greater Kansas City Civic Council](#), comprised of the top 80 executives in the KC Metro Region. Similarly, many [KCKCC employees](#) provide expertise and collaborative support to many communities and governmental organizations by serving on boards and workgroups, addressing many issues impacting the region.

The [Board of Trustees](#) at KCKCC consists of seven members elected according to [state laws](#). As elected officials, board members are entrusted to represent the public, understanding that the public are their constituents. The Board's most important responsibilities are to make and approve college policies and approve and oversee the college's annual budget. Trustees represent community interests by establishing policies that provide direction for the college. The Board is responsible for hiring a

president who serves as the Chief Executive Officer for the operation of the college in conformity with the adopted policies of the Board of Trustees. The Board advocates for fiduciary responsibility. Finally, the Board reviews and approves the mission, vision, and strategic plan to assure student achievement which is supported by finances, facilities, and human resources.

KCKCC's [Continuing Education Department](#) demonstrates a commitment to the public good through programs including the [Kids on Campus](#) (KOC) summer program. KOC provides summer enrichment opportunities for youth in the Wyandotte community through structured camp-themed weeks, including free meals, two field trips per week, and a safe summer learning environment. The department also partners with the local non-profit [The Learning Club](#), an after-school and summer tutoring/mentoring program for high-risk children, to provide goods and services to the community's disadvantaged youth. KCKCC is proud of its 20+ year history of service hosting the [Saturday Academy](#), an enrichment initiative co-founded with Kansas City, Kansas USD 500, and Kansas University Medical Center, which provides opportunities for public school students to gain skills for careers in STEM fields.

The college recognizes that almost [20%](#) of Wyandotte County residents live in poverty. In response, KCKCC partners with USD 500 to host an annual Back to School Fair, which helps families of K-12 students get school supplies and services to start the school year. The [2021 fair](#) was changed to a drive-through event due to an increase in the COVID-19 Delta variant. KCKCC hosts community events that celebrate holidays that are crafted to serve the public, including [Breakfast with Santa](#), and an outdoor [Kids Halloween Party](#). KCKCC has a [food pantry](#) that assists community members in accessing needed food resources. Since 2018, the BOT has hosted an [annual food drive](#) that produces months of food for the pantry.

KCKCC students engage in community service as part of their co-curricular and academic programs. Their activities reflect an understanding of the interconnectedness of the campus community to the surrounding community. KCKCC Catholic Students do community service work to feed the homeless. Students also assist the community through the [Volunteer Income Tax Assistance](#) program.

In 2017, KCKCC leadership recognized that veterans and members of the military were an underserved group. The Department of Veterans Affairs reported that 20,000 Wyandotte and Leavenworth County veterans lacked support systems for accessing higher education. The KCKCC [Military and Veterans Student Services](#) (MVSS) office opened in August 2018 to address this need. In 2019, KCKCC received recognition as a 2019 [Military Friendly School](#).

KCKCC is actively working with community partners to address obstacles for residents to access educational opportunities in downtown Kansas City, Kansas. In partnership with USD 500, the college added an [academic location](#) east of I-635. This location aids community members in an underserved section of the college's service area to access services such as English as a Second Language (ESL) developmental reading, and math courses; GED completion programs; and certificate courses for Administrative Office Professional.

The Center for Equity, Inclusion, and Multicultural Engagement (CEIM) provided a [program update](#) to the BOT and the KCKCC Foundation Board of Directors in September 2021 regarding the Center's re-branding in July 2021, which was simulcast to the community via Facebook live and Vimeo platforms. The update included an overview of the Center's [draft scope of work](#), an update on the charter, and a report on the development of the inter-disciplinary [Equity and Inclusion Council](#). The Center has established a new equity and inclusion mission and priorities utilizing best practices

from exemplars in the Community College community, shared in a new [website](#).

1B2

KCKCC's mission is to inspire individuals and enrich the community one student at a time. The college's purpose statement shows that the primary aim of programs is educational in nature, including transfer, career, general, and developmental education. KCKCC has no parent organization or supporting external interests but is governed by its locally elected Board of Trustees. Board members are dedicated to assuring the public's welfare and good through supporting the approval of educational programs at the college that address the needs of the public and community.

The educational responsibility to the community as a public, state-supported institution requires the college and its programs to be responsive to the community's needs. As such, KCKCC offers general, transfer, career technical, and continuing education programs to meet the educational and workforce needs of the region. The college's corequisite course program, designed to reduce the number of developmental courses students take, exemplifies the institution's commitment to supporting student retention and success. This model is more expensive due to smaller class sizes, but if student outcomes are achieved, the college will support the initiative.

In addition to providing opportunities to post-secondary students, the college serves high school students residing in Wyandotte and Leavenworth counties through its [Concurrent Enrollment Partnership Program](#) where students can take KCKCC classes at their high school. The academic rigor of the program is more fully discussed in Criterion 3A3. KCKCC's new [Blue Devil Early College Academy](#) will launch in spring 2022. This new program will give high school students the additional option of having a more robust college experience.

The attached illustrates the growth of the high school enrollment program in the last six years. COVID has been challenging for high school enrollments. Many students do not prefer online learning options, have significant absences due to quarantine practices, or have COVID themselves. Additionally, many of the concurrent instructors have been reallocated in some schools to teach recovery courses and therefore cannot offer college-level courses. Lastly, securing instructors has been challenging during COVID.

The college implemented and developed a [Learning Spaces Taskforce](#) and an [Ambient Learning Taskforce](#), discussed more fully 5C2. During the fiscal year 2020 and the first part of 2021, the college upgraded 10 Humanities building classrooms with new mobile furniture to increase student engagement and additional technology to allow connectivity with students at other locations. In addition, the band and choir rooms were upgraded. The Learning Spaces Taskforce has recently completed the upgrade of two Laboratories in the Science Building. The college has continued to update ambient learning space by painting several halls, installing LED lighting, recarpeting, and displaying museum-quality artwork by a world-recognized local artist. In addition, the College Ambient Learning Taskforce invested resources and time into the design and display of an educational chronological timeline of the college's history, for which the ribbon cutting took place in August 2021.

KCKCC's partnerships with local businesses function as a service to community needs and are utilized to enhance students' educational experiences. The Family Conservancy reports approximately 3,000 licensed childcare spaces are available in Wyandotte County and about 10,000 children who would potentially need care. To address this need, [Little Leaders of KCK](#) was chosen through the RFP process to operate a childcare facility on campus and grew steadily from October 2019 through

March 2020. Enrollment numbers dipped during the pandemic, and they were required to close for a few months. Since reopening in June 2020, enrollment has increased and now operates at 90% capacity. Little Leaders provides educational opportunities in literacy, math, self-help, and social skills while creating a home-like environment for children to thrive. KCKCC provides Little Leaders a discount on monthly lease payments equal to weekly reductions in childcare costs provided to children of KCKCC employees and students.

Students enrolled in KCKCC's Building Engineering and Maintenance Technology (BEMT) program learn valuable and high-demand construction skills while providing community service by building tiny homes for [Kansas City's Veterans Community Project](#) (VCP). In addition, the program works with [Veronica's Voice](#) to assist local community members with basic household repairs, the Axiom Family of companies to provide various repairs to hot water heaters and painting, and the Hermes Landscape nursery to gain skills in the landscape industry.

The college has partnered with [ed2go](#) to offer online open enrollment programs designed to provide skills necessary to acquire professional-level positions in demand. This partnership provides Career Training with a choice of over 300 programs. The college also offers a Certificates Preparation for GED in Spanish (GED Prep in Spanish); within ten weeks, students will prepare for the school diploma exam (GED) and the official practice exam.

KCKCC's Integrated Education and Training (IET) "[Because We Care](#)" partnership with the University of Kansas Health System (UKHS) was established in October 2018. Since that time, 17 participants have completed the program and have been awarded their GED diploma. "Because We Care" was established to serve incumbent workers at UKHS without a high school equivalency. KCKCC delivers on-site classroom instruction in the four subject matter areas to designated employees of UKHS. Many of these graduates enjoy promotions and increased earnings at UKHS.

1B3

KCKCC is responsive to needs of external constituencies. Because Wyandotte County has experienced high positivity levels but low levels of community vaccinations, KCKCC has worked with local health officials to offer [vaccine clinics](#) during the pandemic. KCKCC partnered with the Church of the Resurrection to bring a [mobile food unit](#) to campus. As mentioned previously, Kids on Campus (KOC) is a summer program that includes a variety of sports, along with weekly camp themes. Due to COVID-19, the college was unable to offer KOC in 2020 in a face-to-face format. Instead, the college shifted to a camp-in-a-box strategy to keep kids physically and mentally active. The college partnered with The Learning Club, which was instrumental in financing and distributing the boxes. In summer 2021, the college went back to offering the camp face-to-face. Student Senate, working with community partners, provided a safe way for local children to trick or treat during the pandemic by arranging for a physically distanced [trunk and treat](#) movie night for area children. The college partners with Wyandotte County's [Stories on Stories Project](#) to help reduce neighborhood violence by cleaning up and installing art on vacant properties.

KCKCC regularly provides campus space for community organizations to meet and hold events. Community partnerships have brought [blood drives](#), community health fairs, job/career fairs, sporting events, senior's groups, voter registration, and other community-sponsored activities to the KCKCC campus. The [KCKCC Wellness Center](#) hosts events that bring community members to campus to attend to their physical needs by engaging in a fitness activity, including the Walk Across Kansas program and a [5K run](#).

Phi Theta Kappa (PTK) International Honors Society for the Two-Year College prepares students for future education and career goals by committing to community service and academic excellence. Each year, [PTK](#) students work on projects to present at regional and international conferences, including community service projects. For example, each year, PTK partners with the local government to support community members with the county-wide Electronic Recycle Drive.

Sources

- 1B1 KOC 2021 Flyer
- 1B1_2021 Back to School Fair
- 1B1_Blues Kitchen Cabinet Food Pantry
- 1B1_Board of Directors KCK Chamber
- 1B1_Breakfast with Santa 2020 and 2021
- 1B1_CEIM Presentation to BOT 092121
- 1B1_Center for Equity Inclusion and Multicultural Engagement
- 1B1_Community and State Board Memberships
- 1B1_Community College Statute BOT
- 1B1_Continuing and Community Education
- 1B1_Downtown Site Wyandotte High School
- 1B1_Equity and Inclusion Council
- 1B1_Equity and Inclusion Plan Draft 1
- 1B1_Kansas Wyandotte Co is nations 2nd most diverse_The Kansas City Star
- 1B1_KCKCC Board of Trustees
- 1B1_KCKCC Board of Trustees Food Drive Lists
- 1B1_KCKCC BOT Handbook
- 1B1_KCKCC to Host Kids Halloween Party
- 1B1_Military and Veterans Center
- 1B1_Military Friendly School News Release
- 1B1_Program Examples
- 1B1_Saturday Academy
- 1B1_The Civic Council of Greater Kansas City Membership
- 1B1_The Learning Club
- 1B1_Wyandotte Poverty Line
- 1B1_WYEDC Board of Directors
- 1B2_Because We Care
- 1B2_Blue Devil Early College Academy
- 1B2_Concurrent_Dual Enrollment
- 1B2_KCKCC and ed2go
- 1B2_On campus aug 23 2019
- 1B2_Tiny Homes
- 1B2_Veronicas Voice
- 1B2_Volunteer Income Tax Assistance VITA
- 1B2_Welcome to the Learning Spaces Task Force
- 1B2_Whats Happening Little Leaders of KCK
- 1B3_5K and Kids Trot
- 1B3_Blood Drive

- 1B3_Halloween Spooktacular
- 1B3_Mobile Food Pantry
- 1B3_PTK 2019 Project
- 1B3_Stories on Stories
- 1B3_Vaccine Flyer
- 1B3_Wellness and Fitness Center
- Glossary of Abbreviations

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

[KCKCC Glossary of Abbreviations](#)

1C1

KCKCC offers several curricular and co-curricular activities that prepare students for informed citizenship and workplace success. These include Enactus, Skills USA, Phi Theta Kappa Honor Society, Student Leadership Institute, Saturday Academy, Center for Equity, Inclusion, and Multicultural Engagement (CEIM), and the Art Gallery. In addition, Counseling and Advocacy, Veterans Center, Volunteer Income Tax Assistance, and Student Activities and Biz-fest offer programming focusing on these areas.

[Enactus](#) is an international organization of more than 1,700 campuses in 36 countries that brings student, academic, and business leaders together to facilitate worldwide programs. Students are guided by faculty advisors and business experts in developing entrepreneurial projects that improve the quality of life and standard of living for people in need in the community.

SkillsUSA focuses on leadership and training in technical trade programs. The SkillsUSA National organization holds local, state, and national competitions for students in their career fields. KCKCC has high participation and regularly qualifies [students](#) for the National Competition. While the college did not participate in 2020 due to the pandemic, plans are to attend this Spring.

The KCKCC Student Activities Office has developed two programs that focus on improving students' citizenship and leadership skills. One of these is [Chalk the Walk](#), where student volunteers write notes on sidewalks around the campus, reminding students to vote. Another activity is the [National Society of Leadership and Success](#). NSLS assists people in discovering and achieving their goals; participants attend twelve workshops, complete community service hours, and write a self-reflection essay.

[Student Senate](#) allows students to share ideas, opinions, and spearhead new campus initiatives. Students from all campus locations are invited to attend these meetings. Students learn about shared governance by participating in Student Senate, and the Student Senate President attends and presents at the monthly Board of Trustees meeting.

The [Veterans Center](#) (VC) at KCKCC sponsored a food drive for the college food pantry. Additionally, the VC collected donations for holiday wreaths and placed them on headstones at the National Veterans Cemetery in Leavenworth, Kansas.

The [Adult and Continuing Education Department](#) is driven to enrich the lives of community members. KCKCC serves English language learners at all levels of fluency, adult basic education learners at all levels of proficiency, and community members seeking credentialed and non-credentialed personal improvement. The department has a range of delivery modalities and numerous locations for services, including two places of business (KC Steak and Central Solutions) hosting English as a Second Language class. Additionally, beginning November 2021, KCKCC committed to serving adult learners at Lansing Correctional Facility in Leavenworth County. Finally, the continuing and community education classes span a vast spectrum of content serving citizens school-aged (Kids on Campus) to mature adults (motorcycle training and community choir).

The Counseling and Advocacy Center offered several [programs](#) during the 2020 - 2021 academic year focusing on citizenship. “Women’s Equality Day 2020: Centennial Celebration and Politics on the Platform” provided a historical overview of the struggles in the women’s suffrage movement in Kansas. Presentations highlighted the fact that Kansas was the eighth state to give women the right to vote. Additional presentations included “Men and Women: Together We Can End Sexual Violence” and “Shirley’s Kitchen Cabinet: Shirley Chisolm and Her Legacy of Progress.”

The CEIM provides programming that promotes cultural awareness in the workplace and society. Annual programs, such as [Constitution Day](#), educate students about amendments, rights, and voting. Within the Center, the KCKCC Art Gallery hosts a wide area of cultural awareness, community engagement, and student activities to educate on art appreciation and the importance of creative thinking in the workplace.

[Biz-Fest](#) is a program offered to high school juniors and seniors in the Greater Kansas City area through the Adult and Continuing Education Division. This program provides students with a variety of life skills and business techniques.

Academic Symposium presentations are open to all campus and community members and provide a public forum that allows faculty and staff to present academic work or artistic exhibits. The Academic Symposium demonstrates the college’s commitment to the KCKCC Academic Freedom Statement. Due to COVID-19, the Academic Symposium did not occur during AY 2020-2021. Two [academic symposiums](#) are scheduled for AY 2021-2022.

1C2

KCKCC is proud of its role within a multicultural society. KCKCC is an urban, open-door community college that has become more diverse since 2015 (see Criterion 1A4 above). The college embraces the [Wyandotte County Ethnic Festival](#) philosophy to celebrate a rich cultural diversity while at the same time celebrating a common humanity. Due to COVID-19 restrictions, the Ethnic Festival was not held in 2020 or 2021. This led to the collaboration between the Ethnic Festival Committee and the Historical Research Committee on the [Historical Mural Project](#). This mural celebrates the history of Wyandotte County and KCKCC to honor the college’s centennial and rich ethnic community.

KCKCC’s [Commitment to Racial Equity](#), found on the college’s website, demonstrates the institution’s commitment to racial equality. Other activities and events that support the college’s

emphasis on equity and inclusion included the [LGBTQ+ Student Organization](#), which provides educational and supportive information for students, faculty, and staff. Additionally, the college created the Council for Diversity and Inclusion.

KCKCC provides an array of GED, technical education degrees and certificates, ESL and ESOL classes, and transfer degrees. In 2019, the college began offering ESL, GED, and other programs and general education courses at the Downtown Site to reach the impoverished sectors of the county. The downtown site coordinator is a native Spanish speaker to support the Hispanic population, and courses are offered in the evening to benefit working adults. Though courses were not offered during the 2020-2021 year due to COVID-19, sessions were offered during the second 8-week term of fall 2021 but did not make due to low enrollment. Courses will be offered again in spring 2022.

[KCKCC's International Student Services Office](#) serves the following students: new Student and Exchange Visitor Information System (SEVIS) students, F-1 SEVIS students, visiting F-1 students, Immigrants, and Freely Associated States (FAS) students, DREAMer, DACA, or undocumented students, and non-immigrant visa holders. The International Student Services Office liaises between students and the US Department of State, US Department of Homeland Security, Immigrant and Customs Enforcement, Customs and Border Protection, and the Student Exchange Visitor Program. The International Student Services Coordinator evaluates all international transcripts and national examination certificates to verify the authenticity of degrees or national examination certificates submitted to KCKCC. The International Student Services office verifies students' immigration status in the US, offers immigration advising focusing on F-1 status students, and advises on cultural and personal questions and concerns.

The KCKCC Intercultural Center (ICC) was established in 1990. Its purpose was to provide students, faculty, staff, and local communities an environment that celebrated the cultural contributions of diverse populations by fostering more significant cultural interaction, understanding, and education. In response to the inflamed political and social climate in summer 2020, KCKCC was called to action by community leaders and Board Members to re-envision and enhance ICC by creating a new Center for Equity, Inclusion, and Multicultural Engagement (CEIM). The [CEIM](#) officially launched with a new mission and purpose in July 2021.

Student Accessibility and Support Services (SASS) provides accommodations for students with documented disabilities. Every student follows the same process to register with SASS, but each student's accommodation needs are evaluated individually. Besides accommodations for students with disabilities, SASS also works with any student on campus to develop study, test-taking, note-taking, and time management skills to be successful.

The Counseling and Advocacy Center helps students overcome life challenges to attain their educational goals. The Center provides personal counseling, victim advocacy, women and gender advocacy, and Lesbian, Gay, Bisexual, and Transgender advocacy. The Center's mission reflects the college's mission by creating an accessible and supportive learning environment for student success in education. Student-centered [programming](#) informs students and campus members about diversity and inclusion, equality and activism, and safety and resilience.

The Sustainable Environments Committee promotes sustainable environmental, economic, and social practices. The college also has a garden, thirteen fruit trees, and an Heirloom Plants Garden. Students can use these resources for courses and community service projects. The college supports the KCK Farmers Market by hosting most Thursdays between April and October. Free filtered water stands have replaced outdated water fountains around campus.

KCKCC Art Gallery staff works closely with the CEI to bring educational art exhibits and programs, documentaries, and films that focus on human diversity to campus. For example, the KCKCC Art Gallery partnered with diverse groups over the past year to provide awareness of women's struggles. The exhibitions ranged from the national traveling show "Women's Suffrage Movement in Kansas Centennial Exhibition," [Audacity: The March to Women's Rights](#)," and "[Becoming: Bodies of Trauma, Displacement & Dissent](#)." The exhibition Becoming was a group exhibition featuring black, indigenous, people of color, and women artists of diverse cultural heritage, gender/sexual orientation, and faiths. They shared memories, narratives, and experiences integral to the creation of the 'self'.

English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) are programs at KCKCC that bridge language gaps. English for Speakers of Other Languages courses are for students who need to improve their English skills in preparation for study at KCKCC and for transfer to a four-year university. The English as a Second Language program provides remedial English language education with no credit and low cost for students without a high school diploma.

Supervisor training is required of all new supervisors of KCKCC. This training provides supervisors an interactive experience on the best practices for conducting searches related to vacant positions. This 2-day training also incorporates a diversity and inclusion session. Current supervisors are encouraged to attend to refresh their knowledge on best hiring practices. The supervisor training modules are recorded and available for all employees through the learning management software, KnowledgeCity. The college also requires annual compliance training for Title IX, Clery Act, and Equal Employment Opportunity topics.

1C3

The college fosters a climate of respect among community members in five areas: shared governance, training, academic courses, departmental services, and program activities. The institution demonstrates the importance of a diverse range of backgrounds, ideas, and perspectives in the following areas of the college community.

KCKCC's shared governance allows all members of the college to have a voice in the institution's direction. The components of shared governance at KCKCC include the following bodies: The President's Extended Cabinet, Student Senate, Staff Senate, Faculty Senate, Deans' Council, and College Senate. Each of the senates is made up of representatives from their constituencies and sends representatives to the College Senate, including two nonvoting members, a representative from the Board of Trustees, and the college president.

The college encourages a climate of respect for diversity and equity through the required [training](#). Employees and students are required to complete an annual Title IX training to help ensure gender equity. Employees are also required to complete a yearly Title VII training. Title VII prohibits discrimination based on race, color, religion, sex, and national origin. In addition, interactive training, The Culture of Respect, is offered through Women and Gender Advocacy Services to students in Freshman Orientation classes, Student Housing, and Athletics. The Culture of Respect includes the following sections: Healthy Relationships, Assertive Communication, Emotional Responsibility, Enthusiastic Consent, and Bystander Intervention. Additionally, CEIM offers training on Understanding Privilege.

KCKCC has several [departments](#) which offer services to support students from diverse backgrounds, many mentioned previously. The CEIM works primarily with issues of diversity, equity, and

inclusion. The Veterans' Center meets the diverse needs of veteran students. Student Accessibility and Support Services support students who are differently-abled and offer accommodations to students with documented disabilities. The Counseling and Advocacy Center supports LGBTQ+ students and advises the gay-straight alliance through Women and Gender Advocacy Services. KCKCC provides students with the [opportunities](#) and resources to develop and share their diverse perspectives through these departments.

New Hire Orientation: The CEIM has added a 30-minute new hire orientation session on “Diversity, Equity, and Inclusion at KCKCC” to the New Hire Orientation which began in October 2021. The session offers a primer on the culture of respect for diversity and inclusion and includes a video segment on organizational equity and inclusion priorities. The session also advises new employees on available resources and how to engage in the equity and inclusion efforts across the college.

Faculty/Staff Professional Development Series: In July 2021, the CEIM began broadening its scope of services and programs, from being solely student-focused to including faculty and staff. To this end, some diversity and inclusion topics were identified and evaluated. These topics and others will become part of a larger Faculty/Staff Professional Development series, in collaboration with the Center for Teaching Excellence, in Spring 2022. The following topics will be delivered: Managing the Impact of Biases, Reducing Micro-aggressions in Learning Environments, Creating Inclusive Learning Environments, Addressing Imposter Phenomenon and Stereotype Threat.

The Culture of Respect Series (Students): The Women and Gender Advocacy Services [Program](#) has developed a series of courses geared for students entitled the “Culture of Respect”. The course series includes four 60-minute sessions on the following topics: Healthy Relationships, Assertive Communication, Enthusiastic Consent, and Bystander Intervention. In the academic year 2018-19, Gender and Advocacy Services delivered 37 sessions to over 400 students. The 4-part series was converted into an electronic format and recorded in collaboration with the Online Education team during the pandemic. It was later integrated into the Freshman Orientation BLUE 101 course content.

Sources

- 1C1_Academic Symposium Proposals_2021_2022
- 1C1_Business Department
- 1C1_Chalk the Walk
- 1C1_Constitution Day 2021 Flyer
- 1C1_Continuing and Community Education
- 1C1_KC BizFest
- 1C1_NSLs Student Club
- 1C1_self advocacy skills check list
- 1C1_SkillsUsa Student Award 2021
- 1C1_Student Senate
- 1C1_Veterans Center Activities
- 1C2_audacity
- 1C2_Becoming Bodies of Trauma
- 1C2_CEIM Website evidence
- 1C2_Commitment to Racial Equity
- 1C2_Counseling and Advocacy Programming

- 1C2_International Students
- 1C2_invite mural
- 1C2_OQS Group
- 1C2_WyCo Ethnic Festival
- 1C3_Evidence for Diversity and Inclusion through Departments
- 1C3_Evidence for Diversity and Inclusion through Student Organizations
- 1C3_Evidence for Diversity and Inclusion through Training
- 1C3_Evidence of Diversity and Inclusion in Events and Programs
- Glossary of Abbreviations

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The college's mission statement clearly defines the role of KCKCC within the community it serves. The college commits itself to an appreciation for multicultural education, respect for diversity, and the enhancement of positive human relationships among its students, faculty, staff, and the larger community.

KCKCC demonstrates the college's commitment to the service region through programs for community members, and their families, such as Saturday Academy, Volunteer Income Tax Assistance, Back to School Fair, Phi Theta Kappa Honor Society, Wyandotte County Ethnic Festival, and others.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

[KCKCC Glossary of Abbreviations](#)

2A1

In Fall 2018, KCKCC embarked on a collaborative process to update its mission, vision, and strategic plan. Faculty, staff, students, and community members were given an opportunity to contribute suggestions and feedback at various steps of the process. At their regular meeting on [June 18, 2019](#), the KCKCC Board of Trustees approved the mission as a component of the [2020-2023 Strategic Plan: Centennial Path](#).

As stated in the [Board Handbook](#), members, *“individually and collectively, will support and advocate for the mission of the college as a responsible governing board.”* The mission statement is visible on all [BOT agendas and minutes](#), and the BOT chair reads the mission at each monthly board meeting. In addition, the mission statement is publicly displayed on walls throughout the college.

Results of the Campus Culture section of the 2021 Noel Levitz College Employee Satisfaction Survey (CESS) indicate KCKCC employees also support the mission. In Spring 2021, employee support of the mission scored significantly higher than in Spring 2018.

2A2

The College engages in sound business practices by establishing policies and procedures that focus on fair and ethical practices. The [Policy Review Flow Chart](#) outlines the review and approval process for all college policies. As policies are created or revised, feedback is received from the college community through the various senates. The Board Policy Committee, comprised of the President, Chief Human Resources Officer (CHRO), and three BOT members, reviews the feedback and submits a recommendation to the full BOT for approval. Once approved, all policies and procedures are added to the [college website](#).

The President and CFO are responsible for managing the financial matters of the college and carrying out the recommendations of the BOT. The annual budget is developed with input from

faculty, staff, deans, and departments. The details of this process are described in 5B3. The Board Finance Committee (BFC) reviews the proposed operating budget and recommends it for approval by the BOT. The CFO reviews financial reports at each Board meeting.

All college budgets and expenditures are subject to review and evaluation before approval. The BFC works with the college's administration to address any concerns regarding internal controls. An independent Certified Public Accounting (CPA) firm annually reviews the college's financial practices and record-keeping as described in 5C6.

Policies that evidence a commitment to operate with integrity in financial matters include the [Purchasing and Procurement](#), [Conflict of Interest](#), and [Cash Receipts](#) policies. Card reader screens and printed receipts show only the last four digits of a credit card number. Online payments are processed through [ACI Payments, Inc](#), preventing KCKCC from accessing and storing credit card information. Business Office employees complete a [Session Reconciliation Report \(SRR\)](#) for all deposits.

[FERPA training](#) became a required component of the new hire process in October 2021. To ensure all employees had received this training, FERPA training was included as a requirement in the [2021 annual compliance training](#). KCKCC requires [written consent](#) when communicating with parents or others regarding student information. Sensitive personal information, such as social security numbers and date of birth, can only be accessed via systems that require a secure login. Policies that evidence a commitment to operate with integrity in student privacy matters include the [Student Record Privacy](#) and [Student Records Retention and Disposal](#) policies.

Policies that evidence a commitment to academic integrity include the [Academic Integrity](#), [Institutional Review Board](#), [Academic Nepotism](#), Grade Appeal ([policy](#) and [procedure](#)), and [Student Code of Conduct](#) policies. Additional policies and procedures are found throughout the [Academic Catalog](#) and [Student Handbook and Code of Conduct](#).

KCKCC has established policies and practices to ensure fair and ethical behavior from all employees. To ensure integrity regarding employment practices, the college operates in accordance with local, state, and federal guidelines as evidenced in the [Equal Employment Opportunity and Affirmative Action](#), [Discrimination and Harassment](#), [Whistleblower](#), and [Employee Nepotism](#) policies.

KCKCC is an equal employment opportunity (EEO) institution. This designation is on the college [website](#) under the Careers section and in all job announcements. As a result of the EEO designation, the college has a hiring [policy](#) and [procedure](#) that ensure fair and ethical behavior throughout the hiring process. HR provides information on the [roles and responsibilities of search team members](#) and [interview guidelines](#) to foster fair and legal hiring searches. All employees participating in a search committee must sign a [confidentiality agreement](#).

All supervisors participate in annual [training](#) that focuses on compliance, diversity/inclusion, fiscal management, and performance management topics. Knowledge City provides on-demand access to trainings relevant to [supervisors](#) and various [legal and ethical](#) topics. These trainings assist supervisors with creating a work culture that promotes ethical behavior.

The college has processes for employees to provide feedback and express concerns. This information may be shared informally with HR staff or by filing a formal complaint through a grievance procedure. Staff employees follow the [Staff Grievance Procedure](#) and Faculty follow the process defined in the [Master Contract](#). Employees who share their concerns with the HR Department can do

so without retaliation.

The college uses an external vendor, [Syntro](#), to provide a hotline for confidential reporting of alleged misconduct. Other types of anonymous reports include alleged sexual misconduct, crisis intervention, student conduct, grievances, discrimination, or any law violations. The college investigates calls determined to have merit and takes appropriate action when warranted. HR staff investigates claims of misconduct when reported directly to the department.

All employees complete annual [Title IX, Clery, and EEO training](#) through Knowledge City.

Sources

- 2A1_2021 CESS Employee Satisfaction Survey Results.pdf
- 2A1_BOT Agenda with mission
- 2A1_BOT Approval of Strategic Plan and Mission Statement.pdf
- 2A1_BoT Hanbook
- 2A1_Strategic Plan 2020 2023 Centennial Path
- 2A2_Academic Nepotism
- 2A2_ACI Payments Inc
- 2A2_Annual Compliance Trainings
- 2A2_Cash Receipt Policy
- 2A2_Confidentiality Agreement
- 2A2_Conflict of Interest Policy
- 2A2_Discrimination and Harassment Policy 2.62
- 2A2_EEO Statement
- 2A2_Employee Nepotism Policy
- 2A2_Equal Employment Opportunity and Affirmative Action - final
- 2A2_Faculty Grievance Procedure
- 2A2_FERPA release of information
- 2A2_FERPA training.pdf
- 2A2_Grade Appeal Policy
- 2A2_Grade Appeal Procedure
- 2A2_Hiring Policy 5.20
- 2A2_Hiring Procedure 5.20
- 2A2_Interviewing Guidelines
- 2A2_IRB Policy
- 2A2_Knowledge City Supervisor Training
- 2A2_Legal and Ethics Trainings
- 2A2_Lighthouse Services
- 2A2_Notice of Compliance Training
- 2A2_Policies and Procedures
- 2A2_Policy Flow Chart
- 2A2_Purchasing and Procurement Policy
- 2A2_Search Committee Roles and Responsibilities
- 2A2_Session Reconciliation Report
- 2A2_Staff Grievance Procedure
- 2A2_Student Code of Conduct
- 2A2_Student Record Privacy

- 2A2_Student Record Retention and Disposal
- 2A2_Supervisor Training Agenda
- 2A2_Whistleblower
- 2E4_Academic Integrity Policy
- Glossary of Abbreviations

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

[KCKCC Glossary of Abbreviations](#)

2B1

Using various forms of media, the college communicates clear, concise, and current information to all stakeholders regarding admissions and enrollment, programs, cost, and accreditation status. The college website is a primary source of information for prospective and current students, faculty, staff, and community members.

The [Academic Catalog](#) provides information to students regarding academic policies and procedures, admissions and enrollment, FERPA, degree & program requirements, and course descriptions. The VPAA and Registrar oversee the annual review of the catalog. The VPAA enters modifications and additions approved through the Academic Affairs process (see 3A1), and a draft is sent to the deans to review their section for accuracy. Once approved, the college updates program brochures, online program pathways, and marketing materials to reflect the changes.

[Some programs](#) within the Health Professions and Career and Technical Education divisions have selective admission requirements. These are noted in the Catalog with detailed information found in the following [program admission materials](#) example.

A [faculty and staff directory](#) is located under the *Quick Links* tab. This searchable directory includes the employee's title, department/division, office location, and contact information.

A breakdown of [tuition and fees](#), [financial aid information](#), [scholarship information](#), and a [net price calculator](#), are under the *Admissions* tab. Scholarships available through the Foundation are found on their [webpage](#).

The KCKCC [governance structure](#) and a complete list of college [leadership](#) are available under the *About* tab by selecting *Mission, Vision, and Purpose*.

KCKCC displays its accreditation status on the [college website](#), including the [Public Disclosure of Probation](#), as required by the Higher Learning Commission. The VPAA regularly reports accreditation work and updates to the President's Cabinet (PC) and the BOT. Information about career programs that maintain [specialized accreditation](#) is found under the *About* tab. As required by certain organizations, this information is also included on program webpages (ex: [Mortuary Science](#)).

The Office of Institutional Effectiveness (OIE) supports the college by providing institutional research and leadership in the areas of planning, assessment, and evaluation to enhance the quality of the college's programs, services, operations, and processes. The mission and department responsibilities can be found on the Institutional Effectiveness [webpage](#). To promote a culture of data-informed decision-making and present information to the college and community, the Office of Institutional Effectiveness publishes statistics about KCKCC and its student body, such as [student demographics and success](#) and [IPEDS and KHEDS data](#). In September 2018, the Kansas Board of Regents (KBOR) [recognized](#) KCKCC for excellence in data quality. IE submits more than 30 Federal IPEDS and State KBOR reports annually.

Additional useful information on the website includes [policies and procedures](#), [degrees and certificates](#), [student activities](#), [student resources](#), and the [academic calendar](#).

The college has a full-time [Web Architect](#) who reviews and maintains the website to keep it relevant, accurate, fast, and user-friendly. The website is often updated daily with pertinent information for students, employees, and the community. The full-time [Web Designer](#) facilitates updates to the website. Academic departments and divisions review their pages to ensure accuracy. If modifications are needed, the appropriate dean submits a work ticket to the web designer. The college is working toward a process that will allow academic divisions and campus departments to make edits to the webpage with final release from the Strategic Initiatives and Outreach team.

KCKCC uses social media tools such as [Facebook](#), [Twitter](#), [YouTube](#), [LinkedIn](#), [Instagram](#), and [Pinterest](#). Controls within the [Social Media Marketing](#) policy ensure accurate information is provided on these platforms.

The Strategic Initiatives and Outreach Division oversees all college marketing. The department utilizes television, radio, Spanish radio, Spanish broadcast television, web, and other outlets to share pertinent information about KCKCC. A [style guide](#) is used to assure the consistency of college publications. The Strategic Marketing department works with individual programs to create, update, and compile information for marketing, recruitment, and admissions. Department employees review drafts and submit revisions as needed. This collaborative approach fosters sharing of accurate information.

KCKCC admission and recruitment professionals follow the [Code of Ethics and Professional Practice](#) (CEPP) approved by the National Associate for College and Admission Counseling.

2B2

KCKCC is deeply rooted in the Kansas City, Kansas community and its service areas of Wyandotte and Leavenworth counties. The college solicits community input through a variety of forums. For example, the college engaged the [community](#) to provide input on the mission, vision, and Strategic Plan. KCKCC held [multiple listening sessions](#), conducted a [feedback survey](#), and made multiple [presentations](#) to community organizations and groups seeking input about building a new location in downtown Kansas City, Kansas. Community members are encouraged to participate in forums for new campus leadership such as the President and vice president employment searches. Advisory boards, which provide input from external stakeholders, support numerous technical and academic programs.

College events are frequently open to the broader community including Trunk or Treat, Holiday Candle Lighting Ceremony, a back-to-school supply giveaway, Kansas City Jazz Summit, high

school jazz and debate events, youth summer programs and camps, music and theatre performances, blood drives, Academic Symposiums, and the Wyandotte County Ethnic Festival. Additionally, the Office of Student Activities hosts voter registration and candidate forums that provide an opportunity for students to exercise their civic responsibility to vote and have discussions with local, state, and federal legislators. Information on available opportunities is posted on the [News](#) section of the website listed in the Events Calendar or included in a weekly campus publication.

Faculty often incorporate service-learning into courses. The first-year seminar course, [BLUE 0101](#), requires a service project. Students in the Business Department serve in the [Volunteer Income Tax Assistance](#) (VITA) program. Students from Health Professions and the Veteran's Center serve homeless veterans at the [Heart of America Stand Down](#). Phi Theta Kappa forms an [Honors in Action project](#) each year, which includes students developing a research question and creating an action piece for the college and community.

The 100-plus acres at the main location provide a safe, well-maintained, and diverse recreational location. With a crime rate significantly lower than the surrounding area, community members feel safe using the two-mile paved walking trail or 400-meter track to exercise. The college's "green" landscaping practices keep the area beautiful while using chemicals not harmful to the environment. One of the last virgin hardwood forests in eastern Kansas is on campus. Beautiful and all-natural, the forest enhances the air quality of the entire area. Several classes in the biology department harvest fruit from these trees and vegetables from the organic garden on the campus.

The impact of KCKCC on the local economy is significant. In spring 2019, the college contracted EMSI to conduct an [Economic Impact Study](#) of KCKCC on the service regions of Wyandotte and Leavenworth counties. In part, the report showed that one out of every 50 jobs in the service region is supported by KCKCC activities, that KCKCC's 2017 operations added \$182.2 million income to the region or supported 2,811 jobs, and that for every dollar KCKCC spent it provided additional revenue or social savings of \$5.80.

With many programs culminating in professional degrees and certificates such as HVAC, auto mechanic, computer software and networking, culinary arts, and nursing, KCKCC is a critical local source of trained labor. Many graduates find employment in Wyandotte and Leavenworth counties, which is beneficial for students, the college, and the community. In addition, many college employees live, shop, and seek entertainment in Wyandotte and Leavenworth counties, bolstering the local economy.

Sources

- 2B1_Academic Calendar
- 2B1_Academic Scholarships
- 2B1_Accreditation Catalog
- 2B1_Accreditation website
- 2B1_CEPP
- 2B1_Data Resources
- 2B1_Enrollment and Degrees Awarded Data
- 2B1_Facebook
- 2B1_Faculty and Staff Directory
- 2B1_Financial Aid

- 2B1_Foundation scholarships
- 2B1_Governance structure
- 2B1_Instagram
- 2B1_Institutional Effectiveness
- 2B1_KCKCC Recognized with Data Quality Award
- 2B1_kckcc-style-guide-abbreviated
- 2B1_Leadership
- 2B1_LinkedIn
- 2B1_MTSC accreditation statement.pdf
- 2B1_Net Price Calculator
- 2B1_Paramedic Requirements
- 2B1_Pinterest
- 2B1_Policies and Procedures
- 2B1_Program Requirements
- 2B1_Public Disclosure of Probation
- 2B1_Scholarships
- 2B1_Selective Admission programs
- 2B1_Social Media policy
- 2B1_Student Activities
- 2B1_Student Resources
- 2B1_Tuition and Fees.pdf
- 2B1_Twitter
- 2B1_Web Architect
- 2B1_Web Designer
- 2B1_YouTube
- 2B2_BLUE 0101 Syllabus
- 2B2_Downtown Community forums
- 2B2_Downtown meetings and presentations
- 2B2_Events
- 2B2_HOA Stand Down
- 2B2_KCKCC Economic Impact Study 2019
- 2B2_PTK Honors In Action
- 2B2_VITA
- 2C3_Downtown survey feedback
- 2C3_Presidential Candidate Agenda-03.21.18
- 3A2_Degrees and Certificates
- 5C3_Strategic Plan Calendar
- Glossary of Abbreviations

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

[KCKCC Glossary of Abbreviations](#)

2C1

The KCKCC Board of Trustees (BOT) is granted authority to govern the college through [Kansas Statutes Annotated \(KSA\) Chapter 71](#). The BOT ensures institutional performance by representing the public interest, hiring and evaluating the college president, and ensuring the college operates within ethical and legal limits.

The [BOT Handbook](#) provides members with information about their primary responsibilities and ethical practices. When elected to the BOT, new members complete an [orientation](#). All board members attend two [retreats](#) a year that focus on board development and strategic goal planning. Members may engage in further professional development by attending meetings and events offered by the [Association of Community College Trustees \(ACCT\)](#) and [Kansas Association of Community College Trustees \(KACCT\)](#). In addition, BOT members participate in an annual [Budget Training](#) facilitated by the CFO to ensure they understand their fiduciary responsibility to the institution's financial health.

The Board Handbook ([Article I - Section V](#)) indicates the Board's most important responsibility is to make and approve policy. The [Board Policy Committee](#) meets monthly to review policies that are submitted by the college community. In FY21, the BOT approved the addition, edits to, or removal of [33 policies](#). A three-year policy review process is in development to ensure policies are reviewed regularly.

The Board Handbook ([Article II - Section V](#)) indicates the Board's fiduciary responsibility to ensure expenditures are fiscally sound and align with the college's mission and strategic priorities. The college plans for and creates a proposed budget with the BOT providing final approval. The [Board Finance Committee](#) meets monthly to review the college budget and monthly expenditures.

In addition, the BOT sets priorities to enhance the institution by reviewing and approving KCKCC's Strategic Plan. [Biannual updates](#) outline progress related to the plan.

2C2

The BOT holds monthly meetings to discuss current college initiatives and activities. Current and archived [agendas](#) and [minutes](#) are available to all stakeholders on the website. Board committees provide updates; policies, expenditures, and personnel recommendations are approved; and, each President's Cabinet member shares accomplishments and priorities from their area.

The BOT makes strategic decisions based on priorities to preserve and enhance the college. For example, funds were approved for the construction of the [new student housing facility](#) to enhance the student experience and support increasing enrollment. Designated funds have been allocated to update and advance learning spaces, ambient learning spaces, and technology. In addition, the BOT has established and approved funds for annual capital improvement projects to include designated reserves for future planning and enhancements to the College. More information on these initiatives is found in 5B.

2C3

All monthly BOT meetings are open to the public, live-streamed, and recorded for archiving on the website. A section for public comment is available at each monthly meeting. The BOT regularly engages with internal and external constituents by participating in various community and college events. Internally, a non-voting BOT member participates in College Senate (CS) meetings, which provides an opportunity for the BOT to obtain information about key priorities and activities occurring within the college. See 5A1 for more information about this component of shared governance.

The examples that follow show these avenues allow for sufficient information gathering for decision-making deliberations. Policies approved by the Board often reflect [suggestions](#) provided by the Senates. BOT members [reviewed survey feedback](#) from the community regarding a downtown location. A [public forum](#) was held to collect feedback on the student housing project. [Open forums](#) with internal and external stakeholders are held as part of the hiring process for each new President.

2C4

The seven members of the BOT are elected by the voters of Wyandotte County and are sufficiently autonomous to make decisions in the best interest of the institution. The Board Handbook ([Appendix C](#)) addresses conflicts of interest and ethical responsibilities of the BOT members. Annually, BOT members certify that they understand and will adhere to the Ethical Conduct Policy. The Handbook also provides guidance for addressing dilemmas and unethical conduct.

2C5

As stated in the [BOT Handbook](#), the BOT is responsible for the selection and hiring of the President to oversee the day-to-day operations of the college. The [President's Cabinet \(PC\)](#), comprised of the VPAA, VPSA, Vice President of Strategic Initiatives and Outreach, CFO, CHRO, and CIO, manages daily operations within their areas of responsibility. The six [academic deans](#) supervise and support the faculty who oversee academic matters.

If an individual is concerned a BOT member is becoming involved in the day-to-day operations of the college, they express these concerns to their PC member. The concern is then shared with the president who will collaborate with the board chair to identify a resolution.

Sources

- 2C1_ACCT
- 2C1_Aproved policies FY21
- 2C1_BFC Minutes January 2022
- 2C1_Board of Trustees handbook
- 2C1_Board of Trustees handbook (page number 10)
- 2C1_Board Retreat Agenda
- 2C1_BOT Article II-V.pdf
- 2C1_BOT Article I-V.pdf
- 2C1_BOT Finance Training
- 2C1_BPC Agenda
- 2C1_KACCT
- 2C1_KCKCC BOT New Candidate Orientation Agenda
- 2C1_KSA Statute 71
- 2C1_Strategic Plan Update January 22
- 2C2_BOT Agenda archive
- 2C2_BOT Minutes archive
- 2C2_Student Housing
- 2C3_Downtown survey feedback
- 2C3_Presidential Candidate Agenda-03.21.18
- 2C3_Public Student Housing Meeting 2020
- 2C4_BOT Handbook_Conflict of Interest
- 2C5_Deans Council
- 2C5_Presidents Cabinet
- Glossary of Abbreviations

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

[KCKCC Glossary of Abbreviations](#)

2D

Faculty and staff seek to uphold the values expressed in the KCKCC [Academic Freedom Statement](#). The statement is located on the college's website and the webpage for the Center for Teaching Excellence (CTE).

The college recognizes that academic freedom is essential to the fulfillment of the purposes of higher education and acknowledges the fundamental need to protect faculty members from censorship or restraint, which might interfere with their obligations in the performance of professional duties. Employees who exercise their rights in public must follow the [Social Media Marketing](#) and [Marketing Communication](#) policies to indicate they are not official spokespersons for the college.

The KCKCC [E-Journal](#) supports academic freedom in teaching and learning. This bi-annual, interdisciplinary publication provides a forum for developing and sharing knowledge and creativity through peer-reviewed articles, works in progress, and creative works in any genre. Faculty and staff, retired faculty and staff, and external scholars are eligible to submit entries. Another avenue is the Academic Symposium series discussed in 2E2.

As part of [BLUE 0101](#), students learn that faculty have academic freedom. This includes the freedom to use the appropriate teaching methods and normative assessments for their course, provided the students may still achieve the expected learning outcomes for the course.

KCKCC values student participation and critical thought about academic topics. The college supports students' right to "freedom of expression" through presentations in courses, performances in co-curricular and extra-curricular activities, student papers, and an active Student Senate comprised of representatives from all campus student clubs and organizations.

Sources

- 2D_Academic Freedom BLUE 0101
- 2D_Academic Freedom Statement
- 2D_E-Journal
- 2D_Marketing Communication policy
- 2D_Social Media Marketing Policy
- Glossary of Abbreviations

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

[KCKCC Glossary of Abbreviations](#)

2E1

By [IRB policy](#), all research involving human subjects or animals must be approved by the KCKCC Institutional Review Board (IRB). Comprised of [members](#) from across the college and the Wyandotte County community, the IRB meets in October and March for general meetings, [training](#), or to review submitted proposals. Since 2016, 26 submissions have been received and 24 were [approved](#).

KCKCC follows the guidelines for Human Subjects Research provided by the [Department of Health and Human Services](#) (HHS). The KCKCC-IRB review has three levels: [Exempt](#), [Expedited](#), and [Full Board](#). Information on the [submission process](#) and the [submission form](#) are located on the IRB webpage. Principal Investigators are required to complete selected [HHS training videos](#) to ensure integrity is maintained in the research process.

2E2

KCKCC supports faculty, staff, and student research and academic interests through the college Library (see 2E3) and the [Academic Discourse](#) pillar of the CTE. A recurring example of this is the [Academic Symposium](#) series, which "provide(s) an open and public forum that will allow the faculty and staff of KCKCC to make presentations of academic or artistic merit." Individuals [apply](#) for consideration and the Academic Discourse committee [selects](#) the symposiums for presentation and awards a \$250 stipend. The CTE schedules, markets, and facilitates implementation of the symposium process.

In Fall 2021, students in the Honors Psychology class hosted the [Undergraduate Research Poster Presentation](#) event. Students worked in teams to expand on a previously written research paper over a mental illness by addressing an ethical issue related to the treatment of the illness or a relevant forensic issue.

The [CEIM](#), college [Art Gallery](#), and [Student Activities](#) also provide opportunities for student scholarship and symposia through organizations such as Phi Theta Kappa Honor Society, Psi Beta

Phi psychology club, Debate team, and Economics club.

2E3

The [Library](#), housed within the Learning Commons, provides ample research opportunities and reference materials for faculty, students, staff, and the community. Books, reference materials, and videos are available within the library and online. The library team created LibGuides, accessible on-demand via the website, to provide information on the various types of [information sources](#) and [evaluating sources](#).

KCKCC [Learning](#) and Library Services strive to teach research and information literacy skills to individuals and classes for assignments and general needs. Librarians conduct research instruction for classes and individuals. The [Writing Center](#) offers online writing consultations, tutoring sessions, and workshops on topics such as [Avoiding Plagiarism](#).

[Composition II](#) emphasizes research strategies such as finding, evaluating, analyzing, and synthesizing sources and utilizing appropriate styles for citing and listing sources. Many Health Professions programs (ex: [Physical Therapist Assistant](#)) require students to demonstrate competence in reviewing information sources to engage in evidence-based practice.

2E4

KCKCC expects students to adhere to the highest standard of excellence in their pursuit of knowledge. Academic dishonesty by any student will result in consequences consistent with the policies and procedures governing academic misconduct outlined in the [Student Handbook and Code of Conduct](#) and [Academic Integrity](#) policy. Faculty submit the [Academic Integrity Violation Form](#) to their division dean and the Dean of Student Services. This form allows all information to be considered in the assignment of disciplinary action and facilitates tracking of student integrity issues.

The college has integrated [Turnitin](#) with Blackboard to serve as a plagiarism detection service. This service verifies the originality of the student's work and that sources are properly cited. Students can conduct a self-check of their work through Turnitin before submitting the assignment.

Sources

- 2C1_Strategic Plan Update January 22
- 2E1_Academic Discourse pillar
- 2E1_HHS IRB investigator training videos
- 2E1_Institutional Review Board
- 2E1_IRB approvals
- 2E1_IRB Exempt
- 2E1_IRB Expedited
- 2E1_IRB Full Board
- 2E1_IRB HHS Subpart A
- 2E1_IRB policy
- 2E1_IRB submission
- 2E1_IRB training
- 2E1_Library Services
- 2E2_Academic Symposium

- 2E2_Academic Symposium application
- 2E2_Academic Symposium Selection Rubric
- 2E2_Art Gallery
- 2E2_Evaluation Sources
- 2E2_Information Sources
- 2E2_Plagiarism guide
- 2E2_Student Activities
- 2E2_Undergraduate Research Poster Presentation event
- 2E3_ENGL 0102.pdf
- 2E3_Learning Services.pdf
- 2E3_PHTR 0240.pdf
- 2E3_Writing Center
- 2E4_Academic Affairs Policies
- 2E4_Academic Integrity Policy
- 2E4_Academic Integrity Violation Form
- 2E4_Library Research Guide
- 2E4_TurnItIn
- 3C1_CEIM
- Glossary of Abbreviations

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

KCKCC acts responsibly, ethically, and with integrity. The college presents itself clearly to students and the community regarding its programs, requirements, faculty and staff, costs to students, and accreditation. The college website, Academic Catalog, Faculty Handbook, Student Handbook, and Board of Trustees (BOT) Handbook contain statements about the importance of acting responsibly and ethically.

The college is governed by a proactive and knowledgeable BOT that appropriately delegates control and operation to administration, faculty, and staff. KCKCC has established policies and procedures to ensure the integrity of college operations and ethical relationships with each other. The college is committed to freedom of expression and an environment dedicated to teaching, learning, and pursuing knowledge and truth, providing effective oversight and support for these activities.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

[KCKCC Glossary of Abbreviations](#)

3A1

KCKCC maintains and keeps current its degree programs through multiple processes. The faculty, in consultation with the Vice President of Academic Affairs (VPAA) and academic deans, conducts assessment, provides input, and is ultimately responsible for maintaining curriculum standards and academic integrity appropriate for the credential awarded.

- For academic courses, standards align with those typical of a 100- or 200-level course. Faculty research requirements at the four-year institutions to which students often transfer to develop a curriculum that prepares students for success in upper-level courses. Many of these courses are also part of the [Systemwide Transfer Matrix](#) that allows for seamless transfer among Kansas community and technical colleges, colleges, and universities.
- For technical and career programs, alignment is with standards put forth by accreditation organizations, the KBOR, and needs identified by business and industry partners. These programs are often awarded various exit points. Each award level requires progressively greater rigor, and students must demonstrate mastery of all content up to and including the level of award they seek. An example of this is [Machine Technology](#) which offers Certificates A, B, and C. Many of these programs plan to seek approval to award the AAS, which would require 15 hours of general education plus all technical hours in the certificates.

The quality and efficacy of course offerings are upheld by a [multi-step process](#). The Academic Affairs Committee ([AAC](#)), formerly Academic Policy Committee, oversees the curriculum approval process at KCKCC. This committee has members from each academic division, Faculty Senate (FS), and Student Advising. The Registrar and VPAA serve as ex officio members. While not charged with oversight of content in each course or program, AAC reviews all requests through the lens of the

KCKCC mission and vision and other Kansas Board of Regents (KBOR) and accreditation requirements.

All requests for a new course or modification to the title, course number, credit hours, or course description must go through the AAC process. Requests are reviewed at the division level by faculty and the appropriate dean then receive comments from the Dean's Council (DC). The request is then taken to the [AAC for review and approval](#) to make recommendations to the VPAA. If a concern arises, AAC facilitates collaboration among departments to best meet student needs. The VPAA provides final approval for these requests. This vetting ensures high-quality programming at KCKCC.

Requests to modify course learning outcomes, competencies, or outlines are viewed as subject-matter changes and do not go through the AAC process. These changes require approval by the academic dean who oversees the course. Faculty are encouraged to consult with their colleagues across campus who may be impacted prior to recommending such changes. For example, changes to the Anatomy and Physiology course may impact programs in the Health Professions division. In this instance, the Dean of MSBT would confirm conversations had occurred to ensure the proposed changes would not have a negative impact on Health Professions programs.

All new programs and program revisions (along with the correlating courses) go through the full AAC process, with [additional external approvals](#) required. Once approved by the VPAA, documentation is submitted to the Board of Trustees for final college approval. AAS and Certificate programs, whether [new](#) or [modifications](#), are then sent to KBOR for approval. Once all local and state approvals are secured for new programs, KCKCC completes the required HLC substantive change documentation (as noticed July 1, 2020) to gain final approval.

The ongoing review of courses and programs ensures currency and appropriate rigor. The [Program Review Committee \(PRC\)](#), comprised of a cross-section of faculty and administrators, reviews all programs on a 4-year rotating cycle. The process allows program coordinators and faculty to reflect upon and summarize program achievements and challenges and assess the program's alignment with the institution's strategic goals. The reviews also allow programs to align budgeting with program needs and establish short- and long-term goals. More detailed information about the PRC processes and outcomes is found in Criterion 4.

[Career and technical programs](#) at KCKCC have advisory boards to provide programmatic guidance and ensure course offerings meet the needs of business and industry while providing high-quality education to prepare students for the workforce. Industry experts provide input and guidance on the necessary competencies for graduates to succeed in business and industry, which are captured through inclusion in the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO). Conversations include updates to industry standards, advances in equipment and technology, and any recommended curricular changes. Additionally, members advise faculty on the quality of student performance in internship/externship experiences. Each program that awards the AAS degree or certificate must hold two advisory committee meetings per year. While preparing for the 2020 assurance argument, the college discovered that not all programs were compliant with this requirement. During the [2020-2021 academic year](#), the academic deans worked with all departments to ensure this expectation was met. At this time, the only exceptions are programs that had only one meeting due to being without a director/coordinator/lead instructor for a large portion of the 2020-2021 academic year or were unable to establish a quorum due to the pandemic.

[External accrediting agencies](#) and/or professional organizations also review some programs. These

reviews include annual reports and periodic site visits focused on enrollment, retention, credentialing, pass rates, employment rates, changes in curriculum, fiscal and facility resource assessments, changes in personnel, employer satisfaction, graduate satisfaction, and student satisfaction. Feedback from these reports and visits aid program planning.

For transfer programs, KCKCC participates in the KBOR [Seamless Systemwide Transfer \(SWT\)](#) initiative. This initiative allows students who complete courses identified on the matrix at a Kansas public university, community college, or technical college to transfer those courses to any Kansas post-secondary institution offering an equivalent course. The participating institutions meet regularly to evaluate common learning objectives and consider adding additional courses. At present, there are 108 courses in the SWT inventory with six new courses anticipating Board approval in March 2022.

3A2

KCKCC offers undergraduate education at the [associate degree and certificate level](#). The college currently offers 25 Associate in Applied Science (AAS) degrees, 14 Associate in Arts (AA) degrees, 13 Associate in Science (AS) degrees, 17 Associate in General Studies (AGS) degrees, and 30 Certificates. Beginning with the 2022-2023 academic year, KCKCC will transition to offering only an AA in Liberal Arts and Sciences, an AS in Liberal Arts and Sciences, and an AGS in Liberal Arts and Sciences, with each having multiple suggested learning pathways. A list of this new structure may be viewed [here](#).

Each program has established Program Learning Outcomes (PLOs) to articulate the learning goals for the degree, certificate, or department/pathway. Sample PLOs are found [here](#). These are assessed on a three-year cycle as outlined in the [Institutional Assessment Handbook](#) and expanded upon in Criterion 4. Information gleaned through the outlined processes allows faculty and staff to continually monitor and make modifications necessary to improve the quality of programming offered at KCKCC. Examples of such are provided in Criterion 4B.

All degrees and certificates awarded by KCKCC either meet or exceed the [minimum requirements](#) established by the KBOR and HLC Assumed Practices B1a: Certificate A is 16-29 credits, Certificate B is 30-44 credits, Certificate C is 45-59 credits, and Associate degrees are at least 60 credits. Various technical programs at KCKCC have completed the program alignment process through the KBOR as outlined in the [Program Alignment Handbook](#). A sample of the alignment maps for the ADN program applicable to KCKCC is [included](#). Additionally, programs with external accreditation also meet the requirements established by their accrediting body. The [Academic Catalog](#) and [Catalog Addendum](#) outline the specific requirements for each degree regarding general education courses, program courses, and total credit hours required.

3A3

The college utilizes a [standard syllabus template](#) to ensure the quality and learning outcomes of courses and programs are consistent regardless of [delivery format](#) or location. During the 2020-2021 academic year, syllabi templates were reviewed and revised to ensure the inclusion of all appropriate information and provide more detailed information for faculty to complete course-level assessment processes. The standard syllabus for each course (ex: [BIOL 0284](#)) outlines the course description, learning outcomes, course outline, links to college policies, and state alignments (if applicable) that apply to all sections. The standard syllabi are found on the KCKCC [website](#). If modifications are needed, prior approval from the AAC or academic dean is required as outlined in 3A1. To supplement the standard syllabus, individual faculty create a [syllabus addendum](#) each semester for

their section of a course (ex: [BIOL 0284-01](#)). This document provides information specific to the instructor and section such as meeting times, contact information, textbooks, course calendar, grading policies, and classroom expectations. Both documents are presented to students at the start of the class and uploaded to the Blackboard LMS.

Additional mechanisms exist to foster consistency across delivery modalities and locations. While individual full-time faculty members may choose different textbooks, adjunct and dual enrollment faculty teaching a course use the same textbook or receive approval from the subject matter coordinator. Final exams in dual credit courses are either the same as a post-secondary section or must be approved by the coordinator. The academic dean is responsible for ensuring all faculty teaching in their division, including concurrent instructors, meet the minimum qualifications for the course(s). A copy of the [Approval of Faculty Qualifications](#) form is maintained in the appropriate dean's office. Finally, beginning with the 2021-2022 Master Contract, all new full-time faculty are required to complete the [Blue Devil Faculty Academy \(BDEFA\)](#) which includes training related to teaching in a variety of on-ground and distance formats.

In Fall 2021, a faculty task force was created to address multi-section, course-level assessment. The outcomes of this group's work will be helpful in evaluating the consistency of instruction and student outcomes across various course delivery modalities. Please refer to criterion 4B1 for further details on this initiative.

KCKCC has formal [articulation agreements](#) with 4-year state colleges and universities, which allow transfer of general education and the majority of 100- and 200-level degree requirements. For area high schools offering concurrent and dual courses, KCKCC has [Performance Agreements or Memorandums of Understanding](#). Faculty are responsible for the quality of dual/concurrent course offerings, and the college follows all [KBOR requirements](#) fully.

Sources

- 3A1_AAC generic flow sheet
- 3A1_Accreditation organizations
- 3A1_Advisory board meetings 2020 2021
- 3A1_Change of name AAC
- 3A1_KBOR new program approval
- 3A1_KBOR program modification Ca2
- 3A1_KBOR Seamless Systemwide Transfer
- 3A1_Machine Technology Certificates
- 3A1_Program Approval Schedule 2021 2022
- 3A1_Program Coordinators
- 3A1_Program Review Committee Bylaws
- 3A1_Sample AAC minutes
- 3A1_SWT course list KCKCC
- 3A2_2020 2022 Academic Catalog
- 3A2_2020 2022 Academic Catalog (page number 4)
- 3A2_2021 2022 Catalog Addendum
- 3A2_2021 2022 Catalog Addendum (page number 6)
- 3A2_Cert levels
- 3A2_Degrees and Certificates

- 3A2_Institutional Assessment Handbook
- 3A2_Institutional Assessment Handbook (page number 9)
- 3A2_KBOR Program Alignment Handbook
- 3A2_KBOR Program Alignment Handbook (page number 2)
- 3A2_New degree and pathway structure.pdf
- 3A2_Sample KBOR Alignment Maps
- 3A2_Sample PLO
- 3A3_Approval of Faculty Qualifications
- 3A3_Articulation agreements
- 3A3_BDFA New FT Orientation AY2122
- 3A3_Course Syllabus TEMPLATE
- 3A3_Definition of Course Delivery Options
- 3A3_HS PA and MOU
- 3A3_KBOR requirements HS
- 3A3_Syllabi list
- 3A3_Syllabus Addendum BIOL 0284 01
- 3A3_Syllabus Addendum TEMPLATE
- 3A3_Syllabus BIOL 0284
- Glossary of Abbreviations

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

[KCKCC Glossary of Abbreviations](#)

3B1 and 3B2

The general education program supports and advances the mission of the college as articulated in its [vision statement](#).

In order to lay a broad foundation for students' education and develop the skills necessary for participation in a free and democratic society, the KCKCC General Education program endeavors to enhance students' understanding of language and communication, improve reading and writing proficiency, develop analytical and critical thinking skills, deepen awareness of national and global heritage interconnections, and foster lifelong learning.

In Fall 2015, the VPAA requested a formal [general education review](#) be completed. This faculty-driven committee had three goals: 1) Review the KCKCC General Education Learning Outcomes (GELO); 2) Review the general education requirements for each of the degrees offered at KCKCC; and, 3) Review which courses would be included in the general education core. All faculty at KCKCC were invited to participate in this committee, with 20 individuals volunteering.

After extensive review and benchmarking, the committee achieved goal #1 by revising and developing new [General Education Learning Outcomes \(GELO\)](#) and [Institutional Learning Outcomes \(ILO\)](#). The Faculty Senate (FS) and Board of Trustees (BOT) approved the ILOs through a process that included a feedback loop. The AAC created and vetted the GELOs through a similar process.

Goal #2 involved small committees of subject-matter experts outlining the general education courses

necessary to develop foundational skills for each degree offering. Minimum requirements for each degree, which align with the [KBOR minimum requirements \(9.b.ii.\)](#), are outlined in the 2021-2022 Catalog Addendum:

- [Associate in Science](#) – 32 hours of general education
- [Associate in Arts](#) – 33 hours of general education
- [Associate in General Studies](#) – 27 hours of general education
- [Associate in Applied Science](#) – 15 hours of general education

The college completed the general education review during Spring 2018 and adopted the review's recommendations for the 2018-2019 Academic Catalog. Information about the general education program is communicated to students and all communities of interest in the [Academic Catalog](#).

The General Education Committee (GEC), formerly the Core Curriculum Council, was created in 2017-2018 as part of the general education review process. This committee is co-chaired by an academic dean and faculty member with [representation](#) across various general education domains. This committee has two primary charges: review the courses that are part of the general education core (goal #3) and oversee general education assessment at KCKCC.

In Spring 2019, coordinators were required to submit a [petition](#) for each courses' inclusion in the general education core. To be included, courses were required to meet a minimum of one GELO and three ILOs. Based on this process, the [General Education Core](#) contains four Basic Skills for Communication courses, 36 Humanities courses, eight Mathematics courses, 19 Natural/Physical Science courses, and 22 Social and Behavioral Sciences courses. Students select offerings from this list of courses ([Catalog Addendum](#)) based on their interests.

Each instructor teaching an approved general education course must create at least one assignment that meets the appropriate GELO and ILOs. The GEC created a list of [Actionable Outcomes](#), which includes criteria for meeting the ILOs and assignment suggestions. The group then wrote [rubrics for scoring](#) the student artifacts based on the Association of American Colleges & Universities [VALUE Rubrics](#) and the committee's Actionable Outcomes.

The process is initiated with faculty receiving instruction regarding aligning course assignments to a particular GELO in Blackboard. After the semester ends, the GEC collects the artifacts from the aligned assignment. After [training](#) and norming sessions, a group of faculty and staff rate these assignments using the developed rubric. The GEC then shares a report of their findings with full-time faculty during Assessment Day the following semester.

The GEC piloted its rating process in Summer 2019 with the following courses: ENGL 0101, ENGL 0102, PSYC 0101, and BIOL 0141. Based on the pilot's success, the process was fully implemented for the [Basic Skills](#) GELO with assessment in Fall 2020 and rating in Spring 2021. At the same time, the Math GELO was piloted. In Spring 2021, the [Humanities](#) and [Math](#) GELOs were assessed, and ratings took place in Fall 2021. Moving forward, two GELOs will be assessed each semester.

3B3

KCKCC has a strong commitment to human and cultural diversity. Courses that attest to this include [African-American Literature](#), [Modern Latin America](#), [Black History](#), [World Civilization I](#), [World Civilization II](#), [Intro to Women's Studies](#), [Arts and Culture of the Early World](#), and [Comparative World Religions](#). The overarching goal of these courses is to enhance students' understanding and

appreciation of aspects of human civilization and culture beyond the development of the Western world.

The HLC Assessment Academy Team is working on a long-term plan to evaluate the Community and Civic Responsibility ILO. Informal review for the academic year 2020-2021 shows 5% of academic PLOs across the institution map to this ILO.

Following the social unrest of Summer 2020 and feedback from a [panel discussion](#) in Fall 2020, KCKCC leadership and the BOT identified a need to broaden the scope of work of the Intercultural Center (IC). The IC had become narrowly focused on student multicultural programming, while national trends in community college administration were moving toward a broader, more strategic approach to equity and inclusion at the institutional level. This includes student and community programming, system improvement, and staff professional development. As a result, the [Center for Equity, Inclusion, and Multicultural Engagement \(CEIM\)](#) was formed.

This decision was informed by 2 key drivers: the KCKCC Strategic Plan and the Council for Advancing Standards (CAS) in Higher Education. Priority 3 of the Strategic Plan, Employee Engagement, indicates a need to, "foster an institutional culture that promotes diversity and inclusion, a commitment to KCKCC and employee success." Similarly, one of the [CAS General Standards](#), Advocating for Diverse, Equitable, and Inclusive Communities, includes "institutions embracing diversity, equity, inclusion and eliminating barriers with respect for differences and focused on culturally responsible communities."

3B4

Faculty and students contribute to scholarship, creative work, and knowledge discovery to the extent appropriate at a community college. In Children's Literature, students create [picture books](#), which can be sent to a publisher for printing. [Scenic Route](#), KCKCC's Literary and Fine Arts Magazine, showcases creative works of student poets, writers, and artists. Along with the Print Shop, this annual publication is a collaborative effort of the Journalism, English, Digital Imaging Design, and Art Departments.

"The Standard", KCKCC's premier Vocal Jazz ensemble, completed its first recording titled [Feelin' Good](#) in Fall 2018. The album is available on iTunes, CD Baby, Amazon Music, Spotify, and YouTube Music. "The Standard" released their second album, [Coal and Diamonds](#), in Fall 2021. All music featured on this album is original music of a college faculty member, and 22 of the 24 individuals who worked on the album are KCKCC students or employees.

The Theater Department produces two shows per academic year. For Fall 2021, [You're a Good Man Charlie Brown](#) was offered both in-person and via live streaming. For Spring 2022, *Tratuffe* will be produced as part of a [Kansas City celebration](#) of the 400th birthday of playwright Jean-Baptiste Moliere.

Several faculty members are active writers, composers, and performers. Examples include a [Wyandotte County Photo Exhibit](#), work published in [New American Paintings](#), and the upcoming performance at Carneige Hall of [Missa Lucia](#). Faculty members from many areas of the college regularly present at professional conferences. Recent examples include presentations at the Seminar of Post Keynesian Economics, the National Organization for Student Success, and the ACEN Nursing Education Conference.

Sources

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- 3B1_GERC Review Process
- 3B1_Institutional Learning Outcomes
- 3B1_KBOR Gen Ed Requirements
- 3B2_Actionable Outcomes
- 3B2_Basic Skills GELO
- 3B2_GELO Rater Training
- 3B2_Gen Ed Core Alignments
- 3B2_General Education Committee Membership
- 3B2_General Education Petition
- 3B2_Humanities GELO
- 3B2_Institutional Learning Outcomes Rubrics
- 3B2_Math GELO
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- 3B3_AACU VALUE Rubrics
- 3B3_CAS General Standards
- 3B3_ENGL 0214
- 3B3_HIST 0106
- 3B3_HIST 0112
- 3B3_HIST 0115
- 3B3_HIST 0116
- 3B3_HUMN 0101
- 3B3_HUMN 0150
- 3B3_HUMN 0207
- 3B3_Town Hall Flyer
- 3B4_Charlie Brown
- 3B4_Coal and Diamonds
- 3B4_ENGL 0107 Picture Book
- 3B4_Feelin Good
- 3B4_Missa Lucia
- 3B4_New American Paintings
- 3B4_Scenic Route 2020
- 3B4_Seminar of Post Keynesian Economics
- 3B4_Tratuffe
- 3B4_Wy photo exhibit
- 3C1_CEIM
- Glossary of Abbreviations

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

[KCKCC Glossary of Abbreviations](#)

3C1

KCKCC strives to employ faculty and staff that reflect the diversity of the student body. The following chart shows the diversity among groups for race and ethnicity.

Race / Ethnicity	Fall 2020 Students	Fall 2020 Faculty	Fall 2020 Staff
American Alaska Native	0.56%	0.57%	0.54%
Asian	4.25%	3.72%	1.36%
Black or African American	18.32%	10.89%	20.16%
Hispanic	22.61%	4.01%	9.54%
Multi-racial	5.48%	1.72%	2.18%
Non-resident	3.71%	2.29%	2.45%

White	40.38%	75.36%	63.76%
Unknown	4.41%	1.43%	0%

The most significant area of racial disparity is found in the Hispanic population, with the percentage of students in this demographic nearly three times that of employees as hiring could not keep up with the increase in students enrollments. KCKCC is engaged in targeted efforts to address this disparity by recruiting talent that reflects the composition of the communities served by KCKCC. This includes actively identifying local publications that serve underrepresented groups to place job ads and increase awareness of available positions. One such publication is Dos Mundos, which specifically reaches the Hispanic community in Kansas City. Employees who indicate an ability to translate between English and another language are designated as translators in the [Faculty & Staff Directory](#). Another example is all postings made on Inside Higher Ed jobs include a selection of the diversity package that sends emails to all diverse applicants about open positions. A key component of the work of the new [CEIM director](#) will involve collaborating with the HR team to guide the development of policies and hiring practices that support equity and inclusion across the institution. Additionally, the departments will be collaborating to enhance search committee training by incorporating components specifically related to diversity and inclusion. The goal of updating this training is to help KCKCC and search committee members cultivate a diverse applicant pool that leads to a successful recruitment and selection process.

KCKCC recognizes that maintaining human diversity is more than racial and ethnic diversity. Gender identification of students is 41.9% male and 58.1% female, while 49.62% of employees identify as male and 50.38% as female. This reflects the distribution in Wyandotte County that is 49.8% male and 50.2% female. Anecdotal data also show a variety of religious backgrounds, sexual orientations, educational levels, and socioeconomic statuses among both students and employees.

3C2

The college employs a sufficient number of full and part-time faculty. The student-to-faculty ratio for 2019-2020 was 14:1 and decreased to 12:1 for the 2020-2021 academic year, largely due to the decreased enrollment resulting from the COVID pandemic. The collective faculty is 44.3% full-time and 55.7% part-time. Considering credit hour generation, full-time faculty taught 57.9% of total credit hours while adjunct faculty taught 42.1%. The following chart provides student-to-faculty ratios at comparable Kansas community colleges and the national average.

Institution	2019-2020 Ratio
National Average	18:1
Johnson County Community College	19:1
Butler Community College	18:1
Barton Community College	18:1

Hutchinson Community College	17:1
Kansas City Kansas Community College	14:1

KCKCC has several documents that outline faculty responsibilities, expectations, and workload. The [job description](#) outlines fundamental information about the faculty role and requirements specific to the position, such as professional competency and engagement in college and community activities. The [Handbook for Full-time and Adjunct Faculty](#) contains information on faculty governance, policies and procedures, and information specific to adjunct faculty. The [Master Contract](#) addresses conditions for all full-time instructional and non-instructional faculty.

New KCKCC full-time faculty attend a required [HR orientation](#). Beginning in 2021-2022, all new professional employees covered by the Master Contract receive release time the first year of employment to complete the [Blue Devil Faculty Academy](#) (BDFa) orientation and mentoring program for new faculty. At the division or department level, new faculty also receive orientation with some programs requiring a formal process (ex: [Nursing Education](#)). In addition, career programs often provide orientation specific to their requirements.

Faculty oversee the curriculum and assessment of student learning. Faculty load includes 15 credit hours of teaching per semester and 10 hours of service to the college/office hours. All academic/program coordinators receive release time as outlined in the Master Contract ([pgs 19-20](#)) to complete program-level tasks. For example, in the English Department, the academic coordinator receives three credits of release each semester to address course issues such as textbooks, course content, and concurrent courses. In several career programs—Respiratory Care and Physical Therapist Assistant, for example—faculty receive five credits of release per semester for program administration and may also have an extended contract of 212 days to address curriculum and accreditation issues during the summer months.

3C3

KCKCC has established academic credentials for instructional staff. In general, academic programs require a master’s degree, while many technical or developmental courses require a bachelor’s degree, certification, and/or work experience. Job announcements state the required credentials for these positions. For general education courses, the requirements are a master’s degree in the content area or a master’s degree in another field with 18 graduate hours in the content area. All candidates must submit official transcripts for review and the hiring manager, usually an academic dean, must verify the individual’s [qualifications](#) for the position before interviewing the applicant (see 3A3). The HR myDotte site provides an overview of the [hiring process](#).

Job postings may require specific work experience in the field. Faculty teaching technical educational courses may be exempt where there is no degree above an associate degree, but they must hold recognized credentials in the area of instruction.

Part-time adjunct faculty and those teaching concurrent courses hold the same credentials as full-time faculty. Academic deans are responsible for ensuring faculty have the appropriate credentials.

Many KCKCC faculty also have relevant work experience. For example, some faculty in Health Professions also work part-time in the field. Likewise, music and theater faculty hold degrees and

have performance experience, and several professors in the English Department have published creative and scholarly works.

While the current process was initiated in the 2016-2017 academic year, the [formal policy](#) related to review and approval of faculty qualifications was approved by the Board of Trustees on December 14, 2021.

3C4

KCKCC evaluates instructors as outlined in the [Master Contract](#). Through Fall 2021, five instruments were available for faculty evaluation: [student course surveys](#), [peer evaluation](#), [self-evaluation](#), [portfolio evaluation](#), and [performance evaluation](#). Instructional faculty receive feedback through student course surveys and a [summative evaluation from the dean](#). Faculty members can choose to use a supplemental evaluation from the list above. Adjunct faculty evaluations typically follow the same process.

During the 2021-2022 negotiations, a [new process for faculty evaluation](#) was tentatively agreed to following two years of collaborative work by a task force comprised of faculty and administrative personnel. All faculty will produce a portfolio that contains [student course surveys](#) from each semester, communication samples, observation by the evaluating supervisor and/or peer, assessment reflection, service to KCKCC, and one or more self-selected evaluation instruments. These instruments, many in the development process, will be maintained through the Faculty Handbook and may only be modified with mutual agreement from the VPAA and President of the professional association. Probationary professional employees, defined as those in the first three years of employment, will upload all documents and complete a yearly [summative evaluation](#) with the evaluating supervisor. Once transitioned to non-probationary status, the employee will complete the process at least once every three years. When a significant concern related to a faculty member's performance is presented, the evaluating supervisor may initiate an off-cycle evaluation. The process and instruments utilized will be reviewed with the Professional Employee before initiating the off-cycle evaluation. Due to the negotiations process extending through Fall 2021, this process will be implemented in either Spring 2022 or Fall 2022.

All faculty evaluations remain in the employee's personnel file for no less than three years from the evaluation date.

3C5

KCKCC supports professional development for faculty as both educators and discipline experts. Whether full- or part-time, all faculty are eligible for institutional professional development leave and funds to attend workshops, seminars, and/or events related to faculty development. Full-time faculty may receive up to \$650 annually and adjunct faculty may receive up to \$325 annually through funding in HR. Each division also has professional development funds available for faculty to utilize to augment institutional funds. During the COVID pandemic, KCKCC continued to provide funding for instructors to attend [virtual conferences or online professional learning opportunities](#).

KCKCC offers a variety of professional development opportunities during Welcome Week each semester. All faculty and staff involved in assessment activities attend [Assessment Day](#). There is a general session followed by breakout sessions on special topics in assessment. [Professional Development Day](#) features a variety of topics appropriate for both faculty and staff.

The Center for Teaching Excellence (CTE) continues to grow and offer [professional development opportunities](#) to full-time and adjunct faculty at KCKCC that aligns with both the strategic and academic master plans. The most current research supports these offerings in the field of educational development. The CTE administers annual needs assessments surveys to all adjunct and full-time faculty and [data obtained](#) from these surveys are used to help plan and organize professional development opportunities.

Each spring, KCKCC offers an [adjunct professional development day](#) with topics such as implementing active learning strategies in the classroom and assessing course-level outcomes.

The college budgets \$6,000 as an [incentive](#) for participation in approved faculty professional development per academic year as outlined in the Master Contract. During the 2020-2021 academic year, a total of \$3,200 was awarded to the five full-time and two adjunct faculty members who applied for this award. The Faculty Director of the CTE is developing strategies to encourage greater participation in this initiative.

The Kansas City Professional Development Council (KCPDC) sponsors presentations on [faculty development](#), [supervisory development](#), and various [special topics](#). The college encourages faculty and staff to attend these sessions which are included as part of the institution's membership fee. Eligible career program faculty may request additional financial assistance to attend conferences through Perkins funding.

The Information Services Department regularly provides technology and computer skills workshops, [Tech Tips](#), and [on-demand support](#). In addition, some [supervisors arrange training](#) for their faculty and staff. Online Education Services (OES) works with academic divisions to train faculty to teach online. Beginning in 2021-2022, new faculty and those without recent online teaching experience will be required to complete training before or concurrent with teaching an online class. The [new training course](#) is in the development phase and is a collaborative effort between OES and the CTE. The curriculum for the course is based on criteria in the [Online Learning Consortium \(OLC\) Scorecard and Rubric](#). If faculty desire additional training, they may contact OES at any time for individual assistance. OES and the CTE have provided several [professional development opportunities](#) focusing on quality online teaching.

The institution's commitment to professional development, both fiscally and in release from duty time, is a strength noted by many stakeholders. Faculty who come to KCKCC from another institution often comment on the high level of support provided for their continued development.

3C6

As outlined in the Master Contract, full-time faculty provide [ten hours of service to the college per week](#). The service hours, scheduled over a minimum of three days, include: six hours for student office hours, two scheduled hours for service to students and/or the college, and two unscheduled hours for service to students and/or the college. Online faculty are required to hold at least 50% of their services hours on-campus. Adjunct instructors are not required to keep office hours; most, however, will schedule time to meet with students when needed. Information from the last [Community College Survey of Student Engagement \(CCSSE\)](#) indicates [student-faculty interaction](#) at KCKCC is higher than other medium colleges in the 2021 cohort.

The [syllabus addendum](#) for each course provides faculty contact information including office hours, office location, phone number, and email address. Office hours are also posted outside the faculty

member's office or the division office.

3C7

KCKCC employs appropriately qualified individuals in all offices that provide student support. Each job description outlines the duties, expectations, and qualifications for the position.

- [Student success advisors](#) are full-time faculty members with a minimum of a master's degree in education, psychology, business, or a related field and two years of experience working in higher education or a related field. Additional job descriptions for members of the Student Success Center team are found [here](#).
- Professionals in the [Student Accessibility and Support Services](#) office must have a college degree as required by the position and outlined in the job description.
- [Faculty librarians](#) must have a Master of Library Science or Master of Library and Information Science with three to five years of academic library experience. Most non-library positions in the Learning Commons require a minimum of an associate degree; however, some positions, such as faculty tutoring coordinators, require an advanced degree.
- In the KCKCC [Counseling & Advocacy Center](#), counselors and social workers providing counseling and psychotherapy must have a master's degree and be licensed by the state of Kansas in their respective fields. The minimum requirement for licensure includes successful completion of a licensing examination and professional experience. For counselors, this involves no less than 4,000 hours of supervised post-graduate professional experience, including at least 1,500 hours of direct client contact conducting psychotherapy in no less than two years. For social workers, the requirement is no less than 3,000 hours of supervised post-graduate professional experience, including at least 1,500 hours of direct client contact in no less than two years.
- [Student Financial Aid Office staff](#) are required to have educational credentials appropriate for the level of their position. The Director is required to have a master's degree, the Assistant Director and Coordinators are required to have a bachelor's degree, and the Professional Assistants must have an associate's degree. Directors and coordinators must have prior student financial aid experience and all staff are required to attend annual training through the US Department of Education and the National Association of Student Financial Aid Administrators.

All job postings indicate a preference for individuals who have worked in a multicultural environment and some prefer experience in a post-secondary learning environment.

Support services faculty and staff undergo [HR training](#) at the start of their employment with KCKCC and complete [compliance training](#) on an annual basis. Additionally, training specific to the employee's role is provided by current team members and the immediate supervisor. Staff employees receive [3- and 6-month performance evaluations](#) to provide feedback and determine growth opportunities. Faculty employees receive performance appraisals as described in 3C4.

As part of the college's budgeting process, departments providing support services also receive funds for professional development for their employees. In addition, HR has professional development funds available to all full- and part-time employees. Through consultation with their supervisors, employees select professional development opportunities to develop and advance the skillset for their position.

Sources

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- 3C2_Faculty handbook
- 3C2_Faculty Position Description Template
- 3C2_HR New Hire Orientation Agenda
- 3C2_Master Contract 2019 2021
- 3C2_Nursing New Hire Checklist
- 3C2_Release time
- 3C3_Faculty qualifications
- 3C3_KCKCC Hiring Process
- 3C4_Faculty evaluation process OLD
- 3C4_Instructional Deans Report
- 3C4_Instructor's Self-Evaluation Form 3
- 3C4_Non-Instructional 212 Faculty Performance Appraisal
- 3C4_Peer Evaluation Form 2
- 3C4_PEET Language
- 3C4_Professional Portfolio Form
- 3C4_Student Course Survey
- 3C4_Student Questionnaires
- 3C4_Summative Evaluation
- 3C5_202021 Professional Development HR Funds
- 3C5_Assessment Day Spring 2022
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- 3C5_Division meeting tech presentation
- 3C5_Faculty Professional Development 2020 2021
- 3C5_Faculty Professional Development 2021 2022
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- 3C5_KCKCC Technology support
- 3C5_KCPDC Faculty Development Program
- 3C5_KCPDC Special Topics
- 3C5_KCPDC Supervisory Development Program
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- 3C5_Online Education Services_Professional Development_AY2019_2022
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- 3C5_Tech Tips Website
- 3C6_CCSSE Faculty detail
- 3C6_CCSSE Summary.pdf
- 3C6_Office hours in Master Contract
- 3C7_Annual Compliance Trainings
- 3C7_Counseling and Advocacy Job Descriptions
- 3C7_Faculty Librarian job description

- 3C7_Financial Aid Job Descriptions
- 3C7_Performance Evaluation Form
- 3C7_SASS job descriptions
- 3C7_Student Activities_Director of Student Activities__16
- 3C7_Student Activities_Student Activities Specialist II_12
- 3C7_Student Success Advisor
- 3C7_Student Success Center job descriptions
- Glossary of Abbreviations

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

[KCKCC Glossary of Abbreviations](#)

3D1

The Academic Affairs and Student Affairs divisions work in unison to provide comprehensive resources that support students and help prepare them for success at the institution.

In Spring 2020, the Center for Teaching Excellence recognized a lack of qualitative and quantitative data needed to analyze the extent to which professional development supported learner-centered instruction--a KPI in the Strategic Plan. Consequently, a purposeful effort was made in 2020-2021 to improve processes and data collection in this area. Key outcomes included:

- Development of the [Learner-Centered Instruction: Key Performance Indicator Survey](#)
- Implementation of the [CTE Workshop Feedback form](#)
- Inclusion of a [Reflective Practice activity](#) as part of the Faculty Professional Development Incentive Program

[Student Health Services](#), staffed by a [nurse practitioner](#) and [practical nurse](#), is a walk-in clinic offering select medical care to students and employees. These include acute visits, physicals, basic over-the-counter medications, prescriptions/refills, and referrals as needed. Other services include blood sugar testing/diabetes counseling, pregnancy testing, safer sex kits, HIV testing, blood pressure measurement, TB testing, vision and hearing tests, weight checks, and weight counseling.

The [Center for Equity, Inclusion, and Multicultural Engagement](#) provides students, faculty, staff, and local communities with an enriched environment that celebrates the cultural contributions of diverse populations. In addition, the CEIM and CTE have collaborated to offer professional development opportunities for faculty and staff focusing on inclusive teaching, diversity, and equity.

The [Counseling and Advocacy Center](#) provides services that help students overcome life challenges to attain their educational goals. The center offers a full array of counseling services, including personal, mental health, substance abuse, career, academic issues, relationship concerns, and crisis

intervention with respect for the diversity of the student population. Additionally, the center provides a food pantry, clothing bank, and emergency fund.

The [KCKCC Bookstore](#) provides all required textbooks, supplies, and equipment necessary for students to successfully complete their coursework. These items are also available through the bookstore's website for students completing their studies in a distance environment.

The [Wellness and Fitness Center](#) provides personal training sessions, body composition analysis, fitness testing, health and nutrition seminars, and health incentive programs such as [Walk Across Kansas](#). The facility is open to students, employees, and community members.

The [Veterans Center](#) provides resources for military service members, wounded warriors, veterans, and their families related to education, employment, finances, post-traumatic stress disorder, and traumatic brain injury. The Center also provides resources to help veterans transition from military to civilian education and careers.

The [KCKCC Police Department](#), staffed by full-time, certified, and trained officers, ensures a safe campus environment by protecting the campus community and its property. Officers patrol inside and outside the campus buildings 24-hours a day, year-round. In Spring 2021, unarmed security guards were added to the force. These individuals patrol at fixed-post locations to increase campus security and assist officers by relieving them of basic security and service-related tasks. The institution publishes an [Annual Security & Fire Safety Report](#) on the college website to inform both internal and external partners.

The [Financial Aid Office](#) assists students with obtaining the funding needed to attend college. Students who apply for assistance and meet eligibility requirements may receive one or more of the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Loan, state scholarships or grants, and/or a KCKCC scholarship or performance grant. Staff provide counseling for loan repayment through [exit counseling resources](#) and information on repayment, including [guidance](#) on the Department of Education's payment pause due to COVID-19.

[Information Services](#) provides technological support for students, faculty, and staff focusing on issues and concerns with Blackboard, Office 365, Webadvisor, MyDotte, Self-Service, classroom/office technology, email, and computer labs.

The [ESOL Program](#) assists students through the registration process including, applying to the college, learning about financial aid options, choosing courses, and understanding U.S. college structures and expectations.

The [Student Accessibility and Support Services \(SASS\) Office](#) provides disability services, including classroom accommodations, assistive technology support, specialized advising, and accessible materials. SASS faculty also provide workshops on test anxiety and study strategies.

The [Registrar's Office](#) provides assistance regarding transcripts, graduation, and academic-related policies.

The [Business Office](#) supports students related to tuition, billing, payments, and refunds. They work closely with the CFO to provide the accounting functions necessary for the college to operate smoothly.

[Student Activities](#) promotes campus and community involvement, leadership development, and student growth through participation in student organizations, leadership opportunities, and cultural and recreational activities outside the classroom. The Student Senate represents the students and is an integral part of the institution's commitment to shared governance. Student Senate participates in shared leadership by providing reports, attending the monthly College Senate and BOT meetings, and participating in the Arts, Learning Commons, Diversity, and Technology Committees. The Student Senate President attends the Association of Community College Trustees Legislative Summit with the President and BOT members.

The 2021 [CCSSE](#) results indicate that support services are a strength at KCKCC compared with other medium colleges.

3D2

The [Learning Commons](#) allows students to access and utilize information technology, tutoring, and collaboration areas. Study rooms, meeting spaces, academic resources, and support services create opportunities for students to engage in the academic community.

Located on the lower level of the Learning Commons, Learning Services provides innovative, technology-enriched academic support to stimulate critical thinking and collaborative learning across all academic disciplines. The [Writing Center](#) provides tutoring services for writing, speaking, and reading. Face-to-face tutoring and small-group study sessions are available by walk-in or appointment. Faculty and staff work with students on essays, speeches, and other academic projects. The [Math and Science Center](#) provides similar walk-in tutoring services for math and science students, including face-to-face tutoring, small group study sessions, and walk-in appointments. Individual [Content Area Tutoring](#) is also available. With the move to virtual learning due to the COVID-19 pandemic, staff in the Learning Commons recognized a need to offer many of their services [virtually](#). The success of these virtual services was greater than expected and has continued this academic year.

Multiple safeguards exist to ensure students enroll only in those courses for which they are prepared. All first-time, degree-seeking students must take the Accuplacer or meet the [multiple measures](#) outlined to determine appropriate course placement. Developmental education courses are offered for those needing additional preparation to succeed in college-level coursework. Degree-seeking students must meet with an advisor before enrolling if they have not completed at least 12 credits. Additionally, pre-requisite course content and requirements are frequently reviewed by faculty to ensure students receive the preparatory knowledge required for success in higher-level courses.

3D3

[Student Success Advisors](#), assigned at the three primary locations, are full-time faculty who focus on student retention, persistence, and goal completion. This approach reflects the college's commitment to serving students from various backgrounds who have a diversity of learning needs. Advisors work with students across all majors and programs, including students in Liberal Arts majors, visiting/non-degree seeking students, and students who are undecided.

Program coordinators/directors recruit, advise, teach, and enroll students in the AAS and certificate programs. The Health Professions division also has a dedicated advisor.

The Advising Council supports faculty and staff serving in an academic advisor role. The council strives to increase collaboration across campus, improve communication, and streamline consistent advising procedures to improve student success and retention. Program Coordinators, Academic Coordinators, Academic Advisors, and Student Success Advisors serve on the Advising Council.

The [Honors Education Program](#) is one of the leading community college honors programs in the nation. The Honors curriculum is innovative, integrated, and interdisciplinary. This allows students to develop their abilities to analyze, comprehend, and explain the complexities of KCKCC's communities and environments. Staff and faculty who work with the Honors Program help students successfully graduate and transfer to prestigious universities. KCKCC is home to the Mu Delta Chapter of Phi Theta Kappa, which has received [multiple awards](#), including the 2021 REACH award for excellence in membership development and recruitment campaigns.

3D4

The [Center for Teaching Excellence \(CTE\)](#), which opened in January 2017, supports and provides educational development opportunities rooted in evidence-based, high-impact practices for face-to-face, blended/hybrid, and traditional online courses. Professional development offered during the [2020-2021](#) and [2021-2022](#) academic years supported all four initiatives of Priority 2, Goal 3 (Foster learner-center instruction) of the [Strategic Plan](#).

In March 2020, the COVID-19 pandemic required KCKCC to pivot all instruction to online, remote learning environments. The challenges this situation presented were clear as many faculty members had never taught online. Fortunately, the CTE and OES had recognized the potential of this occurrence in February 2020 and began to prepare for the transition. To provide additional time for faculty to learn and/or enhance their virtual instructional skills, KCKCC extended spring break by an additional week to allow more time for faculty to prepare to offer online instruction for the remainder of the semester. The response plan included the creation of several video tutorials that were uploaded into the [Help Creating a Virtual Classroom](#) playlist on the CTE YouTube channel. The playlist consists of 15 videos, nine of which were created in direct response to the quick pivot to remote learning. The videos, titles, and descriptions were sent to all faculty via e-mail. To date, there have been over 1,600 views of the 15 videos in this playlist.

The [Online Education Services COVID Response Initial Training Sessions](#) consisted of training sessions between March 16 and March 27, 2020. The sessions were offered face-to-face, virtually, and at different times of day to be available for all faculty. The attendance for all sessions was 504. Most sessions (non-Blackboard training) were recorded and uploaded into the [Online Education Services Blog](#) for future reference. As fully online learning continued, OES and the CTE continued to support faculty through Summer 2020 via individual consultations and sharing resources through email and the OES Blog.

The [Blue Devil Faculty Academy \(BDEFA\)](#), offered through the CTE, is a professional development program that supports the scholarship of teaching and learning. Faculty become acquainted with the institutional culture, college procedures, and instructional issues. The academy consists of three tracks: New Full-time Faculty, Adjunct Faculty, and High Impact Practices (all faculty). Sessions are offered synchronously (either face-to-face or virtually) and recorded to be uploaded in the [BDEFA Blackboard](#) for future reference. In the 2021-2022 Master Contract, release time to complete the BDEFA was negotiated as a requirement for all new teaching faculty members.

KCKCC is a [Kansas City Professional Development Council](#) member, a consortium of higher

education institutions, which provides professional development workshops, seminars, and conferences for faculty and staff. The college is also a member of the [National Institute for Staff and Organizational Development \(NISOD\)](#), which provides faculty and staff access to webinars, conferences, regional workshops, and scholarly articles. In 2017, the college received a \$75,000 grant from the Ewing Marion Kauffman Foundation and Association of College University Educators (ACUE) to participate in the [Course in Effective Teaching Practices](#). Faculty completion of this course strongly influenced the institutional commitment to design active learning classrooms and develop a comprehensive educational development plan offered through the CTE. Faculty members at KCKCC continue to be offered the opportunity to complete ACUE microcredentials such as [Effective Online Teaching Practices](#) and [Inclusive Teaching for Equitable Learning](#).

The college provides state-of-the-art laboratories and learning spaces for career and technical education students. The Math department offers computer-assisted math classes and online classes in addition to traditional on-ground sections. The Business department uses computers for accounting classes. The Science building houses physiology, microbiology, cell biology, general biology, chemistry, and physics laboratories. All labs require a laboratory coordinator to order and prepare reagents, maintain equipment, and ensure safety requirements.

The Respiratory Therapy program has a simulation lab and a practice lab. The Emergency Medical Education department has two laboratories with one lab housing a simulated ambulance purchased through the Perkins grant. The Nursing programs maintain two low-fidelity simulation labs. KCKCC invested almost \$500,000 in renovating the college's high-fidelity simulation lab in 2019. This is used primarily by the Nursing programs and for interdisciplinary learning activities. Through the [Nursing Initiative Grant](#), the nursing program was able to purchase a new birthing simulator with a newborn manikin. The Physical Therapist Assistant program maintains three spaces that serve as both classroom and lab spaces. The PTA program won the inaugural KBOR "Excellence in Technical Education Award" in 2011 and was awarded \$50,000 to outfit these labs to mimic industry standards. The Medical Assistant program has two computer labs/classrooms and two laboratories with equipment consistent with the typical work environments of program graduates. The Fire Science program, housed in its own building, has significant external space for lab activities and two pumper trucks donated by clinical partners. The Mortuary Science program has a laboratory to simulate a preparation room. There are four labs available for Nursing Assistant/Medication Aide classes: one at TEC, one at the main location, and two at PCC.

The Respiratory Therapy, Medical Assistant, Nursing, and Physical Therapist Assistant programs maintain contracts with clinical affiliate hospitals and clinics. Emergency Medical Education and Fire Science utilize several Kansas City area hospitals and Fire/EMS services for learning activities and internship opportunities. Mortuary Science students engage in various funeral service activities through contracts with local funeral homes, many owned by graduates of KCKCC.

[Library Services](#) offers a variety of resources to support student learning. Books, databases, reference materials, and videos are available within the library and accessible [online](#). The library also offers computers, interlibrary loan services, anatomy models, and the KCKCC Archives. KCKCC hosts [The Morgue](#), the premier index of journals in the field of Mortuary Science.

KCKCC demonstrates a commitment to improved infrastructure by creating and maintaining active learning classrooms, ambient learning spaces, artwork across campus and in the art gallery, [athletic facilities](#), and well-maintained buildings and grounds.

- Since 2018, KCKCC has budgeted over \$1,500,000 to renovate classroom and laboratory

spaces to support effective teaching and learning with much of the work completed by the KCKCC Buildings and Grounds team. In Fall 2021, [phase 4](#) of this project was implemented and will add four additional active learning spaces in the upper level of the Mathematics building.

- In the last two years, KCKCC has utilized almost \$500,000 in COVID relief funds to create 20 additional active learning and technology-enhanced classrooms that support greater flexibility for course delivery.
- In 2020-2021, local artist [Rita Blitt](#) donated over 140 original works, at a value exceeding \$300,000, to be placed around the main location and at TEC.
- In Fall 2021, the [KCKCC and WyCo Historical Mural](#) was installed in the administrative hallway. This dynamic digital and print mural serves as an educational mural and celebration of the community as KCKCC prepares for its' centennial celebration in 2023.
- In Summer 2022, a new 104,000 square foot, \$20,000,000, state-of-the-art [student housing facility](#) will open on the main campus. This building is designed to create a high-end living and learning environment for up to 255 residential students.
- The [KCKCC Art Gallery](#) hosts monthly events and maintains a permanent collection of art that promotes socially captivating art exhibits.

Sources

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- 3D1_SASS
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- 3D1_Student Health Services
- 3D1_Student Loan Repayment
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- 3D1_Veterans Center
- 3D1_WAK 2021
- 3D1_WFC
- 3D2_CAT

- 3D2_Learning Commons
- 3D2_Math and Science Center
- 3D2_Multiple Measures for Placement
- 3D2_Virtual Tutoring
- 3D2_Writing Center
- 3D3_ACUE Online Learning
- 3D3_Honors Education
- 3D3_PTK awards
- 3D3_Student Success Advisor
- 3D4_ACUE Microcredential Inclusive Teaching
- 3D4_ACUE Summary Report
- 3D4_Art Gallery
- 3D4_BDFA Blackboard
- 3D4_Covid Response Initial Training Sessions_OES
- 3D4_Facilities
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- 3D4_KCPDC
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- 3D4_Library Services
- 3D4_Mural
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- 3D4_NISOD
- 3D4_OES blog
- 3D4_Rita Blitt
- 3D4_Sample Database List
- 3D4_Strategic Plan 2020-2023
- 3D4_Strategic Plan 2020-2023 (page number 5)
- 3D4_Student Housing
- 3D4_The Morgue
- 3D4_Virtual classroom Youtube
- Glossary of Abbreviations

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

KCKCC provides students with quality education across multiple delivery modes and sites. The curriculum review processes of the Academic Affairs Committee, Program Review Committee, and various external accreditation organizations assure appropriateness, relevancy, and currency of programs and courses. General education coursework focuses on learner outcomes for personal and professional success. KCKCC fosters diversity in the everyday activities of recruiting students and hiring employees.

The college employs an appropriate number of qualified faculty who contribute to scholarship through community service, professional activities, and participation in designing excellent learning opportunities for students. Faculty develop and provide oversight of the curriculum and assessment of student learning. The Master Contract outlines the faculty evaluation process, ensuring their professional competence and supporting their continued professional development.

Appropriately qualified and trained staff provide student support services such as tutoring, academic advising and counseling, assessment and testing, financial aid, veterans support, disability support, and student retention.

The college provides students with a diverse learning environment through appropriate infrastructure, including up-to-date technology, active learning classrooms, scientific laboratories, clinical practice sites, and service-learning opportunities.

KCKCC fulfills its claim to provide a diverse learning environment through multiple student clubs and extracurricular activities.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

[KCKCC Glossary of Abbreviations](#)

4A1

Criterion 4, Core Component 4.A was identified as Not Met by the 2020 Site Visit Team, as KCKCC did not have or provide sufficient evidence that learning outcomes assessment was taking place at the program level in all programs across the college; that program level assessment data was not being collected, analyzed and archived in a systematic manner in both curricular and co-curricular areas; and that data collected was not being employed to improve program and student learning. KCKCC took this feedback to heart and fully recognized the college was deficient in these areas. Over these last 20 months, faculty and staff have made improvement in these areas a college-wide priority. Significant progress, including the creation of sound plans, structures and processes have been made to ensure the college has solid and sustainable processes moving forward to not only eliminate these deficiencies but make them an institutional strength. The information provided in this chapter speaks to the tremendous work that has been accomplished since the last visit.

The college conducts regular [program reviews](#) through the [Program Review Committee](#) (PRC). The [comprehensive review process](#) summarizes each program's strengths, achievements, and challenges. It assesses how each program's mission and objectives align with the college's mission and strategic plan, including a [mid-cycle review](#) and [action plans](#). All certificate and associate degree programs undergo a review every four years. Outcomes of these reviews support requests in the [zero-based budgeting](#) (ZBB) process to ensure programs also execute responsible stewardship of resources. The academic deans manage this process during the annual budgeting process.

In Summer 2020, academic programs were divided into [four cohorts](#). Several programs in Cohort 1 and Cohort 2 were put on an accelerated path to restore the calendar cycle; now, the PRC is following the calendar as outlined and can proceed more sustainably with the cycle as envisioned. Following completion of the [2021-2022 academic year](#), all degree- or certificate-granting programs will have initiated the new program review process with programs in Cohort 1 completing their initial four-year review process.

In response to feedback provided during the HLC site visit and the [IAC](#) in 2020, the PRC worked to rectify identified issues concerning the program review process. This involved a review and revision of various documents to their current form: a [self-study document](#) that is clear, relevant, and precise; comprehensive [instructions](#) for completing the self-study document; a [calendar](#) encompassing a four-year cycle; assigning [mentors](#) to programs beginning the process; designing [feedback forms](#) that provide guidance to the programs; and, developing and presenting various [workshops](#) for programs new to the process as well as ongoing professional development for all faculty and staff on [Assessment Day](#) at the beginning of fall and spring semesters. Additionally, only degree- or certificate-granting programs are now required to complete the program review process. The following samples document the evolution of the self-study report to its current form: [Cohort 1](#), [Cohort 2](#), [Cohort 3](#), and [Cohort 4](#).

Another significant change took place in Spring 2021. Before Cohort 3 completed the process, the VPAA was not involved in the program review process. Once added, the VPAA identified issues that needed further refinement. For example, many of the self-study forms were not completed in their entirety, and the feedback presented to programs by the PRC was not necessarily beneficial to promote program improvement. As a result, two significant changes have occurred: first, the feedback forms have been revised and committee members trained on how to complete them; and second, the financial section of the self-study is being reviewed and modified by the CFO and the Office of Institutional Effectiveness to provide feedback that is useful for both the program and the institution. KCKCC anticipates the addition of these two components for Cohort 4 will significantly strengthen the process.

Components of the updated and current self-study include reviewing multiple data points: student demographics; enrollment, retention, and completion rates; external influences and financial health. Curricular components, alignment with industry expectations where identifiable, and student and program outcomes assessment are also evaluated. Overall strengths and opportunities for improvement are identified, and the academic dean provides an executive summary. The program then presents its self-study to the PRC for clarification, and feedback is provided. The final step in the current process is review and approval by the VPAA. The VPAA is currently working to develop a process for assessment of program viability as well as a process for recommending to the Board of Trustees decisions about program continuation, revitalization, downscaling or sunseting.

An additional change in the past two years is the inclusion of [action plans](#) and [mid-cycle reviews](#) for each program. The program is asked to utilize data from year one to identify two strengths, two

opportunities for improvement, and action plans with targets to maintain strengths and address weaknesses. This process also includes identifying any resources needed to implement the plans, helping to link the program review, and budgeting processes. Once thoroughly reviewed through the PRC committee, the dean, and the VPAA, these forms are returned to the program and dean for implementation and monitoring. An opportunity for continued growth is the inclusion of the advisory board members in the review, development, and implementation of the action plans.

In the IAC report, the committee asked that KCKCC “provide evidence of the final resolution for all transfer degrees regarding PLO” (page 10). The Associate in Arts (AA), Associate in Science (AS), and Associate in General Studies (AGS) degrees [established PLOs](#) which were approved by [Faculty Senate](#) in Fall 2020 and began the PRC process in Fall 2021. Due to the nature of transfer degrees, some modifications to the review process have been necessary to ensure the review of transfer degrees is a productive rather than rote process. Currently, the college is working to move away from specific degrees in disciplines such as Biology, Music, Theatre, Psychology, etc., to move toward pathways in each of these disciplines since as many as 75% of KCKCC students n transfer education graduate with the AA, AS, or AGS in Liberal Arts and Sciences rather than discipline-specific degrees such as an AS in Biology or AA in History.

The PRC recognizes the need to review and revise processes continually to ensure information gained through program review is beneficial to both the programs and the institution. To this end, the PRC sends out a [feedback tool](#) for programs to complete regarding the strengths and challenges of the process, recommendations to strengthen the overall process, and an opportunity to provide feedback to the committee. Additionally, members of the PRC complete an [annual review](#) of their work. [Changes](#) made due to this feedback include creating a tri-chair committee, adding a Communication Liaison, and transitioning from a Blackboard Organization to a TEAMS site to provide better organization and access for all PRC-related information.

As mentioned by the visiting team and discussed at the IAC hearing, KCKCC was aware that the committee structure may have negatively impacted assessment processes due to “committees with an overlapping function that create redundancy.” The college has implemented the changes discussed at the IAC and more clearly defined the roles of each assessment committee. The new committee structure, which appears to be functioning effectively, is found in the [Institutional Assessment Handbook](#) (page 6).

Administration continues to support program review efforts. Financial resources are committed annually to fund the work of the HLC Assessment Academy team, discussed in Criterion 4.B.1 below. [Bi-annual updates](#) (page 11) to the Strategic Plan address assessment efforts regarding KBOR [Transfer and Articulation](#) agreement policy goals and initiatives. The President and VPAA meet to review and provide guidance based on the [Annual Assessment Report](#) and submitted program review documents. An example of change initiated from these meetings is the inclusion of the VPAA as the final step in the program review process, as previously mentioned.

In addition to its commitment to regular reviews of all certificate and degree granting programs, the college acts upon the findings of the Program Review Committee. These changes can be found in the individual self-study documents, action plans, and mid-cycle check-in forms. The changes implemented are throughout the college, and representative examples follow. The Fire Science Program was in the first cohort of program reviews in the 2019-2020 academic year, and because of needs identified through the process, the college renovated a car dealership to a location with two full-size classrooms, two offices, one IT room, a small breakroom, and inside bay area, and an outside grounds area. Due to the support of the program from its industry advisory board and the

college, the Fire Science Program is currently working on a self-study to be accredited through the International Fire Service Accreditation Congress (IFSAC).

Because of local business needs identified through the program review process, the Culinary Arts added a Certificate A option which allows multiple exit points for students and is especially beneficial for high school students who can now have a Certificate A upon graduation. The Building Engineering & Maintenance Technology (BEMT) program modified the Certificate B to include a Certificate A for much the same reasons. Continuing the same trend, the Administrative Office Program (AOP) is creating a new certificate for Legal Administrative Assistant. The Nail Technology program added a night program because of data collected through the program review process. The program also worked to increase the program from 15 to 16 credit hours, so students could receive financial aid. Finally, the program added the learning software MindTap to accommodate online learning (infused with videos, interactive learning opportunities, tests, quizzes, modules, etc.).

4A2 and 4A3

Transcript Services, a component of the Registrar's Office, evaluates the credits it transcripts and/or relies on the evaluation of responsible third parties. These third parties include the KBOR [Transfer and Articulation Agreement](#) Policy for credits earned at other state institutions, the American Council on Education Guidelines for military courses and jobs, and the National Association of Credential Evaluation Services (NACES) for credits received from international institutions. Some programs with selective admission requirements have procedures documented in their student or program handbook concerning [admission](#), [advanced standing](#), and [transfer credit](#) awarded.

KCKCC offers the following paths for [non-traditional study](#): Department Credit by Examination, Advanced Standing, Independent Study, Military transcripts, Defense Academy for Nontraditional Educational Support (DANTES), College Level Examination Program (CLEP), Advanced Placement, Certified Administrative Professional Exam (CAP), and International Baccalaureate Program. Students using non-traditional studies to fulfill graduation requirements must follow the guidelines located in the catalog. An additional path is the Life Experience Learning Program, the KCKCC-equivalent of credit for prior learning. This program follows the KBOR [Credit for Prior Learning Guidelines](#). Students can accumulate no more than 30 credit hours of non-traditional course work; students wishing to graduate with honors can use no more than 21 hours of non-traditional credit.

Outside of the policies mentioned above for non-traditional studies, KCKCC only awards [credit for transfer](#) courses completed at accredited institutions as shown in the Academic Catalog. As of January 2022, this policy is going through the policy review process and will be added to the policies and procedures webpage when completed. The Registrar's Office works with academic departments to ensure consistent articulation of transfer work. Discipline-specific faculty evaluate transfer credits from institutions with which KCKCC does not have a formal articulation agreement or for courses outside those approved by the KBOR for [System Wide Transfer](#). In keeping with HLC Assumed Practice 2C, the institution makes no promise to prospective students regarding the acceptance of credit until an evaluation has been conducted.

4A4

Academic departments select and maintain the prerequisites for their courses. Prerequisites may include placement testing, achievement of a specific grade, and/or sequential enrollment. Faculty

review these requirements as appropriate, such as during the change to the Accuplacer Next Generation and/or if institutional data suggests a need for changes. Significant changes to courses undergo a review process by the division, Deans Council (DC), and Academic Affairs Committee (AAC) as outlined in 3A1. If prerequisites exist, they are identified in the course syllabus and within the course description in the KCKCC Catalog.

KCKCC's [Academic Affairs Committee](#) (AAC) Charter and Bylaws show that the council is made up of 11 voting faculty members and 3 non-voting staff/administration members. AAC's purpose is to review credit courses/programs/certificates and to make recommendations to the VPAA regarding their inclusion in the curricular offerings of KCKCC and review and recommend policies pertaining to curricula, program requirements, etc. Faculty submit to the AAC [curriculum forms](#), which prompts faculty to address all standards in their curriculum proposals, and curriculum process instructions are provided to help address questions that might arise.

KCKCC faculty, the Vice President of Academic Affairs, Academic Deans (Dean of Arts, Communications and Humanities; Dean of Social and Behavioral Sciences and Public Services; Dean of Math, Science, and Business Technology; Dean Career and Technical Education; and Dean of Health Professions), the Academic Affairs Committee (AAC), the General Education Committee (GEC), the Assessment Council, and the Office of Assessment manage the rigor of curriculum and expectations for student learning. The AAC and GEC Committees are faculty committees designed to ensure that faculty retain oversight over curriculum. As described in Core Component 4B, the faculty continuously review and assess courses to confirm students are achieving the stated course and program objectives.

The college provides learning resources in multiple forms to accommodate on-ground and online students as noted below and in Criterion 3.

KCKCC's [Learning and Library Services](#) department is designed to provide myriad services. The department is housed in the Learning Commons and features quiet study spaces, an active learning classroom, one-stop access to tutoring, research instruction, and areas such as the [Digital Access Studio](#), where students use higher-tier technology for class projects and personal development.

Library Services curates a comprehensive collection of resources to promote academic excellence. Librarians provide instruction and innovative services to promote information literacy, media literacy, and critical thinking skills. Books, journals, reference materials, and videos are available within the library and online. In addition, study rooms, computers, test proctoring, curbside pick-up, and interlibrary loan services are available.

The [Math and Science Center](#) provides tutoring for math and science and supports success through a shared learning space and individualized approaches to tutoring. The [Writing Center](#) offers practical guidance in navigating the process of communication through writing, speaking, and reading. The Writing Center works with students on essays, speeches, and academic projects, including lab reports and presentations. Online writing consultations are available. Learning and Library Services provided all services virtually during the pandemic. These efforts are outlined in a document highlighting [Learning and Library Services](#), another which details resources for faculty to use when [students were quarantined](#), and a special edition [newsletter](#) describing virtual opportunities. Face to face and online modalities continue to be utilized to serve the community of learners best.

KCKCC exercises authority over faculty qualifications and required credentials by listing them in faculty job descriptions and as described in Criterion 3C3. The college recently approved a [Faculty](#)

[Qualifications](#) policy to clearly show KCKCC follows HLC guidelines.

The college offers [dual and concurrent enrollment](#) for high school students. Concurrent enrollment involves high school students attending existing college courses at a KCKCC location. Dual enrollment utilizes qualified instructors, that meet same academic and credential expectations as KCKCC faculty, in the high school classroom to deliver college courses directly to students. The process outlined in Criterion 3C3 for approval of faculty qualifications is the same used for approving concurrent/dual enrollment instructors. Instructors of concurrent/dual credit courses use the same syllabi and textbook(s) as faculty teaching post-secondary students in on-ground or online sections of the courses. Certain fulltime faculty serve as concurrent enrollment coordinators in their respective disciplines. These processes ensure courses and programs for high school students are equivalent in learning outcomes and levels of achievement.

4A5

KCKCC holds specialized accreditation for multiple programs as appropriate to their educational and professional purposes. Some programs require accreditation for credentialing purposes, while others maintain voluntary accreditation to facilitate course transfer or prepare students for employment with the most current standards. Regardless of the purpose, maintenance of specialized accreditation confirms a program is committed to excellence in all facets of the educational process.

Programs with required accreditation:

- The [Medical Assistant](#) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- The [Mortuary Science](#) program is accredited by the American Board of Funeral Service Educators (ABFSE).
- The [Registered Nursing](#) program is accredited by the Accreditation Commission for Education in Nursing (ACEN).
- Both the [Registered Nursing and Practical Nursing](#) programs are approved by the Kansas State Board of Nursing (KSBN).
- The [Paramedic](#) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- The [Physical Therapist Assistant](#) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- The [Respiratory Therapy](#) program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Programs with voluntary accreditation:

- The [Accounting, Business Administration, Marketing, and Administrative Office Professional](#) programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- The [Automotive Collision Repair and Automotive Technology](#) programs are accredited by the National Automotive Technicians Education Foundation (NATEF).

4A6

KCKCC tracks and evaluates the success of its graduates for both career and transfer programs. Data sources include employment rates, internship participation, employer satisfaction, and transfer to and

completion of bachelor programs. Information about student success is published annually by the KBOR in the [Community College Data Book](#).

The college contacts alumni from career programs six to twelve months after graduation to collect their status, including employment status, salary, and participation in further education. Information is submitted to the KBOR as part of the annual [follow-up survey](#) required for Perkins funding. A [report of performance](#) is returned to review and consider with the next Perkins application. Programs with specialized accreditation track graduate outcomes as outlined in their individual accreditation guidelines. This data often includes employment rates, success on national credentialing examinations, and employer satisfaction. Further information is often gained during advisory committee meetings or visits to clinical internship sites. KCKCC administration, advisory boards, and faculty analyze all data collected and implement changes, as necessary.

Many programs at KCKCC require students to complete an internship/clinical/practicum experience as part of the curriculum. Optional experiences also exist to advance student learning and facilitate employment opportunities following graduation. For example, students in the nursing program may enroll in an [experiential learning](#) course to complete a mental health internship. Students who complete these experiences often have a seamless transition from intern to a full-time employee. Furthermore, information on student performance in these internships is shared with program leadership and provides additional data for curriculum and program review processes.

Tracking general education program graduates in the past has been challenging, but KCKCC has met these challenges in the following ways:

- KCKCC utilizes an electronic transcript service. The system generates a monthly report that presents the total number of transcripts requested and tracks the name and frequency of receiving institutions.
- Institutions such as Emporia State University, Western Governors University, and Kansas State University share aggregate information regarding the performance of KCKCC transfer students. While these reports generally show that students who began their studies at KCKCC perform favorably, they do not distinguish between students who graduate and those who transferred before degree completion.
- KCKCC also utilizes the student tracking services from National Student Clearinghouse. These reports provide information such as subsequent enrollment and transfer data on students who started their academic careers at KCKCC. An opportunity for growth is to utilize this data in the program review process. Finally, the college is refining its process of tracking the success of transfer graduates, and some [initial reports](#) are attached.

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- 4A6_Student Followup Questionnaire Rev D
- 4A6_Transfer Degree Analysis January 2022
- Glossary of Abbreviations

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

[KCKCC Glossary of Abbreviations](#)

4B1

Similar to Core Component 4.A, Core Component 4.B was also identified as Not Met by the 2020 Site Visit Team. During the review, the team generally identified that not all degree programs had clearly defined learning outcomes; that insufficient progress was made towards program level assessment identified as a concern in previous visits; that KCKCC's process were assessment of student learning was ineffective; and that it was unclear how KCKCC's used information gained from assessment to improve student learning. The site visit team also did recognize that KCKCC's was in the process of updating assessment related processes and methodologies to improve student learning at an institutional level. The following information describes how these challenges have been met head on to not only create processes and structures, but a culture of assessment and continuous quality improvement.

Since the 2020 visit, KCKCC has implemented ongoing assessment processes to ensure students have gained the requisite knowledge to matriculate to the next level of coursework in a program and so they leave KCKCC prepared with the skills necessary to transfer to another institution of higher learning or enter the workforce. These processes are grounded in and supported by the KCKCC Strategic Plan initiatives, Mission, Vision, and Purpose. For example, [Priority 2](#) of the 2020-2023 Strategic Plan is "Quality Programs and Services: Providing excellence in education by offering relevant and innovative educational programs and services that meet the needs of our students and community." With an emphasis on quality, assessment efforts are essential to the college delivering results related to the Strategic Plan.

KCKCC has clearly stated goals for student learning at the course, program, and institutional levels that are strategically interrelated and provide a robust assessment of student learning. Course Learning Outcomes (CLOs) are placed on all course syllabi. Program Learning Outcomes (PLOs) are available to students in the appropriate syllabi. Within the Taskstream® by Watermark system, program faculty create a [Curriculum Map](#) to link courses and specific CLOs to PLOs, thereby connecting the learning that occurs in each course to the desired learning to be achieved at program completion. Working collaboratively and through shared governance, the college developed [General Education Learning Outcomes](#) (GELOs) and [Institutional Learning Outcomes](#) (ILOs) that are posted

on the website and found in the [Institutional Assessment Handbook](#) (pages 5, and 7-8).

The process for approval of outcomes varies by course, program, and institutional level.

- CLOs: Faculty within each discipline develop course learning outcomes for new courses. Some programs, primarily those offering an AAS or certificate, also include competencies for each learning outcome. As part of the approval process for new courses, the Academic Affairs Committee (AAC) approves the outcomes and, if appropriate, competencies. Once established, faculty may recommend and implement modifications to both outcomes and competencies, often based on assessment data, with approval from the appropriate academic dean. [Training](#) has been provided to faculty on best practices in the development of student learning outcomes. The Director of Assessment also serves as an advisor to faculty in creating CLOs.
- PLOs: Program faculty develop and oversee program outcomes. For AA, AS, and AGS degrees, collaboration with baccalaureate institutions outlines foundational student learning needed to support student success upon transfer. For programs offering AAS degrees or certificates, initial approval of the program, including PLOs, must be granted by the [Kansas Board of Regents](#) (KBOR). For PLO revisions, program faculty work closely with advisory board members to ensure all aspects of the program support successful preparation for employment in the field.
- GELOs and ILOs: These were created as part of the 2015-2018 [General Education Review Process](#) (GERC) and approved by the Faculty Senate. The General Education Committee (GEC), formerly the Core Curriculum Council, oversees the GELOs and their assessment.
- ILOs: These Outcomes are mapped from the course level through the institutional level using various processes. All courses are mapped to the PLOs they support through a [curriculum map](#). Some programs also note this on their [course syllabi](#). [PLOs are mapped to ILO](#) in Taskstream® by Watermark as well. This mapping allows faculty to examine student learning and program performance across all levels of assessment. As shown beginning on page 4 of the attached document, [GELOs are aligned to ILOs](#) through the general education petition process described in Criterion 3.

CLOs are assessed through alignments, analytics, and class reports managed in the Blackboard Outcomes Assessment Module. Once aligned to various class activities, faculty can run reports at the [individual student level](#) or aggregate to assess student learning. At the end of each semester, faculty are required to submit a brief survey to document a review of the Blackboard Course Performance report and detail two strengths and two opportunities for growth in each course. Additionally, information from the course-level assessment is discussed during mandatory departmental meetings in the fall. This information is submitted through [Microsoft Forms](#) and made available to the academic deans and program coordinators for review.

For multi-section courses, the submitted faculty reviews for each section are blinded and sent to the coordinator/director/lead faculty and academic dean. A comprehensive annual review occurs, providing a “closing the loop” opportunity to initiate and review curricular changes. Initially, this was believed to be sufficient for course-level assessment. However, the limitations of this approach for multi-section courses became apparent as the process was implemented.

During the 2020-2021 academic year, the Psychology department piloted the use of common assessments and/or common assignments for course-level assessment. Based on this pilot, beginning in the Fall 2021 semester, a task force was created to address multi-section, course-level assessment, and facilitate the development of best practices for the college. Faculty from disciplines with the highest enrollment courses were recruited for the task force, and a division dean and faculty member

serve as co-chairs to ensure the development of assessment processes are faculty driven. It is anticipated these processes will be fully developed and implemented no later than Fall 2022. The courses and membership are listed below.

- Psychology 101 and 203 – Psychology Professor, Coordinator, and co-chair
- History 104 and 105 –History Professor, Coordinator, Interim Dean, and co-chair
- English 101 and 102 –English Professor and Coordinator
- Speech 151 and 201 –Speech Professor and Coordinator
- Biology 121 and 141 –Biology Professor
- Math 104 and 105 –Math Professor

PLOs are assessed by program faculty using [Taskstream® by Watermark](#) to determine strengths and new initiatives that may be warranted based on data collected. Faculty develop and maintain an assessment plan that outlines the methodology for assessing all PLOs over a three-year cycle. For example, some programs evaluate a capstone assignment, while others assess student performance in a clinical/internship setting. Programs are encouraged to review various data points, both [direct and indirect](#) forms of assessment, to determine the strengths and opportunities for improvement within the program. Once submitted, these are reviewed by the academic dean and the Director of Assessment, with feedback provided as part of the [Annual Assessment Report](#). [Multiple training resources](#) have been created to guide faculty in completing this process

After the development of an Assessment Plan, program faculty collect data and report these in the Assessment Findings report. The faculty engage in “crucial conversations” related to the assessment findings, and information gleaned from these discussions serves as a catalyst to develop an Action Plan. Appropriate actions include class/course revisions, faculty development, curriculum modifications, follow-up assessments, funding requests, staffing adjustments, etc. The Action Plans are regularly revisited, and a Status Report is completed to provide a final status update on the Assessment Plan given the Assessment Findings and subsequent Action Plans. Each of the components is illustrated in the Taskstream® by Watermark [workspace](#).

[GELO](#) assessment is conducted by the GEC. Following the 2020 site visit, the GEC adapted their project to align with GELOs rather than ILOs. [New rubrics](#) were created by the faculty on the committee. The selection of courses from which student artifacts are drawn conforms to the assessment of each outcome within designated GELOs. A [PowerPoint](#) for faculty training was disseminated and a recording of the training made available to all raters. A norming session was conducted, and raters received [feedback](#) on their performance in the norming environment.

The GEC completed their first cycle of assessment of the student artifacts in the 2021 Spring Semester. After the committee shared the findings of the project during Fall 2021 Assessment Day, faculty from the divisions included in the first round were encouraged to meet and discuss the results and how they can be used to improve student learning. Fulltime and adjunct faculty from the English and Communication departments met collectively to review the Basic Skills GELO results.

As can be seen, the assessment of GELO is a relatively new process at the college, and many changes to both processes and courses to improve student learning are being identified through discussions among the general education faculty during welcome week in each fall and spring semester. Results from the meetings in January 2022 can be seen in the [attached](#). As an example, the interdepartmental discussion of the Basic Skills assessment findings established dialog about the relationship between the Basic Skills courses. The inaugural round of assessment results met the first benchmark (a minimum score of 2 on all performance indicators) established by the GEC, so the

discussion focused on maintaining those results and considering the parameters of the assessment project. The faculty recommended the committee add the integration of research as a performance indicator and requested future assessment include information regarding student success in the high school sections and online versus on-ground student performance. Because the scores fell a little short of the second benchmark (an average total score of 14), both departments identified areas for additional focus: the English department will investigate the decreased performance in sentence construction from Composition I and Composition II; the communications department will coordinate assignment requirements for outlines to improve the effective development performance indicator. While no significant changes were deemed necessary, faculty feedback following the meeting suggested the most important outcome was initiating discourse between faculty across departments.

The HLC Assessment Academy Team is currently working on a two-part plan for the ILOs. The first component of the plan focuses on the annual assessment of the ILO. In 2020-2021, the ILOs were assessed using information from Taskstream® and is included in the [Annual Assessment Report](#) (pages 3 - 6). The information in the system reflected the number of times each ILO was assessed in each academic and co-curricular division. This year, the ILO assessment will be expanded with a focus on specific learning outcomes each year. ILO assessment will take place in four ways: (1) the Taskstream® information that was highlighted previously will continue to be tracked; (2) the HLC Academy Team is currently working on templates for the deans' annual assessment reports. The templates will include a space for deans to provide information about ILO assessment (for the designated ILOs that year) in their respective divisions; (3) the General Education Committee's GELO to ILO map will be used to create a template that can be utilized to pull information regarding the designated ILOs for the year; and (4) specific questions from the most recent CCSSE and Noel-Levitz reports have been mapped to each of the ILOs. The responses to the questions mapped to the designated ILOs for a given year will be collected. All this information will be included in the Annual Assessment Report moving forward.

The second component of the plan focuses on updating/revamping the current ILOs. This process will take place over several months and will include the input of key stakeholders across campus.

To facilitate ongoing and continuous assessment efforts, the college established a timeline that ensures continued progress in the assessment of all facets of student learning. The timeline for assessment of each type of outcome is found in the [Institutional Assessment Handbook](#) (pages 8-11).

KCKCC demonstrates a commitment to student learning beyond the classroom with an enriched educational environment that complements its academic listings through a variety of co-curricular activities available to students. As outlined in 1.A.4, co-curricular activities are an integral part of KCKCC and its mission.

KCKCC builds connections between academic, co-curricular, and extracurricular programs to enhance student learning and development. All departments and programs that support student learning and development at a substantial level participate in the assessment process and are represented on the [Co-Curricular Assessment Committee](#) (CCAC). The committee supports co-curricular assessment efforts across campus while providing guidance and feedback on assessment guidelines and protocols. CCAC defines co-curricular activities and programs as those "that take place outside the classroom and are non-credit bearing but contribute to students' academic, personal, and professional growth and development". Such activities and programs mirror the formal academic curriculum of the college.

KCKCC implemented an assessment plan for non-instructional programs outlined in the [Institutional Assessment Handbook](#) (pages 13 and 14). Many provide co-curricular learning where data is collected, analyzed, and archived in Taskstream® for program and student learning improvement.

The process of co-curricular assessment at KCKCC began in 2017-2018 when the Honors Education department developed student learning outcome statements. In [2017-2018](#), the department piloted the assessment process. At the end of the year, the department completed an annual assessment report. The process was repeated for the [2018-2019](#) academic year. The insight gained through the Honors Program pilot process was used to refine practices and ensure the efficacy of the co-curricular assessment process.

In summer 2019, the co-chairs of the Co-Curricular Assessment Committee reviewed guidelines provided by the [Council for the Advancement of Standards in Higher Education](#) (CAS). The six [learning and development domains](#) identified by CAS were adopted for restructuring the co-curricular assessment framework at KCKCC. The CAS standards were [mapped to ILO](#) to demonstrate alignment with institutional objectives.

KCKCC established and follows an annual [Co-Curricular Assessment Calendar](#). Each year, the departments and co-curricular programs involved in the co-curricular assessment and student learning outcomes create [Co-Curricular Assessment Plans](#) that describe the intended assessment activities for that academic year. Annually, these departments and co-curricular programs are responsible for collecting direct and indirect evidence to evaluate their assessment goal. Progress Status Reports are collected throughout the year. Collected evidence is reviewed and analyzed to determine opportunities for improvement. This is documented at the end of the year in the Annual Assessment Report.

In recent years, the college has made a significant financial investment in college-wide assessment, committing over \$200,000 a year to that end, especially in human resources. During a reorganization of the academic units in 2017-2018, the division of Academic Support and Assessment (ASA) was created. In August 2018, the Dean of ASA was hired to manage all academic support areas and oversee KCKCC's assessment activities to ensure compliance with national and program-specific accreditation standards. Shortly thereafter, it was determined that there was a need to identify an individual who would be responsible for managing all assessment efforts across the college. In May 2019, a Director of Assessment was hired, and the Office of Assessment was established.

In Fall 2018, the college applied for and was accepted into the HLC Assessment Academy (Spring 2019 Cohort). An eight-member team with representatives from administration, faculty, and staff was formed and attended the first Academy Roundtable in June 2019. The Assessment Academy Team started developing a four-year assessment project in spring 2019. Considering the number of items the college needed to address regarding assessment, it was suggested that the Team work on manageable projects first to have a greater impact. Another suggestion from the HLC Academy Team's mentor and scholar was that the Team make recommendations to the assessment committees, who would then carry out the work.

Over the last two years, the Assessment Academy Team has completed several projects and other projects are in the development stage. The Team created a Glossary of Terms which acts as a standard pool of terms related to assessment that is used across campus. This Glossary is available in the [Institutional Assessment Handbook](#) that encompasses academic and co-curricular assessment. The handbook informs the campus community about assessment events and activities. An assessment newsletter, [Beyond Measure](#), is now published monthly, where individuals from assessment

committees volunteer to author articles. A campus wide assessment management system, Taskstream® by Watermark, was introduced and is now being used at KCKCC. A Co-Curricular Assessment Committee was formed and meets once a month. All degree and certificate programs and co-curricular departments have learning outcomes created. In addition, the [Assessment webpage](#) was revamped and continues to be updated to help the college and community stay informed about assessment practices at the college.

The Team has started additional projects including the gathering of information regarding the assessment of transfer degrees such as AA, AS, and AGS. The Team's intent is to establish a method to assess Liberal Arts degrees that are not classified as actual programs but transfer degrees. The team is also working to develop training materials for college individuals to refer to when needed. As the Team continues to gather information, it is distributed to the appropriate committees (Co-Curricular, General Education, and Program Review).

The Academy Team is now in its final two years and, in consultation with the Team's assigned HLC Academy Mentor, is preparing for a major undertaking: Institutional Learning Outcomes (ILOs). The Team is currently determining how to measure, and who will be responsible for compiling and reporting on ILO data. Preliminary planning is also underway to update the college's ILOs. This will include campus-wide collaboration and will extend beyond the remaining two years left in the Academy.

Team members include:

- Asst. Prof. and Coordinator, Fire Science
- Dean of Academic Support and Assessment, Team Lead
- Dean of Student Services
- Director of Assessment
- Director of Honors/PTK/Service Learning/Undergraduate Research
- Professor, Biology
- Vice President of Academic Affairs
- The Team also consults the Director of Institutional Effectiveness when appropriate.

Commitment of faculty development resources to assessment has also been an institution-wide priority. Since August 2016, college funds have been allocated for faculty, staff, and deans to attend and/or present at local, regional, and national professional development/assessment [conferences](#). KCKCC financially supported three cohorts of faculty, staff, and academic deans in the completion of the ACUE's Effective Teaching Practices course. Further micro credentialing has occurred for some ACUE-certified faculty, including [Promoting Active Learning Online](#) and [Inclusive Teaching for Equitable Learning](#).

Technology investments have also supported assessment initiatives. While continuing to fund the use of the Blackboard Outcomes Module for individual course assessment, KCKCC has also invested approximately \$60,000 in Taskstream® by Watermark for program and institutional level assessment. Purchased in Spring 2019 and piloted the following year, the assessment management software has become the primary method for collecting, reviewing, and documenting evidence for program-level assessment and co-curricular assessment.

4B2

Faculty across the college have embraced assessment processes to improve student learning at the

course level. As previously described, a completed spreadsheet of the responses submitted for class-level assessment are sent to the dean, and a blinded copy sent to the program coordinator/director/lead faculty. A review of these documents shows what faculty have identified as opportunities for course improvement based on information gleaned from assessment processes to improve student learning. Below are examples of targeted areas for improvement, identified by faculty, across divisions.

- “The greatest areas of improvement for this course are ensuring that the students are able to demonstrate an understanding of the expectations and requirements of Presidential Scholars in the Honors Education Program and to be able to demonstrate the ability to set academic goals, including transfer options. Perhaps a new form of assessment needs to be considered rather than the assessments utilized this semester.” (Division of Academic Support and Assessment – which includes Honors Program classes).
- “Based on my review of the data, I plan to continue to target the area of summarizing and paraphrasing. It is characteristic of the developmental reading student population to have difficulty summarizing and paraphrasing content of texts using patterns of organization as a guide. Therefore, I will continue to research these text structures because research states the important connection between the awareness of patterns of organization and how it supports reading comprehension and improves the quality of student writing.” (Division of Arts, Communications and Humanities).
- “Manual transmissions are a lower testing area, but still at 87.3%. What is interesting is that the material is very similar to the differential servicing and axle information that the students did well on. I need to find a way to bridge those two, so the students understand how similar they are and that most of our procedures for each are similar.” (Division of Career and Technical Education).
- “Based on the bell curve, the course may be lacking in rigor. Students need to be more prepared for the Kaplan Comprehensive.” (Division of Health Professions).
- “I plan on having students calculate the ratios earlier in the semester for the project to create increased engagement. Creating a quiz to list out course expectations as students seem to not read the syllabus and course expectation statement—missed and late work submitted.” (Division of Math, Science and Business Technology).
- “Additional opportunities for increased learning related to areas of cognition. Need to find additional resources for this topic.” (Division of Social and Behavioral Sciences & Public Safety).

More exhaustive division samples are provided in the evidence files for each academic division:

[Division of Academic Support and Assessment](#); [Division of Arts, Communications and Humanities](#); [Division of Career and Technical Education](#); [Division of Health Professions](#); [Division of Math, Science and Business Technology](#); and [Division of Social and Behavior Sciences & Public Services](#).

Faculty have also embraced assessment processes to improve student learning at the program level using Taskstream® by Watermark. A review of samples from each division shows how faculty have used assessment findings to develop action plans for program improvement. Some representative examples from each division are outlined below.

- Division of Academic Support and Assessment (Learning Services, a co-curricular program) - The department will determine and begin to collect the quantitative and qualitative data to demonstrate Learning Services impact.

- Division of Arts, Communications and Humanities (Audio Engineering) - Progress throughout the semester will be tracked and allocated a percentage of the assignment's grade. The completed recording and mixes will be evaluated with a grading rubric that includes project scope and difficulty, and the artistic outcome of the project, as well as progress shown throughout the semester.
- Division of Career and Technical Education (Building Engineering and Maintenance Technology) - Our Method of delivery has changed for our Spring semester courses as well. We now teach the material in segments, small groups, and use detailed assignment sheets allowing the student to read their assignment, get clear instructions from Faculty, create their project draft, and then complete their assignment.
- Division of Health Professions (Physical Therapist Assistant) - An alternate research project and presentation will be in place until restrictions allow full participation of students in a research project with the goal of presenting the findings in a poster at Kansas APTA conference.
- Division of Math, Science, and Business Technology (Accounting) - Given the low submission rate, it was deemed that students were being assessed too early in the course and that an artifact submission collected later in the semester would be a better indicator of whether students are meeting PLO 1.
- Division of Social and Behavioral Sciences and Public Services (Addiction Counseling) - Because there appears to be lack of retention of learning from the entry level classes and the final capstone exam, the following actions will take place. 1. Review of the final exam in both ADCN 0101 and ADCN 0106; 2. Completion of an update to the capstone exam. This was started but has not been completed yet. 3. Implementation of a pretest to be given after completion of both ADCN 0101 and ADCN 0106 so we can better measure retention and improvement upon completion of the capstone.

More detailed examples from these programs are included in the linked documents: [Division of Academic Support and Assessment](#); [Division of Arts, Communications and Humanities](#); [Division of Career and Technical Education](#); [Division of Health Professions](#); [Division of Math, Science, and Business Technology](#); and [Division of Social and Behavioral Sciences and Public Services](#).

4B3

Through the collaborative efforts of faculty and academic deans, the college has designed processes and methodologies to assess student learning that reflect good practice and engage substantial participation of faculty. KCKCC follows the American Association of Higher Education's [Nine Principles of Good Practice for Assessing Student Learning](#). The Office of Assessment has partnered with Library Services to create a [LibGuide](#) that can be utilized by all assessment practitioners. In addition, the two departments have spent the last semester working to increase the number of assessment-focused physical books, eBooks, and academic journals that are available through the KCKCC Library.

Faculty use a variety of assessment practices in and out of the classroom to assess student learning. The *Institutional Assessment Handbook* provides background and purpose and guidelines for implementing best practices in assessment. To cultivate a culture of assessment, KCKCC engages in several campus-wide activities to support the assessment of student learning. Of note is the assessment that the Office of Assessment presents and coordinates during Welcome Week each semester. Planned activities on these days allow faculty and staff the opportunity to engage in crucial conversations related to assessment with support from the AAC, CCC, PRC, CCAC, and academic

dean team. Assessment is also covered during the semester kick-off adjunct faculty training meeting and at the adjunct professional development day each spring. The assessment newsletter, [Beyond Measure](#), is sent to all employees monthly and contains information such as deadlines, lessons in assessment, resources, and a question of the month. Throughout the year, the CTE offers a variety of academic assessment workshops in a face-to-face format or virtually.

Sources

- 3B2_Gen Ed Core Alignments
- 4B1_17 18 Honors Assessment Report
- 4B1_18 19 Honors Assessment Report
- 4B1_Action Plan RSCR
- 4B1_ADN Curriculum Map
- 4B1_ADN PLO to ILO
- 4B1_Annual Assessment Report 2020-2021
- 4B1_Assessment Findings RSCR
- 4B1_Assessment Matters 2021 Conference KCKCC Presenters
- 4B1_Assessment Plan RSCR
- 4B1_Assessment Training Documents
- 4B1_Assessment Webpage
- 4B1_Beyond Measure Fall 2021
- 4B1_Blackboard Rubric
- 4B1_CAS Domains
- 4B1_Class level Form Questions
- 4B1_Co Curricular Assessment Calendar
- 4B1_Co Curricular Cohorts
- 4B1_Course Performance Report
- 4B1_Curriculum Map Nursing_Registered Nurse AAS
- 4B1_Direct and Indirect Assessment
- 4B1_Early Childhood Education Taskstream Workspace
- 4B1_GELO Assessment Reports January 2022
- 4B1_GELO rater norming
- 4B1_GELO Rating Training
- 4B1_GELO Rubrics 2021
- 4B1_General Education Learning Outcomes
- 4B1_GERC Review Process
- 4B1_Institutional Learning Outcomes
- 4B1_Institutional Microcredential_Promoting Active Learning Online - ACUE
- 4B1_KBOR Program Approval Forms
- 4B1_KCKCC Institutional Assessment Handbook
- 4B1_Learning Services Taskstream Workspace
- 4B1_NURS0245 syllabus

- 4B1_SLO Instructional Guide
- 4B1_Status Report RSCR
- 4B1_Strat Plan Priority 2 Quality Programs and Services
- 4B1_Taskstream Handout
- 4B2_Accounting
- 4B2_ACH Class Level Assessment
- 4B2_Action Plan-Learning Services_Signed
- 4B2_Addiction Counselor
- 4B2_Advanced Standing_FRSC
- 4B2_ASA Class Level Assessment
- 4B2_Assessment Findings Guide.docx
- 4B2_Audio Engineering Action Plan
- 4B2_Basic Example of a Status Report
- 4B2_Basic Example of Assessment Findings
- 4B2_Building Engineering and Maintenance Technology
- 4B2_CAS Self assessment guidelines
- 4B2_CAS Standards Mapped to KCKCC
- 4B2_CAS website
- 4B2_Co Curricular Departments
- 4B2_Co Curricular three year cycle
- 4B2_Co Curricular_Assessment Report_FA2020
- 4B2_Counseling and Advocacy
- 4B2_CTE Class Level Assessment
- 4B2_Honors_PTK Workspace
- 4B2_HP Class Level Assessment
- 4B2_MSBT Class Level Assessment
- 4B2_PTA Action Plan
- 4B2_SBSPS Class Level Assessment
- 4B2_Taskstream by Watermark
- 4B2_Taskstream Handout_Co Curricular
- 4B3_ACUE Micro Inclusive Teaching for Equitable Learning
- 4B3_Assessment LibGuides
- 4B3_Beyond Measure Nov 21
- 4B3_Nine Principles
- Glossary of Abbreviations

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

[KCKCC Glossary of Abbreviations](#)

4C1

Defining institutional goals for student retention, persistence, and completion is part of the formal strategic planning process at KCKCC. Recognizing trends in higher education and the student population the college serves, KCKCC established ambitious yet attainable goals related to student retention, persistence, and completion as outlined in the [Strategic Plan 2020-2023: Centennial Path](#). Specifically, the goals and initiatives outlined in Priority 1 (student success), Priority 2 (quality programs & services) and Priority 4 (community engagement) support achievement of these priorities.

- Priority 1: Student Success – Provide services and resources that empower students to attain their goals. Goals and initiatives address increasing both year to year retention and student completion by 2.5% annually while providing enhanced student-centered services and processes and increasing student engagement and satisfaction.
- Priority 2: Quality Programs and Services – Provide excellence in education by offering relevant and innovative educational programs and services that meet the needs of our students and community. Goals and initiatives ensure KCKCC looks to create learner-centered environments and provide learner-centered instruction that is aligned with business, workforce, and educational needs.
- Priority 4: Community Engagement – Advance KCKCC to its next level of excellence and elevate the College's presence in the community. Goals and initiatives look to expand community partnerships in an effort to increase educational access and opportunities by establishing a downtown location that offers holistic services to support student persistence and completion.

A Strategic Plan [Biannual Report](#) is provided to the Board of Trustees outlining initiatives implemented to address each goal and priority and progress toward the established benchmarks. This information is used to identify work progressing as expected and areas in which targeted initiatives may be needed. Review of the Strategic Plan in Spring 2021 led leadership to understand that the COVID-19 pandemic would significantly impact progress toward completion of some established goals. The college experienced a 4% enrollment decrease that may be attributed to the impact of COVID-19 pandemic. Due to this, retention and completion initiatives centered around improving communication, identifying struggling students earlier, and providing remote support for students. Since COVID-19, KCKCC implemented CRM Advise software that utilizes several factors that make up a student success score. The score calculates the probability of success based on known factors that impact student success and generates an alert to the student's assigned Success Advisor. The Advisor contacts the student and develops a success plan to help keep the student on track. All identified "at risk" students get four Advisor contacts per semester and two virtual/face-to-face meetings. Medium risk students receive two contacts per semester and one meeting. Low risk students receive one contact per semester and an Advisor "check-in."

The [Office of Institutional Effectiveness](#) prepares and publishes [annual reports](#) on student retention and graduation to national agencies, including IPEDS, regarding student retention and graduation. Additional reports provide a comparison of KCKCC's [retention](#), [graduation](#), and [transfer-out rates](#) with those of other Kansas community colleges.

This information is shared with administration, faculty, and staff during assessment and strategic planning processes, which allows for rich discussion and analyses of subsets of students based on similar profiles. One example of this process is with the 2020-2023 Strategic Plan goals. Initially, the threshold was set to increase year-to-year retention of all students by 2.5% annually. The fall 2018 to fall 2019 retention rate of first-time, full-time degree seeking students was 60.2%, while, due to the COVID pandemic hitting in spring 2020, the fall 2019 to fall 2020 retention rate was 56.1%. In spring 2021, during the goal update process, the information led leadership to determine the original goal was too ambitious considering the COVID-19 pandemic. As a result, the goal was updated to maintain a retention rate at or at least 58%. Given KCKCC student retention rates for fall 2019 to fall 2020 were lower than the Kansas and national two-year college level, maintaining a retention baseline of at least 58% is an ambitious yet attainable goal. For the same reason, similar edits were made to other strategic plan goals.

An example of how KCKCC is improving retention, persistence, and completion of special populations is through the Accelerated Learning Program (ALP). ALP employs the "corequisite" model which gives students the opportunity to take Composition I (ENGL 0101) along with the appropriate developmental course simultaneously. ALP accelerates the time students spend in developmental classes. The corequisite two-course model provides support for developmental students so they can join their college-ready peers immediately in Comp I, and then progress at the same speed by moving into Comp II their second semester. ALP is an opportunity for developmental students to hone their critical reading, writing, and thinking skills in a small cohort, and [research](#) has shown that student completion rates in the Composition courses have doubled in comparison to the stand-alone sequential developmental model. KCKCC faculty have also innovated with integrated reading and writing (INRW) classes, which will be offered for the first time in Spring 2022. The new INRW classes will further accelerate time in developmental coursework and aid students in more timely degree completion. The college is providing the financial resources for two faculty members from Community College of Baltimore County, where ALP was developed and is still used, to present to KCKCC developmental writing faculty in Spring 2022.

There are multiple examples of how KCKCC increases educational opportunities to historically underrepresented populations in the Greater KC region. Most notable is the work of KCKCC's Centennial Capital Campaign and the college's partnership with multiple community organizations to build a new comprehensive [KCK Community Education, Health and Wellness Center](#) in the heart of Kansas City Kansas' urban core. KCKCC is working collaboratively with Kansas City Kansas Public Schools, the YMCA of Greater Kansas City, Wyandot Behavioral Health Network, Swope Health and Community America Credit Union to provide the much-needed wraparound services and the multi-faceted needs of residents living in the Eastern core of Wyandotte County. The plan is to build a 130,000 sq.ft., \$70 million full-service facility, planned to open in fall 2024.

The new downtown facility will be mutually owned by each partner in a commercial condominium association, with each partner responsible to raise or invest their money to pay for their section of the building. KCKCC will own the ground and its specific spaces. Partners will own their spaces and common areas are shared appropriately with their relationship to such common space. This facility will be a one of a kind facility in the U.S., where entire businesses who provide critical wrap-around services for students and the community will exist in a mutually owned and operated holistic education and health and wellness center.

The Enrollment Management and other divisions have increased the number of Spanish-speaking personnel. Messaging and [promotional materials](#) are available in both English and Spanish. Several college initiatives, such as KC [BizFest Scholarship](#) and [Saturday Academy](#), focus on recruiting Hispanic students. In 2019, KCKCC brought college-level and precollege classes for adults into the inner city by offering evening courses at [Wyandotte High School](#) in Kansas City, Kansas. Course offerings included English as a Second Language (ESL), High School Equivalency Preparation GED, and Administrative Office Professional. This partnership was paused during COVID due to facility closures, but the college is excited to be reoffering classes at WHS beginning second eight weeks of the spring 2022 semester. Plans are to continue offering the above classes at the high school and expand into construction and other areas in fall 2022. These classes will transfer to the new downtown facility when completed.

The KBOR Performance Agreements function on a 3-year cycle, with the college providing an annual report of status. The [AY 2020 Performance Report](#) outlines Key Performance Indicators (KPIs) for retention, completion, employment rate transfer rate, success rates of developmental educational students, number of Hispanic students served, and retention of non-college ready students. Selecting from the areas specified by KBOR, administrators work with faculty, staff, and the Institutional Effectiveness department to outline appropriate action steps to meet the agreed-upon targets.

The [Strategic Enrollment Management \(SEM\) Plan](#) is linked to the 2020-2023 College Strategic Plan with four areas of priority: recruitment, enrollment, progress, and completion. Strategies address efficiency, quality, access, inclusiveness, and completion for students from connection with, entry into, progress through, and ultimately completing a course of study at KCKCC. The SEM plan and its metrics are dynamic; therefore, the items contained in this SEM plan will be analyzed and revised to ensure continuous responsiveness to student needs.

Perkins-funded vocational programs in Kansas follow a similar process for establishing [core indicators of performance](#). These mutually negotiated thresholds are related to retention, degree completion, skill attainment, and non-traditional student success. If individual programs miss the thresholds, those programs determine actions appropriate for achieving the thresholds. Individual programs carrying external accreditation also outline goals for student retention, persistence, and

completion to align with required accreditation standards.

4C2

The collection of student information directly related to retention, persistence, and completion begins at the application process and continues from enrollment through graduation and beyond. This information is analyzed for trends and outlying information to guide decision-making efforts.

In addition to the data publicized in annual reports created by the [Office of Institutional Effectiveness](#), persistence, retention, and completion information are also collected and analyzed in cohorts based on student population. Variables for disaggregation include age, ethnicity, gender, first-generation, low income, transfer out, and Pell recipients.

For example, trends in the student success metrics indicate a general pattern and similar rates for male and female students. In fall 2020, 57% male and 55% female students were retained. For example, in fall 2020, KCKCC reported that 38% of its students were classified as first-generation, low-income, and traditionally underrepresented students in higher education (4C2_KCKCC Student Body Demographics). A recent Student Special Population Survey (4C2_KCKCC Special Student Population Survey) administered to 2020 enrollees (Spring 2020-Fall 2020) found that 51% of students self-identified as living in poverty, while 30% reported an instance of food insecurity. Of the enrollees from respective counties, 56% of the students from Wyandotte, 16% from Leavenworth and 12% from Johnson counties (KS) were Pell Eligible. Pell Eligibility for students from Wyandotte County is high among Hispanic (28%) and Black (32%) students. Overall, of the Pell Eligible students, 65% were minority and 35% are White. This data was used to apply for a US Department of Education Title III Grant-Student Support for Program Success (SSPS) Project in effort to meet the academic needs of its low-income underrepresented students.

Externally accredited programs engage in yearly evaluation and reporting related to various indicators, including retention and graduation rates. This information is analyzed for outlining action in each program. For example, the Practical Nursing (PN) program identified increased difficulty for first semester students who are non-native English speakers. Faculty spoke with students and determined that adding a medical terminology course as a prerequisite would likely facilitate increased success in the program. As a result, this was recommended by the [advisory board](#), approved by the [Kansas State Board of Nursing](#), and implemented in Fall 2021.

4C3

KCKCC utilizes the previously outlined processes and data to inform decisions related to improving retention, persistence, and completion. For example, a desire to increase the success of first-time, degree-seeking students and review of information available from Complete College America led to the development of mandatory advising. Initially, all students with less than 30 credit hours were required with a Success Advisor or Program Coordinator to enroll in classes. This requirement assisted students with developing an academic plan from the start of their college career and connects them with a staff member who serves as an informal mentor to provide support or direct them to the appropriate student services as needed. A summer 2019 review of the successes and challenges of the initiative led to the modification of mandatory advising to be required for students with less than 12 credit hours.

In 2018, the Early Alert student notification process (renamed Early Assist in 2021) was established, and the [Early Assist Submission electronic form](#) was designed for faculty to notify the student success

advisors of at-risk students or students experiencing academic challenges such as poor attendance or poor completion of assignments. Based upon the identified area of concern, referrals are sent to the appropriate department, such as the Learning Commons for tutoring services or the Counseling and Advocacy Center to meet with a personal counselor. This process helps identify students who need assistance but is dependent on consistent use of the form.

KCKCC identifies appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs. These benchmarks include credit hour generation, percentage of graduating high school seniors from schools in service area enrolling at KCKCC, number of non-traditional students enrolling, number of students returning for consecutive semesters, number of students completing degree or certificates. Review of quantitative data on these enrollment key performance indicators and qualitative responses received from student feedback on the [Community College Survey of Student Engagement \(CCSSE\)](#) and [Ruffalo Noel Levitz Student Satisfaction Inventory \(SSI\)](#) surveys led to new strategies incorporated into campus-wide operational plans and enhancement of student support services.

For example, during the spring 2021 semester, the Office of Institutional Effectiveness and the Office of Enrollment Management worked together to provide KCKCC students the [2021 CCSSE Survey](#). The survey was 100% online due to the COVID-19 pandemic, and the college had a 13% response rate. The support for learners benchmark (i.e., institutional encouragement to interact with a diversity of students, support managing non-academic responsibilities, social support, financial support, use of academic advising, and career counseling) had the highest score of all five benchmarks. Relative to the 2021 CCSSE cohort, KCKCC's score for the support for learners benchmark was 55.4%, an increase from 52.5% in [2018 CCSSE](#). While the "n" for the 2021 survey results is smaller than normal, the increase can indicate the college is doing well in providing supportive services to assist students with academic and career planning, academic skill development, and other targeted services that may affect learning and retention. This also can indicate the college is emphasizing social relationships among different groups on campus. The college has several new initiatives outlined in the SEM plan to increase support for learners such as the enhanced services offered at the Career Center and the new [Center for Equity, Inclusion, and Multicultural Engagement \(CEIM\)](#).

The [2018 CCSSE](#) student-faculty benchmark score was 52.4% as compared to 60.1% for the top-performing colleges. In the 2021 CCSSE, the faculty student interaction benchmark score slightly increased to 53.9% relative to the top-performing colleges at 60.7%. In 2018, Student Activities department established the "[Take your Professor to Lunch](#)" program to encourage student interaction with faculty outside of the classroom. This program is meant to encourage interaction outside of the classroom and build relationships. In addition, the increase in interactions with faculty may be influenced by smaller class sizes at KCKCC. Smaller classes may provide more opportunities for interaction between students and faculty and may increase rapport between students and instructors.

The academic challenge benchmark score in 2021 was 55.3% as compared to 51.2% in the 2018 CCSSE. Again, working with a small "n" in 2021, this increase can indicate the college is doing well challenging students and encouraging creative work while emphasizing a positive academic experience and student involvement in their education. Relative to the 2021 CCSSE cohort, college surpassed the 50% mark on all benchmarks except for student effort at 49.4%. The score for student effort in 2018 was very similar at 50.3%. The student effort benchmark score is based on academic efforts in preparation of multiple paper drafts, synthesis of information, attending class unprepared, personal reading, preparation for classes, and utilization of academic support services and facilities.

The college plans to use the student effort benchmark results to consider a combination of in-class and out-of-class opportunities that may positively influence students striving to reach their academic goals.

A qualitative student response from the [2019 Ruffalo Noel Levitz Student Satisfaction Inventory](#) stated, “It seems like there should be better more adequate communication between departments.” Since receiving the feedback, a cross campus strategic enrollment management task force was formed and input from an external enrollment management consultant was considered. It was determined that the different offices for enrollment services were very spread out across campus causing confusion and inconvenience for the students. Action was taken to move the location of several offices to create a clear One-Stop area for students needing assistance with enrollment services. From this change, the Student Success Center was created consisting of Advising, Placement Testing and Career, and Transition Services. This change promoted internal communication that affected the transition of the student from admission to advising. In addition, the student affairs division and the academic division are working together to evaluate the Student Success Advisor role to make sure each student has a dedicated college representative to serve them throughout their academic careers.

To strengthen the advising process, in 2020 the college began the implementation of the Ellucian CRM Advise student system. The system is in the testing phases with Blackboard to streamline the early alert notifications. CRM Advise will provide a holistic role-based view of the students’ account to help identify and assist at-risk students more effectively and efficiently. During the 2021 [Fall Convocation](#) (page 8), a group of student affairs employees hosted a professional development session, Early Alert: Partnering for Student Success. The session discussed the importance of submitting early alerts and encouraged faculty to utilize the various methods of reporting at-risk students.

KCKCC has also utilized data to create change in physical spaces in response to student feedback from the [Ruffalo Noel Levitz Student Satisfaction Inventory](#), [Community College Survey of Student Engagement](#) (CCSSE) and an online student feedback form. Based on student survey feedback, the college created the Learning Commons. The renovated building houses the library, tutoring services, study rooms, computer labs, an active learning classroom, a One Button Digital Studio, and a Digital Access Studio. Internal reports of student utilization of spaces inform future programming. Learning and Library Services have regular team meetings and a retreat each semester to discuss delivery methods of information to students, evaluate requests for innovative technology, and find opportunities for professional development. Ongoing evaluation of the facility takes place based upon workshop evaluations and results from Ruffalo Noel Levitz and CCSSE.

Following two cohorts completing the ACUE Course in *Effective Teaching Practices*, the college determined that many physical learning spaces on campus do not support best practices in teaching and learning. As such, they do not fully support student retention and completion. As a result, the Learning Spaces Task Force was formed in 2018 to provide more active learning spaces with increased technology available for classroom instruction. As of spring 2022, three phases have been completed and the fourth phase is beginning.

4C4

In alignment with Assumed Practices A6, KCKCC submits accurate enrollment records of all students to the Kansas Higher Education Data System (KHEDS). KBOR uses this state-wide data system to calculate retention, persistence, and completion rates which are in turn used in setting up performance goals for each institution as a part of the [KBOR Performance Agreements](#) as mentioned

above. This system also enables the KBOR to track students who transfer across the state.

The college utilizes IPEDS's methodology, KHEDS, and Student Tracker Service from the National Student Clearinghouse (NSC) to collect and analyze retention, persistence, and completion rates (Assumed Practice C7). In addition, the Institutional Effectiveness department provides data and reports to college staff to facilitate analysis of the enrollment, student retention, persistence, and graduation rate trends as outlined in 4C2. These steps provide a rich texture for studying and improving retention, persistence, and completion rates.

Sources

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- 4C3_KCKCC Early Assist Submission Form
- 4C3_KCKCC_ConvocationFall_2021 agenda
- 4C3_Noel Levitz 2019
- 4C3_Take Your Professor to Lunch
- 5C6_KBOR Performance Agreement AY2020
- Glossary of Abbreviations

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

KCKCC engages in ongoing assessment of the quality of its educational programs through regular program reviews, policies for transcription of credit, evaluation of course requirements and rigor, assurance of faculty qualifications, and maintenance of specialized accreditation for the appropriate programs.

The college has formal and informal processes to assess the success of graduates in transfer or employment. KCKCC clearly states its goals for student learning at the course, program, and institutional levels. Assessment methodologies are led by faculty and reflect good practices. Initiative related to improving retention, persistence, and completion rates is evidence of the college's commitment to continuous improvement of the comprehensive educational experience. KCKCC is proud of the gains made since the last HLC visit and recognizes the importance of continuing to build knowledge related to assessment processes.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

[KCKCC Glossary of Abbreviations](#)

5A1

The [KCKCC Board of Trustees](#) (BOT) is knowledgeable about the college and is actively and appropriately involved in its governance. The BOT conducts regular [monthly meetings](#) and additional special meetings, as necessary. To facilitate communication with all stakeholders, the Board Agenda includes a section for [citizens and petitioners](#) to address the board. Agendas follow a defined format that provides regular [informational reports](#) from BOT Committees, Student Senate, President, members of President's Cabinet (PC), and others invited to provide reports.

BOT members serve on [Board Committees by assignment](#). Three board members serve on the Board Policies Committee, Board Finance & Facilities Committee, and Community Engagement Committee; two serve on the KCKCC [Foundation Board of Directors](#); and, one serves ex-officio on College Senate.

The BOT delegates the responsibilities of shared governance to the President, who then empowers administration, faculty, staff, and students through internal organizations, groups, committees, and senates. The President's Cabinet oversees administrative decisions and shared governance at the highest level. This body meets [weekly](#), following a defined agenda structure, and focuses on strategic planning, critical operational decisions, and policies and procedures brought forward through the shared governance process.

KCKCC has a well-structured framework for communication and shared governance, starting with

the [President's Extended Cabinet](#) (PEC). The PEC meets monthly and consists of the President's Cabinet, a representative from [Deans Council](#) (DC), and two members each from [Faculty Senate](#) (FS), [Staff Senate](#), [College Senate](#) (CS). The primary role of the PEC is to promote open communications between leaders of internal constituent groups of the college. The leadership of the various senates brings forth challenges and concerns which allows members of PC an opportunity to engage in collegial problem-solving. Other key functions of PEC:

- Help draft, review, and update college policies and procedures essential to the governance of KCKCC.
- Review and prioritize Strategic Opportunities funding requests for consideration and allocation by PC.
- Provide information and updates from PC to their respective Senates.
- Review and select items to implement from the college's online [Suggestion Box](#).

Additionally, the college president meets with the three senate presidents once per month to maintain open lines of communication, gain awareness of concerns that may exist, and strengthen professional relationships and mutual trust within the group.

Four senates/councils represent internal constituent groups: Student Senate, Staff Senate, FS, and DC. These groups meet monthly and identify issues for discussion with the larger college community. [College Senate](#), comprised of four voting members from each senate/council, addresses these issues through a college-wide lens. The president, vice presidents, and a member of the BOT participate as non-voting members. This model of shared governance allows for the free flow of information throughout the college.

While having a member of the Board of Trustees on the College Senate may be somewhat unique when compared to other institutions, this structure works for KCKCC. If a situation or conversation occurs where members of the college take advantage of having a BOT member on College Senate and use this time inappropriately, the board member has been previously instructed to excuse themselves from the meeting. The college president can also make this request.

In Spring 2019, PEC held a full-day retreat and created and implemented KCKCC's [shared governance statement](#). This statement identifies the guiding principles for shared governance at KCKCC and procedures, based on best practices, to implement shared governance at the college. This structure of shared governance also enables shared responsibility among the distinct groups and specifies areas of primary responsibility for the college administration, senates, committees, employees, and the governing board. To this end, KCKCC has a structure that provides all stakeholders opportunities to share in institutional governance as appropriate to their position.

KCKCC also encourages formal and informal internal engagement between students, staff, faculty, and administration. Each month, the president holds a "[Chat with the Prez](#)" with college employees and "[Pizza/Pancakes with the Prez](#)" with students. These sessions provide employees and students a direct voice with the college leadership. The president shares quick updates with each group then provides internal stakeholders an opportunity to share strengths and opportunities for improvement at KCKCC. Beginning Fall 2021, President's Cabinet was added to the sessions to increase opportunities for communication with leadership. Items brought forward that require additional attention are assigned to the appropriate person or office.

In January 2022, the Employment Engagement Committee hosted four listening sessions during Welcome Week to gather additional feedback related to the Employee Satisfaction Survey

administered in May 2021. One of the lowest scoring items in the survey concerned communication between employees and the administration. Session attendees suggested that President's Cabinet members host discussion forums similar to "Chat with the Prez." The administration agreed, and these will be scheduled with cabinet members beginning immediately.

The college embarked on the collaborative creation of a comprehensive strategic plan in FY2019. As a result, KCKCC created the [Strategic Plan 2020-2023: Centennial Path](#) to take the institution through FY2023 (the college's centennial year). The process included input and feedback from employees and external stakeholders during each stage of the plan's creation. Additional information related to the development of the Strategic Plan can be found in Criterion 1.

5A2

KCKCC continues to strengthen its internal structure to support data collection, storage, security, query, analysis, reporting, and usage. At the core of this structure is the [Office of Institutional Effectiveness](#) (OIE). The OIE is responsible for the collection and storage of college data and the integrity of data collected and used. The department oversees and has input into the consistency and methodology of data collection, use, and analysis. Raw data for departmental analysis is provided by the OIE to preserve its integrity, consistency, and privacy. Departments should also consult the OIE regarding the objectives of the analysis. This allows input from the OIE regarding the consistency of methodologies and helps ensure the completeness and accuracy of the data provided.

KCKCC is committed to a continual process of [improving the quality of educational offerings](#) across all college locations. This is best accomplished through a consistent review of both degree and non-degree-granting programs to ensure the appropriate allocation of resources. Program reviews, discussed in 4A1, provide valuable information for improving the allocation of resources based on internal and external program demand and performance.

KCKCC collects student and employee feedback on a scheduled basis to determine overall effectiveness, satisfaction, and engagement. In Fall 2020, the OIE and college president created a [Stakeholder Survey Calendar](#) to ensure consistent collection and analysis of stakeholder feedback. The following stakeholder surveys are conducted on a regular two-year rotation: The Community College Survey of Student Engagement (CCSSE), The Community College Faculty Survey of Student Engagement (CCFSSE), Noel Levitz Student Satisfaction Inventory (SSI), Noel Levitz College Employee Satisfaction Survey (CESS), and a Special Student Populations survey. A new Community Stakeholders Survey is currently being created. Survey results are shared with the administration, the BOT, and all college employees during Fall/Spring Welcome Weeks. They are also posted on the [OIE website](#) to ensure accessibility and transparency for all stakeholders.

KCKCC post-degree/certificate success data for career programs is collected and analyzed as part of the annual Perkins follow-up report discussed and evidenced in 5C6. KCKCC tracks transfer students to four-year institutions. Analyzing subsequent [enrollment of KCKCC transfer students](#) and [KBOR Transfer Reports](#) provides [valuable insight](#) to develop strategies to effectively evaluate the success of KCKCC graduates, plan student transfer events, and establish career pathways. For example, KCKCC plans focused tours to regional institutions that enroll a large number of KCKCC graduates. KCKCC also plans student events such as [Transfer Fairs](#). Another example is participating in [KStep-Up](#), a grant-funded program through Kansas State University, to enhance teacher quality, monitor educational career pathways for transfers to Kansas State University, and prepare underserved students for a teaching career.

KCKCC carefully observes student success metrics (persistence, retention, and completion rates) as described in 4C. The OIE provides assistance researching, exploring, analyzing, and summarizing data to help programs and administration make data-informed decisions. The OIE extends the data services by:

- Disseminating information on status, trends, and performance indicators, such as KPI for Kansas Board of Regents Performance Agreements and HLC Annual Updates.
- Supporting institutional efforts towards accreditation by evaluating program-specific data, collecting placement/job/transfer-out data, and assessing program viability.
- Providing data to support or rationalize institutional plans, program reviews, financial decisions, forecasting and planning, equity, and analyzing survey data.
- Providing data for informed decision-making across the college by monitoring the class size, fill rates, and enrollment trends, analyzing state and federal funding, and projecting tuition revenue/loss.

KCKCC is transitioning to proactively analyze data and evaluate services to tailor the academic and support needs of the students and community. Data analyzed by PC, PEC, Deans Council, and various departments has led to data-informed discussion and decision-making. Some examples include:

- Analysis of developmental student placement and success led to the development of a best-practices [corequisite model](#) for students in developmental reading and writing.
- Analysis of fall-to-fall retention rates for college-ready students led to implementing [online appointment booking](#) with an advisor and assignment of students to a dedicated advisor.
- Approximately 80% of students wanting to enter the Mortuary Science program are requesting an online program. Based on initial data from placing two classes online and consulting with the [advisory board](#), the program is developing a plan to transition the program to online, with on-campus labs, beginning in 2024.
- The [Registered Nursing](#) program determined students averaging 76-77% on course exams were significantly less likely to succeed on the NCLEX. As a result, the minimum exam average required to pass RN classes was increased to 78%.
- Title III analysis led to KCKCC applying for a grant and retaining two consultants from Baltimore City Community College to facilitate new initiatives for fostering success in students in developmental education.
- The Financial Aid office identified during verification that many first-generation students have difficulty completing the FAFSA. KCKCC has established a partnership with [The University of Kansas TRIO Program](#) to address this issue. KCKCC provides office space and resources to accommodate TRIO staff on campus 2-3 days a week or via Zoom five days a week.
- Transfer credits were previously added to a student's transcript once they successfully completed 12 hours at KCKCC. This led to enrollment difficulties as advisors were unable to review pre-requisite courses completed without the student paying for and sending another transcript. A [policy](#) in the final stages of development will have all credits evaluated and transcribed upon receipt.

Obtaining data from various external sources is also embedded in KCKCC's decision-making processes. College departments reach out to national, regional, and local peer groups to obtain data and information regarding best practices. At the institutional level, this involves comparing KCKCC's IPEDS data with that of peer institutions. Various units within KCKCC also analyze external data to support decision-making.

- HR performed a [salary study](#) and benefits comparisons with peer institutions to create a new salary scale that offers consistency in position grades and competitive compensation both internal and external to the institution.
- When fall-to-spring retention rates for non-college-ready students declined, the Enrollment Management team reviewed and analyzed [peer institutions' "early alert" processes](#), recruiting materials, advising models, and admissions process. As a result, KCKCC has implemented observed [best practices](#). Through a collaborative effort of faculty and staff, KCKCC retooled its "early alert" process and created a more robust ["early assist" program](#). The ongoing collaboration has proven successful with over 200 ["early assists"](#) submitted by faculty during Fall 2021. KCKCC support services worked together with identified students to develop a success plan for each student. Ongoing data collection continues, and the retention data of those students will be available in Spring 2022.
- Enrollment Management noted peer institutions providing all recruiting materials in English and Spanish. With the influx of Spanish-speaking community members relocating to Wyandotte County and the metropolitan area, KCKCC has since converted all [recruiting and enrollment materials into Spanish](#). Since initiating this practice in 2019, the Hispanic student population at KCKCC has increased from 21% to over 23%.
- The CFO regularly analyzes the Databook compiled by the Kansas Association of College Business Officers. This information is important in analyzing how KCKCC's [tuition rates and tuition coverage ratio](#) compare to peer institutions, providing guidance for the college when setting tuition rates, and determining reliance on other revenue sources to fill the gap in the tuition coverage ratio. As an urban institution, KCKCC understands its tuition rates may be higher and, due to higher compensation, its tuition coverage ratio to instructional costs is lower than most Kansas community college peers.

The use of external market demand data is used to study and make decisions regarding launching new programs at the college. Researching new programs to offer at KCKCC begins with business/industry personnel, local workforce boards, and/or local economic development groups. Those conversations prompt the gathering of data from various sources to determine projected program viability and sustainability. KCKCC utilizes KBOR-recognized data sources such as the [Kansas Department of Labor Information Center](#) and [Jobs EQ](#).

Within Jobs EQ, colleges can gather local and regional data which is more applicable to the communities they serve. An advisory board is formed to review the data. If the data indicates appropriate program viability, the advisory committee expands their outreach to local associations, additional businesses, and other sources to collect more specific short- and [long-term data](#). These companies provide support letters to the college for the new program proposal as part of the KBOR new program request process. Criterion 3A1 discusses the full approval process for new programs and the ongoing role of advisory boards in program analysis and ongoing improvement.

KCKCC also used data to better understand how to continue to provide quality education amid a global pandemic. The college's response is a demonstration of the elements of shared governance, external data, and communications all working together. As the state of Kansas and surrounding areas began to initiate 'Stay in Place' orders, KCKCC administration immediately began to plan then execute how the college would continue to meet the needs of its students, offer quality programs, ensure a continuation of education, and reopen safely at the appropriate time.

College leadership recognized that much of the student population did not have access to technology to be successful in a purely virtual world, and many did not even have access to the internet in their

homes. Additional wireless technology was purchased to provide a robust network and greater access to the internet to enable near immediate access to virtual instruction. Access points were added to the parking lots at all three primary locations to provide 24-hour access to students with no home WIFI. Approximately 250 laptops were purchased specifically for use as student check-out machines so students had the technology to access classes remotely. At the onset of the pandemic, during spring break and the week immediately following, faculty were trained to utilize Blackboard, and countless courses were converted to a virtual environment. Further information on this component of the response is found in 3D4.

Through a proactive approach, data from national and local health organizations regarding COVID-19 was collected and analyzed to create the [“Blue Devils Comeback Plan”](#). This robust plan allowed KCKCC to be the first institution of higher education to safely reopen in the Kansas City Metropolitan area, even as many colleges and universities remained closed for several weeks or even months. KCKCC was recognized as a national leader for this response, and the plan was shared through the American Association of Community Colleges to serve as a model for other colleges and universities. KCKCC continues to review and update this plan as situations evolve, with the most recent version residing on the college [webpage](#).

Data on modified specialized accreditation requirements for program completion in many Health Professions programs were also reviewed. The area dean and VPAA analyzed this data to create a [master schedule for lab classes to return](#) at reduced capacity beginning in May 2020. The first labs to resume, [Paramedic](#) and [Medical Assistant](#), were those that could not be completed virtually and whose graduates were deemed “high need” in fighting the pandemic. By late June 2020, all classes requiring on-ground lab time were able to resume.

In AY2021, many classes continued in a virtual or hybrid modality due to ongoing review and analysis of local health metrics and enrollment trends. A positive of the pandemic is that KCKCC has continued to review and adjust its course offerings to provide a class schedule that is responsive to student needs. For example, a review of weekly [Fall 2021](#) and [Spring 2022](#) enrollment reports has led deans to open additional sections of online classes and decrease on-ground sections.

Another example of KCKCC using external data to drive mission-critical institutional decisions is the decision to build a college site in the heart of Kansas City, Kansas’ urban core. With the arrival of the new president, a study was done examining the socioeconomic factors of Wyandotte county. From this study, [tremendous disparities](#) presented themselves, especially when comparing eastern Wyandotte County to western Wyandotte County. When comparing data from Wyandotte County’s four ZIP Codes on the western side of the county and six ZIP Codes on the eastern side of the county the following key socioeconomic factors were identified:

- Community members with “less than employable English skills” increased 250% (2,540 versus 19,890).
- Community members “working full time and living in poverty (age 25+)” increased 200% (3,871 versus 17,928).
- Children living in poverty increased 250% (~15% versus ~45%). Children living in poverty in Northeast Wyandotte County increased 54%.
- Postsecondary attainment decreased 150% (~25% versus ~10%).
- Median household income decreased 40% (\$63,739 versus \$38,454).

As an institution of higher education with a mission to serve the community, it is imperative that KCKCC does not allow a ZIP Code to determine a person’s level of success in life. As a community

college, it is KCKCC's responsibility and duty to go to where the people need the college the most.

At the root of the conception of this new facility, the external data reveals that the greatest need for post-secondary education in Wyandotte County is in the urban area of Kansas City, Kansas. In addition to the statistical data mentioned above, the president and vice president of strategic initiatives and outreach held multiple listening sessions in downtown KCK to gather additional direction regarding the needs and desires of those living in and around the county's urban core. Additionally, over the last two years, the President and Vice President of Strategic Initiatives and Outreach have given over 100 presentations to the community, local government, and state government entities demonstrating this need and collecting additional information to be used in further identifying the needs and services the facility should offer.

Recognizing the need extends beyond access to education, a KCKCC President's Downtown Advisory Council has worked over the past two years under the following vision: *Provide hope, end generational poverty, improve the quality of life, and increase the socioeconomic mobility of our residents living in and around downtown Kansas City, Kansas.* To that end, KCKCC is partnering with the following community organizations, YMCA of Greater KC, Wyandot Behavioral Health Network, Swope Health Care (an FQHC), and Community America Credit Union to seek funding to build a \$70 million, state-of-the-art, holistic [KCK Community Education, Health, and Wellness Center](#).

5A3

The [President's Cabinet \(PC\)](#) includes the President, Vice President of Academic Affairs (VPAA), Vice President of Student Affairs (VPSA), Vice President of Strategic Initiatives and Outreach, Chief Financial Officer, Chief Information Officer, and Chief Human Resources Officer. These individuals ascertain opportunities for increased communication, contribution, and collaboration across the college, and identify issues requiring cross-college engagement. One example is the [Policy Review Process](#), which is used to continuously monitor, review, and update policies for the college. This process includes a [tracking system of identified new policies](#). In addition, there is a process to regularly review and update existing policies. The process includes steps to ensure each senate has an opportunity to review and provide feedback prior to BOT review and approval, as described in 5A1.

The [Dean's Council](#), co-lead by the VPAA and VPSA, consists of the six academic deans, Dean of Student Services, and Dean of Enrollment Management. The DC meets monthly to discuss academic and student services-related matters such as enrollment issues and trends, counseling, testing, career center, registration, financial aid, and tutoring. From these cross-college collaborations, [recommendations](#) for improvements are developed.

Faculty are responsible for setting academic requirements and practices for their classroom and academic programs, ensuring compliance with established KCKCC policies in the [Student Handbook and Code of Conduct](#). The [Academic Affairs Committee \(AAC\)](#), a faculty-led committee, is responsible for assuring curriculum standards across the college. AAC presents recommendations to the VPAA for final approval. [Faculty Senate](#) and the VPAA are responsible for sending an approved academic calendar to the BOT after receiving input from other departments. Faculty are also engaged in collaborative efforts at setting academic requirements through department and division meetings, FS, CS, and PEC membership.

Students engage in establishing processes through [Student Senate \(SS\)](#) and a variety of clubs and organizations. The Student Senate President and Program Chair share a [report](#) at the monthly Board

of Trustees meetings. In 2018, the president instituted the “[Presidential Swap](#)”, which continues today. The college president attends the student senate president’s classes for the day, while the student senate president attends meetings and conducts other presidential business as college president.

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- Glossary of Abbreviations

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

[KCKCC Glossary of Abbreviations](#)

5B1

Qualifications for KCKCC staff are appropriate to the position and its essential functions. Minimum qualifications are outlined in each [job description](#). The college takes pride in being able to attract and retain highly qualified and diverse employees. A Strategic Priority centers specifically on having well-trained, qualified, and quality employees. Accordingly, employee salaries, wages, and benefits are [51.5%](#) of the college's annual operating budget.

KCKCC provides all employees with professional and educational development opportunities. Please reference Criterion 3C for a full description of the available opportunities. [Evaluation](#) processes for staff and administrators emphasize setting goals and encouraging ongoing professional development.

The college's infrastructure supports its operational needs and programs. The college has invested approximately \$123.3 million (\$54.3 million, net of depreciation) in facilities at its [three main locations](#).

- The main location houses Humanities, Social Sciences, Math, Science, Business, Health Professions, Learning Commons, Athletics, administration, student services, and other programs such as community education.
- The Thomas R. Burke Technical Education Center, approximately one mile from the main location, includes most of the technical education programs. This center includes the main facility, as well as buildings for Automotive Technology, Automotive Collision Repair, and Fire Science.
- The Pioneer Career Center, located in Leavenworth, KS, is primarily a technical education center that serves students from Leavenworth County.

A College Facilities Master Plan was completed for the main location in 2009. The plan was updated in 2015 to include the Thomas R. Burke Education Center. The college engaged a firm to initiate a new College Facilities Master Plan in Spring 2020. However, due to COVID-19, this study was pushed back to be completed in Spring 2022. This study was ready to proceed for Spring 2022, then

the COVID Omicron Variant quickly spread into and across the United States. As the college desires to have full college participation in the process, the study has again been delayed with an anticipated start in Fall 2022. As a college on the move and preparing for the future, certain critical facility projects will continue as approved by the college's BOT.

Financially, the college has a separate property tax mill levy restricted specifically for capital improvements. Accordingly, the college continues to invest over \$4.0 million annually in its capital infrastructure. Ongoing projects include remodeling and upgrading learning spaces and classrooms, ambient spaces, and critical HVAC and electrical upgrades at all facilities.

5B2

The Strategic Plan outlines four key priorities, each with four goals, and no more than four initiatives that support the fulfillment of the mission. The college's staff, funding, facilities, and time described in 5A1 are sufficient to meet the college's mission to "inspire individuals and enrich our community one student at a time". KCKCC's vision – "be a national leader in academic excellence and partner of choice in the communities we serve" – is the long-range outcome of following the Strategic Plan and living the Mission.

Increased community engagement efforts have provided opportunities for KCKCC programs to target community needs through new academic, community, and continuing educational offerings. KCKCC offers courses to employees of Amazon and teaches at the [Amazon Fulfillment Center](#) in Wyandotte County. Adult education and General Educational Development (GED) classes are taught at the University of Kansas Health Care facility and a [downtown site](#) (Wyandotte High School).

In an effort to improve the quality of student residential life, KCKCC will open a new 250-bed [student housing building](#) in July 2022 that features modern living accommodations, quality outdoor experiences, and a venue for cultural and social enrichment. KCKCC is also in the early stage of planning, designing, and raising capital for the state-of-the-art community health, wellness, and education center in downtown KCKCC. This initiative is in direct response to providing quality education to those who need it the most, by providing a center that is immediately accessible to residents who live in and around downtown Kansas City, Kansas.

5B3

The college has processes to ensure responsible stewardship of financial resources. The president and PC are responsible for evaluating all budget requests and preparing the annual budget. The college follows a [ZBB](#) process. In mid-January, budget managers complete a [mid-year review](#) that initiates the next FY budget process. This encourages managers to review prior year spending when considering future budget requests. Each program receives a budget template and [rubric](#) to complete. The controller conducts [workshops](#) to increase transparency in the budget request process. Budget/department managers complete a budget request template to identify cost drivers, anticipated line-item expenses, and an overall total for their department.

Substantial new requests, referred to as "Strategic Opportunities New Asks", are identified separately. Managers must outline the cost drivers, rank the initiative's importance, and describe how it meets KCKCC's Strategic Plan's Priority, Goal, and/or Initiative. If strategic asks are not aligned to a strategic plan item they are not accepted and returned to the requester. Budget managers submit their requests to the dean or division leader for review and submission to the controller by the end of February or mid-March. For FY2022, the Strategic Opportunities fund was given a balance of

\$1,250,000 to fund approved requests.

Budget hearings with President's Cabinet follow. The PC aligns all budget requests with the college's forecasted revenues, makes necessary adjustments, and communicates proposed budget modifications to division leaders. A draft budget is prepared and presented to the Board Finance Committee. The finance committee, comprised of three trustees, college president, CFO, controller, CIO, and VPAA, reviews drafts prepared by the controller. The committee considers the prior year's spending and new projects to present a draft budget to the BOT. The BOT approves the final budget in June or July.

Each program/department has [on-demand access](#) to review allocated funds. This allows budget managers to monitor spending and ensure enough monies for all anticipated needs. For unbudgeted expenses, division leaders are responsible for identifying sources for transfer to ensure overall divisional expenditures do not exceed the budgeted amount. For example, the accreditation fees for the Respiratory Therapy program increased after the FY2022 budget was complete. The Dean of Health Professions examined all budgets within the division and determined [transferring funds](#) from another division account could cover this expense without a negative impact. Any reallocation of funds requires documentation of the amount and necessity.

During the budget process, the CFO, working with the president and the PC, identifies an appropriate amount of funds set aside for contingencies. This amount, usually \$250,000, is sufficient to meet the needs of a department that experiences a significant unexpected cost. If this occurs, the division leader and CFO review all division allocations and discuss alternatives before accessing contingency funds.

While some divisions capitalize minor equipment expenses within division operating budgets, the remodeling/renovations, learning spaces, and large maintenance projects are included within the capital projects budget. Much of the funding for these projects comes from the local (Wyandotte County) mill levy that is specific and restricted for capital-related expenses.

The budget committee creates the capital projects budget and general operating budget simultaneously. Though compiled separately, the BOT approves the [Capital Outlay Funds Budget](#) which is then included in the college-wide budget.

5B4

To ensure that academics remain the core priority, the annual budget is developed in accordance with the Strategic Plan. This prevents KCKCC from using educational resources for elective purposes. The mill levy used for the operating budget is separate from the mill levy used for capital projects. Division leaders are responsible for making adjustments within their division budget to support its educational purposes. Note: While KCKCC serves both Wyandotte and Leavenworth Counties, college mill levies are only collected in Wyandotte County.

The college budgets for new strategic projects and opportunities as outlined in 5B3. These funds are held back until the academic year begins so new strategic projects and initiatives are funded from this reserve rather than already allocated resources. The PEC allocates approximately 65% of these funds to priority projects during fall and the remaining amount during spring.

A current initiative is to increase the college's expendable [reserves](#) from approximately four months to six months to safeguard institutional operations in the case of a negative financial event. KCKCC is also focused on building reserves to support the funding of long-term capital projects and other

critical operating initiatives. As such, the college strategically allocates a portion of current expendable reserves and future reserve increases to specific identified projects/purposes.

The CFO oversees the fiscal and physical resources of the college to ensure the efficient use of available funds for operational services and capital expansions. The college employs the three major sources of tuition and fees, local property taxes, and state aid to fund its educational programs. These three sources account for 82% of total revenues. The remaining sources consist of grants and contracts, auxiliary revenue, and investment income.

Tuition and Fee rates remained stable from FY2016 through FY2019. These accounted for 15% of the college's total operating and non-operating revenues. With the decrease in enrollment due to the COVID pandemic, FY2021 Tuition and Fees accounted for 12% of the total budget.

While tuition and fees revenue recently declined due to lower enrollment numbers, Wyandotte County property valuations have increased. Property taxes accounted for 51% of the college's overall revenue for FY2019 and 53.2% in FY2021. The assessed valuation of the local property supporting the tax base grew from FY2016 to FY2018. Based on the Unified Government of Wyandotte County's current [long-term forecast](#), property taxes will continue to be stable and may increase over the next six years as property values rise. The college's administration and BOT maintain a property tax-neutral philosophy, trying not to create an increase in the college's mill levy rates. In recent years, this approach has provided a consistent year-over-year growth in property tax revenues of 5-6%, which allowed the college to maintain consistent tuition and fees.

[State Aid](#) accounted for 16% of the college's overall revenue for FY19 and has remained relatively consistent at 15.5% for FY2021. This revenue supports the state of Kansas initiative which allows high school students to take qualifying courses at no or minimal cost. The State pays the college based on enrollment. This does not include state grants, Pell grants, Perkins, or Adult Education grants. The college monitors state legislation that affects education, especially post-secondary education. To this end, the president attends meetings for community college presidents in Kansas as well as other state meetings and special hearings regarding current and future [legislation](#).

Grant funding accounted for 17.4% of the FY2021 budget. This increase of 5.8% from FY2020 resulted from the receipt of COVID-19 emergency relief funds and the college placing a higher priority on seeking grant funding.

The controller assists the CFO with the college's budget process. The college employs ZBB processes, comprehensive financial system budget controls, program reviews, formal request processes for expenditures greater than \$2,500, and the [Purchasing and Procurement](#) policy to control operating expenses. 5C1 addresses the budget process and resource allocation in detail.

The Chief Human Resources Officer (CHRO) oversees all policies and procedures of Human Resources. As of January 25, 2022, KCKCC had 883 [employees](#): 172 full-time faculty, 288 adjunct faculty, 21 non-teaching faculty, 252 full-time staff, and 153 part-time staff. The HR office recently added new positions to ensure more robust processes for recruiting, hiring and retaining quality employees, onboarding and training, employee relations, policy updates, benefits administration, equitable and competitive compensation, employee satisfaction, and employee professional development.

KCKCC's physical infrastructure has undergone significant renovations and improvements in the past five years. These improvements include: relocating and renovating the Leavenworth facility; a

new veterans center; relocation and renovation of a new fire science facility; development and construction of the Center for Teaching Excellence (CTE); remodeling of the Learning Commons; replacing multiple cooling towers; resurfacing the main parking lot, roadways, and sidewalks; remodeling the Admissions and Student Success Center; updating Learning Spaces; upgrading college technology and fiber bandwidths; and creating ambient learning spaces. KCKCC is also in process of building a new \$20,000,000 student housing facility to serve 250+ students, 100 more than the current leased facility. Facilities Services reports to the CFO and either directly performs the work or oversees all construction and maintenance projects at all locations.

The college budgets an average of \$2.9 million for [capital projects](#) annually. A separate Property Tax Mill Levy, restricted to the capital and other infrastructure construction, improvement, and maintenance, provides the funding for these projects. In addition, the college spends several hundred thousand dollars annually on capital equipment as part of various operating budgets. For example, in the nursing program, the college spent \$490,000 on Simulation Lab equipment and technology upgrades in FY2020. KCKCC has spent over a million dollars on equipment for welding construction, automotive technology, auto collision, and advanced manufacturing programs. An initiative of the current Strategic Plan is the creation of a new and/or updated College Facilities Master Plan that aligns with the Academic Master Plan and Strategic Enrollment Management Plan.

The Chief Information Officer (CIO) oversees the [technological infrastructure](#). This includes all hardware, software, ERP system, security systems, communications, and technology services. There is a 5-year cycle for replacing computers. Technological infrastructure projects since FY2016 include core network switching, virtual server addition, early alert and outages monitoring, and migrating email to an online exchange. Three vendors provide fiber connections that supply the college's multiple locations with network connectivity and internet. IT uses one fiber connection exclusively for community wireless connections.

Long-range planning at KCKCC is in various stages of development. The college president reported to the BOT on [July 16, 2019](#), that work on a College Facilities Master Plan, Academic Master Plan, and a long-term Capital Campaign would begin in 2020. The Facilities Master Plan anticipated a consulting firm would perform a complete study and analysis of all buildings and open spaces, including meeting with employees and students for input and feedback. Due to the COVID pandemic and recent Omicron variant, this has been postponed until Fall 2022. The \$70 million [Centennial Campaign](#) has received commitments for \$26 million to date. Another \$5 million is pending in federal funding. Conversations are in process for an additional \$10 million in private dollars and the college is preparing to submit a \$30 million State ARPA request. A summary of the [Academic Master Plan](#) was presented to the BOT on September 21, 2021, following a collaborative review by faculty and leadership in each academic division. The CFO and the CIO are collaborating on a new Disaster Recovery Master Plan as the current [Emergency Response Plan](#) (approved by the BOT on Oct 22, 2019) relies on insurance for facilities and business interruption.

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- Glossary of Abbreviations

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

[KCKCC Glossary of Abbreviations](#)

5C1

The 2020-2023 KCKCC Mission, Vision, and Strategic Plan characterize and prioritize the financial, physical, human, and technological resource allocations. Annual budget funding requests must directly support strategic priorities. As indicated in 5B1, the institution uses a budget scoring [rubric](#) in the evaluation process. Each department's request should have a rank for each category of 'Impact on Students,' 'Impact on Academic Programs,' 'Impact on Learning Spaces,' etc., using a ranking of 1-7 (with 7 being the highest). These rankings help drive the budget request prioritization. The PC reviews budget requests and places higher funding priorities on those requests that have a higher ranking, as well as those requests that demonstrate strong alignment with Priorities identified in the strategic plan.

As discussed in 5B3, KCKCC also sets aside funds for new strategic priorities, especially direct instructional expenses that enhance the quality of education (Strategic Priority 2: Quality Programs and Services). For example, in FY2019 the college committed \$300,000 to improve learning spaces by remodeling rooms and adding technological upgrades that facilitate active and distance learning modalities. In each of the last three budget cycles, this allocation has increased to \$500,000. Additionally, new faculty positions have been allocated to programs within the high-wage, high-demand industries to support substantial enrollment growth.

Since the last visit, KCKCC has created an Academic Master Plan and a Strategic Enrollment Management Plan. A [Technology Master Plan](#) is also being developed. These key plans and the college's Strategic Plan are interrelated and interdependent in planning and allocating resources for future programs, services, and IT expansion. The priorities of each plan support and are linked to the Strategic Plan. For example, growth in enrollment through the Strategic Enrollment Management Plan and needs identified for programs expansion, management, and resources through the Academic

Master Plan, allow for identification of facilities and IT needs, usage, improvement, and expansion. These drivers are used in the budgeting process to identify and prioritize capital improvement and IT projects. Detailed explanations of each plan are provided in other areas of this document and as evidence.

The college allocates resources for annual and short-term needs through departmental budgets and the [Capital Projects Budget](#). The college receives a separate [mill levy](#) of property taxes legally restricted to capital projects. Needed projects are identified and prioritized with two receiving guaranteed annual funding at this time. The Learning Spaces taskforce (\$500,000) and Ambient Learning Spaces committee (\$100,000) oversee a process that ensures ongoing development of educational, functional, and aesthetically pleasing spaces.

Planning for long-term capital projects is primarily through assigning reserves during the annual budget process. This amount is based on a best practice of 5-7% annually. The President and the CFO review the identified long-term projects and allocate the [budgeted reserves](#). This process is repeated each year after the annual financial statement audit, ensuring reserve amounts are based on actual results. This process ensures funds are saved and identified for a specific prioritized purpose, tracks the dollar amounts of expendable reserves designated for specific purposes, minimizes potential negative impacts of unforeseen financial risks, and reduces or eliminates reliance on debt for capital needs.

The budgeted amount for expendable reserves is approved by the PC, PEC, and BOT. The specific expendable reserves allocations are reviewed biannually with the BOT. The movement of allocated funds between designated projects is considered during each review cycle.

During the pandemic, KCKCC used \$449,064 of its [HEERF funds](#) for upgrading classroom technology and purchasing “COVID Response” furniture and equipment to expand our educational reach to students, improve learning and ambient spaces at several locations. HEERF funds of \$96,279 were used to purchase modern furniture to foster a safer environment in the cafeteria and student areas in Lower Jewell.

Through the annual budgeting processes, the college ensures current operating needs are met and align with the mission and priorities. Additional processes are in place to ensure current and long-term capital and technology needs align with enrollment, academic priorities, and the overall college mission and priorities.

5C2

Related to 5C2, Core Component 5C was found to be *Met with Concern* by the HLC Institutional Actions Council as the implementation of assessment was not consistent across the institution at the time of the 2020 Site Visit. Since receiving this feedback, the college has put in place additional measures and strengthened others to help ensure assessment has a clearer linkage to planning and budgeting.

KCKCC continues to solidify its understanding and utilization of assessment and its outcomes in budget and resource planning. During the annual budget process, budget managers (program coordinators/instructors, Deans, administrative, and academic support staff) request funds for associated cost drivers. Managers are encouraged to link requests to information gleaned from the assessment of learning outcomes and potential impact on student learning. Larger budgetary needs (i.e., new equipment, new programs, etc.) are included as Strategic Opportunities New Asks.

President's Cabinet bases funding decisions on the requests connection to the Strategic Plan, student impact and success, and overall value. For example, this year the Fire Science program requested funding for accreditation costs. As a valuable addition to the Fire Science program with a targeted emphasis on assessment and student success based on professional criteria to be successful in the field, the request was approved.

KCKCC's Strategic Plan attests to the college's commitment to linking assessment and resources through Priority 2 – Goal 4 – Initiative 4: *align division budgets with program review*. Since the 2020 visit, the [Program Review Committee](#) (PRC) has established processes within its [reporting form](#) that require both program and division leadership to connect assessment data with resource requests and short- and long-term planning. PC currently expects programs provide justification for any Strategic Opportunities New Asks requests. Beginning in FY2023, programs will be required to support these new asks with data analyzed as part of the formal program review process.

Stakeholder surveys such as the [Community College Survey of Student Engagement](#) (CCSSE) and the [Noel-Levitz Student Satisfaction Inventory](#) (SSI) provide valuable data for planning and budgeting. For example, the 2019 SSI survey results identified student-learning spaces not conducive to faculty utilizing high-impact instructional practices. This also aligned with information received from faculty who completed the ACUE course. As a result, the college committed \$300,000, which was later increased to \$500,000, to create learning spaces that foster active learning and technology integration. The SSI survey was conducted again in 2021, but the results are not yet available.

5C3

Development of the 2020-2023 Strategic Plan is one example of KCKCC working closely with community organizations. A [steering committee](#), consisting of a cross-section of faculty, staff, and administrators, guided the planning process. [Multiple opportunities](#) were made available for faculty, staff, students, and community members to contribute.

The KCKCC Foundation provides an important link between the Strategic Plan, Academic Master Plan, and Strategic Enrollment Plan with KCKCC Alumni and area businesses interested in student success. The Foundation sends the [Blue Devil Revel](#) e-newsletter to alumni and friends at least twice a semester to share important college events, issues, and needs. The [KCKCC Foundation Blog](#) highlights donors, alumni, and scholarship recipients. For Fall 2021, 315 scholarships were awarded from 42 different scholarship funds supported by donations from alumni, employees, and area businesses. The scholarships contribute to student recruitment, success, and retention. The Foundation Executive Director is an active member of the KCKCC Centennial Path to 2023 Campaign Steering Committee, promoting college expansion projects linked to the Facilities Master Plan. Scholarship and facility needs are constant budget demands and are considered annually.

KCKCC works closely with community organizations such as the Kansas City Kansas Chamber of Commerce and the [Wyandotte Economic Development Council](#). These organizations provide occupational outlook information that helps the college establish programming that meets business and industry needs.

The Strategic Initiatives and Outreach department launched an initiative in March 2021 to collect [community feedback](#) about the downtown community education center project. A survey webpage, live phone survey, and multiple community presentations were used to gather input. The [survey results](#) and feedback from the community listening sessions informed programming selected for downtown.

The college has a variety of partners and advisory boards comprised of community members that provide input and support to technical programs, assist with curriculum development, communicate industry changes, identify equipment needs, and provide opportunities for student internships and employment. The following is a partial list of the community partners: Unified Government of Wyandotte County, KCK Public Schools, J.E. Dunn, University of Kansas Health System, Design Mechanical, KCK Chamber of Commerce, and El Centro. Section 5C5 provides more information related to academic Advisory Boards.

5C4

KCKCC analyzes enrollment trends and economic growth in the area and communicates with leaders from other colleges and universities to stay informed on state funding and legislative issues. The CFO and controller are both actively involved in the budgeting process. This ensures a thorough analysis of spending, revenue, and assets allocation. The president and PC continue to analyze and revise the college budget to ensure optimal allocation of resources. The BOT also reviews [monthly financial statements](#) to monitor budgetary usage. For the first time, the [FY2020 budget](#) designated projected increases in net position to specific strategic long-term capital projects, and future budgets ([FY2021](#) and [FY2022](#)) continue to project the same.

The Kansas Board of Regents (KBOR) assists the state's colleges and universities with monitoring legislative issues. In 2020, due to the COVID-19 pandemic, KBOR allocated federal CARES funding to KCKCC. These funds were used to purchase laptops for students moving to online courses and other expenses to aid in the course delivery transition.

The college monitors enrollment trends and adjusts course sections and [tuition](#) to maintain optimal utilization of faculty and facility resources. Prior to Fall 2018, the in-district rate was \$86 per credit hour. In Fall 2018, KCKCC created a tuition and fee differential lowering tuition by two dollars per credit hour for students who live within the taxing district while initiating an increase of four dollars for students who live in the remaining designated service area (in-state, outside Wyandotte county). Through ongoing analysis and planning, KCKCC controls costs and holds tuition at current levels. The COVID-19 pandemic resulted in increased costs related to safety and the transition of courses to a virtual format. While funding was received to help offset those expenses, KCKCC had to monitor and adjust expenses to minimize any negative impact on financial standing.

KCKCC continues to increase its marketing efforts through television, radio, billboards, and other advertising efforts. A graphic designer facilitates the creation of a consistent brand for all marketing materials. By increasing various [social media](#) platforms, the college influences more prospective students considering post-secondary options. Marketing endeavors include advertisements on billboards in Spanish to reach the diverse community.

5C5

KCKCC operates in an environment where change is constant, and college leadership monitor changes in internal and external factors to inform planning. As a result, short- and long-range planning must incorporate adaptive methods to meet the needs of students and the community.

All Perkins-eligible programs maintain an advisory board of industry leaders who help identify current and future curriculum and budgetary needs. [Sample Program Advisory Committee minutes](#) support this process.

The Director for the [Center for Equity, Inclusion, and Multicultural Engagement](#) (CEIM) is charged with identifying and making recommendations to PC and the president on how to increase opportunities for greater inclusion and equity at both the institutional and student level. The Center strives to offer numerous programs in multicultural education and diversity training as part of a nationwide push for inclusive educational opportunities. Membership in various ethnic chambers of commerce and participation in local community events provides valuable information related to demographic and cultural shifts within the service area. Further information regarding the institution's efforts toward equity and inclusivity is found in 1C2.

At the main campus location, a dedicated admissions specialist provides services to international students. English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) classes are offered at the main location. ESL and GED are also offered at other college locations and other locations in the community.

Information Services continually monitors and prepares for changes in technology. Classrooms have a 5-year replacement cycle to ensure they are up-to-date. Printing at all college locations has been updated to allow users to print to any multi-function printer at a KCKCC location. Network security has been greatly enhanced, and vulnerability and security assessments have been scheduled to occur regularly.

5C6

KCKCC uses a variety of mechanisms to document performance, identify opportunities, and improve continuing and new processes across both academic and operational sectors of the college as described in 5C1. Key Performance Indicators (KPIs) guide the college toward the achievement of the Strategic Plan, identifying when current processes and procedures are successful or in need of modification. Focused on student success, the PC in coordination with the Office of Institutional Effectiveness and others develops the appropriate KPIs, goals, and initiatives. The [Strategic Plan Biannual Reports](#) with KPIs are posted on the college website, along with other financial and non-financial KPIs used to monitor performance.

An independent certified public accounting firm annually [audits](#) the college's financials and fiscal operations and policies to ensure compliance with Generally Accepted Accounting Principles. They also review federal grants to ensure compliance with requirements in the OMB CFR 2000 Subpart F. The [auditors reported](#) no significant deficiencies in the internal controls of the college over the past five years. After completion of the FY21 audit, five years of [financial indicators](#) are available on the college website to document financial performance.

All degree and certificate programs are now on a four-year program review cycle. For more information regarding program review, please see Criterion 4. The review process evaluates program effectiveness in enrollment, credentialing, graduate outcomes, financial viability, and advisory board functioning. This self-reflective review culminates in establishing short- and long-term course and program goals reviewed by the academic dean, PRC, and VPAA.

Human Resources (HR) conducts an employee climate survey every two years to document areas of success and opportunities for improvement. The survey provider, Noel Levitz, analyzes and reports the data to KCKCC. Two recommendations from the [survey](#) in April 2018 included offering more internal professional development training and implementing required [supervisor training](#). These trainings have occurred in a variety of venues. In Spring 2022, a [Talent Development Manager](#) was hired to expand and increase the frequency of internal professional development opportunities.

In Spring 2021, the Director of Institutional Effectiveness administered the CCSSE (see 5C2) to determine the students' level of engagement in their courses and overall college experience. Randomly selected course sections provided a diverse representation of students across all locations and delivery modes. Results of this and other stakeholder surveys are made available on the KCKCC website.

KCKCC and KBOR collaboratively establish three-year Performance Agreements that includes indicators for achievement linked to the awarding of new state funding. Annually, the college reports progress to KBOR and implements revisions as needed. Information reported comes from a variety of sources including admissions and enrollment data, transfer data, and student success in coursework gathered by the Office for Institutional Effectiveness.

KCKCC negotiates with KBOR to identify targeted goals for each [Perkins Core Indicator](#). [Program performance](#) is calculated based on a follow-up survey of student concentrators. Programs that do not meet identified targets develop an action plan to facilitate the attainment of the missed goal(s) and secure further funding.

Facilities Services, Duplicating and Printing, and the Office of Institutional Effectiveness [track](#) the value and efficiency of operations by reviewing [help desk ticket](#) requests and feedback submitted by employees. The [Learning Commons](#) obtains student usage data to evaluate services offered.

With the college's "Advancing Excellence" initiative, KCKCC strives for continuous improvement in all college operations and programs, departments, and divisions. Communication is one area identified as needing improvement. Numerous measures have been adopted to improve communication. The president sends college-wide [periodic email communications](#). A "Chat with the President" is offered once per month for all college employees. Pre-COVID, these sessions were offered on a rotating basis between KCKCC's three primary locations. Now, still in the midst of the pandemic, these sessions are offered virtually. This virtual delivery provides access to all employees each month. The results of this new delivery have resulted in near or over 200 employees each session, keeping the college better informed on a regular basis and providing employees to ask questions of items that may be of concern to them. The president also holds "Pizza with the Prez" in a similar format for students. Now offered virtually as well, pizza is delivered to each site for the students to partake during these sessions, or on their own as many students struggle with food insecurity and this is an easy way to provide them a warm meal. Division and department leaders hold regular meetings and send email updates in the interim.

Several changes have occurred in response to identified needs for increasing support for faculty. The Center for Teaching Excellence (CTE) was created in 2016 to increase opportunities for faculty development and academic discourse. Criteria 3 and 4 provide more details about the CTE and programming opportunities. In 2018, the college created the Academic Support and Assessment Division and the Office of Assessment to increase support with an assessment to both faculty and staff. Each year, more and more individuals are receiving assessment-related assistance from the center.

Concerns with the sustainability and equity of staff salaries led to the utilization of the Korn-Ferry study in 2017. The new salary schedule created from this study continues to be used and updated for identifying staff salary ranges. Using and assessing this system for the last four years, the college has found that it has helped provide greater consistency in identifying staff salaries. However, during this last year HR and administration have found that while it has created greater 'equality' in compensation, it has at the same time decreased 'equity' in compensation when reviewing quality and

time of service. Additional work in this area will continue in the coming years.

KCKCC's more consistent gathering and better analysis of data are resulting in improvements in student success and satisfaction, college operations and efficiencies, employee preparation, and employee satisfaction.

Sources

- 2C1_Strategic Plan Update January 22
- 2C3_Downtown survey feedback
- 3C1_CEIM
- 5B1_Reserves Budget
- 5B3_ZBB Rubric.pdf
- 5B4_WY Econ Dev Council
- 5C_FY2022 Capital Projects Budget
- 5C1_DRAFT Technology Master Plan
- 5C1_HEERF Furniture and Tech
- 5C1_Mill Levy
- 5C2_CCSSE 2021 Executive Summary
- 5C2_PRC Bylaws
- 5C2_PRC SSR form
- 5C2_PRC SSR form (page number 6)
- 5C2_SSI Report 2019
- 5C3_Audits
- 5C3_Blue Devil Revel
- 5C3_Community Survey
- 5C3_Information services
- 5C3_KCKCC Foundation Blog
- 5C3_Strategic Plan Calendar
- 5C3_Strategic Plan Steering Committee
- 5C4_BOT Minutes Financial Statements 061521
- 5C4_BOT Minutes Financial Statements 061521 (page number 65)
- 5C4_FY2020 Budget
- 5C4_FY2021 Budget
- 5C4_FY2022 Budget
- 5C4_Social Media Report 061521
- 5C4_Tuition and Fees
- 5C5_TEC Advisory Boards
- 5C6_Audit Management Letters.pdf
- 5C6_Communications
- 5C6_Feb 2021 Supervisor Trng Agenda
- 5C6_Financial Indicators
- 5C6_Help Desk Ticket Tracking
- 5C6_KACE Help Desk
- 5C6_KCKCC Satisfaction Survey May 2018
- 5C6_Learning Commons
- 5C6_Perkins Performance 2020
- 5C6_Postsecondary Core Indicator Definitions

- 5C6_Talent Development Manager
- Glossary of Abbreviations

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

KCKCC continuously strives to provide quality education in a rapidly, ever-changing environment. The college develops, implements, and improves policies and processes for the best use of resources for its constituents. The process is dynamic, so when demographics, funding sources, or the economy changes, the college is well-positioned to respond accordingly.

Sources

There are no sources.